South Carolina INSPIRED

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Appendix A1A
The South Carolina Education Accountability Act

CHAPTER 18.

EDUCATION ACCOUNTABILITY ACT

ARTICLE 1.

GENERAL PROVISIONS

SECTION 59-18-100. Performance based accountability system for public education established; "accountability" defined.
The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.

SECTION 59-18-110. Objectives.
The system is to:
(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and
(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

SECTION 59-18-120. Definitions.
As used in this chapter:
(1) "Oversight Committee" means the Education Oversight Committee established in Section 59-6-10.
(2) "Standards based assessment" means an assessment where an individual's performance is compared to specific performance standards and not to the performance of other students.
(3) "Disaggregated data" means data broken out for specific groups within the total student population, such as by race, gender, level of poverty, limited English proficiency status, disability status, or other groups as required by federal statutes or regulations.
(4) "Longitudinally matched student data" means examining the performance of a single student or a group of students by considering their test scores over time.
(5) "Academic achievement standards" means statements of expectations for student learning.

(6) "Department" means the State Department of Education.
(7) "Absolute performance" means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.
(8) "Growth" means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.
(9) "Objective and reliable statewide assessment" means assessments that yield consistent results and that measure the cognitive knowledge and skills specified in the state-approved academic standards and do not include questions relative to personal opinions, feelings, or attitudes and are not biased with regard to race, gender, or socioeconomic status. The assessments must include a writing assessment and multiple-choice questions designed to reflect a range of cognitive abilities beyond the knowledge level. Constructed response questions may be included as a component of the writing assessment.
(10) "Division of Accountability" means the special unit within the oversight committee established in Section 59-6-100.
(11) "Formative assessment" means assessments used within the school year to analyze general strengths and weaknesses in learning and instruction, to understand the performance of students individually and across achievement categories, to adapt instruction to meet students' needs, and to consider placement and planning for the next grade level. Data and performance from the formative assessments must not be used in the calculation of school or district ratings.

ARTICLE 3.

ACADEMIC STANDARDS AND ASSESSMENTS

SECTION 59-18-300. Adoption of educational standards in core academic areas.
The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:
(1) read, view, and listen to complex information in the English language;
(2) write and speak effectively in the English language;
(3) solve problems by applying mathematics;
(4) conduct research and communicate findings;
(5) understand and apply scientific concepts;
(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and
(7) use information to make decisions.
The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

SECTION 59-18-310. Development or adoption of statewide assessment program to promote student learning and measure student performance.
(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and:
(1) identify areas in which students, schools, or school districts need additional support;
(2) indicate the academic achievement for schools, districts, and the State;

(3) satisfy federal reporting requirements; and
(4) provide professional development to educators.
Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable.
(B) The statewide assessment program must include the subjects of English/language arts, mathematics, science, and social studies in grades three through eight, as delineated in Section 59-18-320(B), to be first administered in 2009, an exit examination in English/language arts and mathematics to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. Student performance targets must be established following the 2009 administration. The assessment program must be used for school and school district accountability purposes beginning with the 2008-2009 school year. The publication of the annual school and school district report card may be delayed for the 2008-2009 school year until no later than February 15, 2010. A student's score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma.
(C) To facilitate the reporting of strand level information and the reporting of student scores prior to the beginning of the next school year, beginning with the 2009 administration, multiple choice items must be administered as close to the end of the school year as possible and the writing assessment must be administered earlier in the school year.
(D) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career or occupational programs.
(E) The State Board of Education shall create a statewide adoption list of formative assessments for grades one through nine aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2009-2010 school year, and subject to appropriations by the General Assembly for the assessments, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.
(F) The State Department of Education shall provide on-going professional development in the development and use of classroom assessments, the use of formative assessments, and the use of the end-of-year state assessments so that teaching and learning activities are focused on student needs and lead to higher levels of student performance.

SECTION 59-18-320. Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.
(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education

Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.
(B) After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. In accordance with the requirements of the federal No Child Left Behind Act, science assessments must be administered annually to all students in one elementary and one middle school grade. The State Department of Education shall develop a sampling plan to administer science and social studies assessments to all other elementary and middle school students. The plan shall provide for all students and both content areas to be assessed annually; however, individual students, except in census testing grades, are not required to take both tests. In the sampling plan, approximately half of the assessments must be administered in science and the other half in social studies in each class. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. The core areas must remain consistent with the following percentage weightings established and approved by the Education Oversight Committee: in grades three through five, thirty percent each for English/language arts and math, and twenty percent each for science and social studies; and in grades six through eight, twenty-five percent each for English/language arts and math, and twenty-five percent each for science and social studies. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.
(C) After review and approval by the Education Oversight Committee, the end of course assessments of high school credit courses will be administered to all public school students as they complete each course.
(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

SECTION 59-18-330. Coordination and annual administration of National Assessment of Education Progress (NAEP).
The State Department of Education is directed to coordinate the annual administration of the National Assessment of Education Progress (NAEP) to obtain an indication of student and school performance relative to national performance levels. A school randomly selected by NAEP must comply with the administration of the assessment to obtain an indication of state performance relative to national performance levels.

SECTION 59-18-340. PSAT or PLAN tests of tenth grade students; availability; use of results.
High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in order to assess and identify curricular areas that need to be strengthened and reenforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

SECTION 59-18-350. Cyclical review of state standards and assessments; analysis of assessment results.
(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each

academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.
(B) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.

SECTION 59-18-360. Dissemination of assessment results.
Beginning with the 2010 assessment administration, the Department of Education is directed to provide assessment results annually on individual students and schools by August first, in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability in developing the formats of the assessment results. Schools and districts are responsible for disseminating this information to parents.

SECTION 59-18-370. Renumbered as Section 59-18-360 by 2008 Act No. 282, Section 1, eff June 5, 2008.

ARTICLE 5.

ACADEMIC PLANS FOR STUDENTS [OMITTED]

SECTION 59-18-500. Omitted by 2008 Act No. 282, Section 1, eff June 5, 2008.

ARTICLE 7.

MATERIALS AND ACCREDITATION

SECTION 59-18-700. Alignment of criteria for instructional materials with educational standards.
The criteria governing the adoption of instructional materials must be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the state board.

SECTION 59-18-710. Recommendations regarding state's accreditation system.
The State Department of Education shall provide recommendations regarding the state's accreditation system to the State Board of Education. The recommendations must be derived from input received from broad-based stakeholder groups. In developing the criteria for the accreditation system, the State Board of Education shall consider including the function of school improvement councils and other school decision-making groups and their participation in the school planning process.

ARTICLE 9.

REPORTING

SECTION 59-18-900. Development of comprehensive annual report cards; academic performance ratings; promulgation of regulations.

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report card, its format, and an executive summary of the report card to report on the performance for the individual primary, elementary, middle, high schools, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school website, and, upon request, printed by the school districts. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district also must be reported. The annual report card must serve at least five purposes:

(1) inform parents and the public about the school's performance;

(2) assist in addressing the strengths and weaknesses within a particular school;

(3) recognize schools with high performance;

(4) evaluate and focus resources on schools with low performance; and

(5) meet federal report card requirements.

(B) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and school/district at-risk. Schools and districts shall receive a rating for absolute and growth performance. Only the scores of students enrolled in the school at the time of the forty-five-day enrollment count shall be used to determine the absolute and growth ratings. Graduation rates must be used as an additional accountability measure for high schools and school districts. The Oversight Committee, working with the State Board of Education, shall establish three student performance indicators which will be those considered to be useful for assessing a school's overall performance and appropriate for the grade levels within the school.

The student performance levels are: Not Met, Met, and Exemplary. "Not Met" means that the student did not meet the grade level standard. "Met" means the student met the grade level standard. "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. For purposes of reporting as required by federal statute, "proficiency" shall include students performing at Met or Exemplary.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, student and teacher ratios, and attendance data.

(E) After reviewing the school's performance on statewide assessments, the principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a

school's progress in order to further inform parents and the community about the school and its operation. The narrative must be reviewed by the district superintendent or appropriate body for a local charter school. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth.
(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district website.
(G) The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide data required in this section.

SECTION 59-18-910. Cyclical review of accountability system; stakeholders.
Beginning in 2013, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators.

SECTION 59-18-920. Report card requirements for charter, alternative and career and technology schools.
A charter school established pursuant to Chapter 40, Title 59 shall report the data requested by the Department of Education necessary to generate a report card. The Department of Education shall utilize this data to issue a report card with performance ratings to parents and the public containing the ratings and explaining its significance and providing other information similar to that required of other schools in this section. The performance of students attending charter schools sponsored by the South Carolina Public Charter School District must be included in the overall performance ratings of the South Carolina Public Charter School District. The performance of students attending a charter school authorized by a local school district must be reflected on a separate line on the school district's report card and must not be included in the overall performance ratings of the local school district. An alternative school is included in the requirements of this chapter; however, the purpose of an alternative school must be taken into consideration in determining its performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

SECTION 59-18-930. Executive summary of report cards; date for issuance; advertising results.
(A) The State Department of Education must issue the executive summary of the report card annually to all schools and districts of the State no later than November first. The executive summary shall be printed in black and white, be no more than two pages, use graphical displays whenever possible, and contain National Assessment of Educational Progress (NAEP) scores as well as national scores. The report card summary must be made available to all parents of the school and the school district.
(B) The school, in conjunction with the district board, also must inform the community of the school's report card by advertising the results in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within forty-five days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline.
(C) If an audited newspaper of general circulation in a school district's geographic area has previously published the entire school report card results as a news item, the requirement of subsection (B) may be waived.

SECTION 59-18-950. Criteria for school district and high school ratings.
Notwithstanding another provision of law to the contrary, the Education Oversight Committee may base ratings for school districts and high schools on criteria that include graduation rates, exit examination performance, and other criteria identified by technical experts and appropriate groups of educators and workforce advocates.

ARTICLE 11.

AWARDING PERFORMANCE

SECTION 59-18-1100. Palmetto Gold and Silver Awards Program established; criteria.
The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:
(1) student attendance;
(2) teacher attendance;
(3) graduation rates; and
(4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.
Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

SECTION 59-18-1110. Grant of flexibility of receiving exemption from regulations; criteria; continuation of and removal from flexibility status.
(A) Notwithstanding any other provision of law, a school is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:
(1) the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100;
(2) the school has met annual improvement standards for subgroups of students in reading and mathematics; and
(3) the school has exhibited no recurring accreditation deficiencies.
(B) Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to, regulations and statutory provisions on class scheduling, class structure, and staffing.
(C) To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.

(D) In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the school year following notification of the change in status by the State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status.

SECTION 59-18-1120. Grant of flexibility of exemption from regulations and statutes to school designated as school/district at-risk; extension to other schools.

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

(B) Other schools may receive flexibility when their school renewal plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in content areas included in the accountability assessments. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

SECTION 59-18-1130. Use of funds appropriated for professional development.

(A) Notwithstanding another provision of law to the contrary, funds appropriated for professional development must be used for certificated instructional and instructional leadership personnel in grades kindergarten through twelve in the academic areas for which State Board of Education standard documents have been approved to better link instruction and lesson plans to the standards and to statewide adopted readiness assessment tests, to develop classroom assessments consistent with the standards and testing measures, and to analyze assessment results for needed modification in instructional strategies. No more than five percent of funds appropriated for professional development may be retained by the State Department of Education for administration of the program; however, a district may choose to purchase professional development services provided by the State Department of Education with the funds allocated to the districts for professional development. Funds also may be expended for certificated instructional and instructional leadership personnel in grades six through twelve to achieve competency in teaching reading to students who score below proficient on the reading component of assessment tests.

(B) Two hundred fifty thousand dollars of the funds allocated to professional development must be provided to the State Department of Education to implement successfully the South Carolina Readiness Assessment by creating a validation process for teachers to ensure reliable administration of the assessment, providing professional development on effective utilization, and establishing the relationship between the readiness measure and third grade standards-based assessments. Multi-day work sessions must be provided around the State during the summer, fall, and winter using staff development days and teacher workdays. Two of the remaining professional development days must be set aside for the specific purpose of preparing and opening schools. District instructional leaders, regional service centers, consortia, development personnel, university faculty, contracted providers, and the resources of the Educational Television Network may be used to implement the professional development initiative. Teachers participating in the program shall receive credit toward recertification according to State Board of Education guidelines. Funds provided for professional development on standards may be carried forward into the current fiscal year to be expended for the same purpose. No less than twenty-five

percent of the funds allocated for professional development may be expended on the teaching of reading, which includes teaching reading across content areas in grades three through eight.

ARTICLE 13.

DISTRICT ACCOUNTABILITY SYSTEMS

SECTION 59-18-1300. District accountability system; development and review.
The State Board of Education, based on recommendations of the division, must develop regulations requiring that each district board of trustees must establish and annually review a performance based accountability system, or modify its existing accountability system, to reinforce the state accountability system. Parents, teachers, and principals must be involved in the development, annual review, and revisions of the accountability system established by the district. The board of trustees shall ensure that a district accountability plan be developed, reviewed, and revised annually. In order to stimulate constant improvement in the process of teaching and learning in each school and to target additional local assistance for a school when its students' performance is low or shows little improvement, the district accountability system must build on the district and school activities and plans required in Section 59-139-10. In keeping with the emphasis on school accountability, principals should be actively involved in the selection, discipline, and dismissal of personnel in their particular school. The date the school improvement reports must be provided to parents is changed to February first.
The Department of Education shall offer technical support to any district requesting assistance in the development of an accountability plan. Furthermore, the department must conduct a review of accountability plans as part of the peer review process required in Section 59-139-10(H) to ensure strategies are contained in the plans that shall maximize student learning.

SECTION 59-18-1310. Consolidation of strategic plans and improvement reports; submission dates.
The strategic plans and improvement reports required of the public schools and districts in Sections 59-18-1300, 59-18-1500, and 59-20-60 are consolidated and reported as follows: district and school five-year plans and annual updates and district programmatic reports, and school reports developed in conjunction with the school improvement council to parents and constituents to include recommendations of Education Accountability Act external review teams as approved by the State Board of Education and the steps being taken to address the recommendations, and the advertisement of this report are due on a date established by the Department of Education, but no later than April thirtieth annually; schools reviewed by external review teams shall prepare a report to the parents and constituents of the school, to be developed in conjunction with the School Improvement Council, and this report must be provided and advertised no later than April thirtieth annually. The school report card narrative in Section 59-18-900 continues on its prescribed date.

ARTICLE 15.

INTERVENTION AND ASSISTANCE

SECTION 59-18-1500. Schools rated below average or school/district at-risk; renewal plan and compensation packages; notice to parents and publication in newspaper; department support; regional workshops.
(A) When a school receives a rating of below average or school/district at-risk, the following actions must be undertaken by the school, the district, and the board of trustees:
(1) The faculty of the school with the leadership of the principal must review its renewal plan and revise it with the assistance of the school improvement council established in Section 59-20-60. The revised plan should look at every aspect of schooling, and must outline activities that, when implemented, can reasonably be expected to improve student performance and increase the rate of student progress. The

plan must include actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the State Department of Education and consistent with the external review team report. The plan should provide a clear, coherent plan for professional development, which has been designed by the faculty, that is ongoing, job related, and keyed to improving teaching and learning. A school renewal plan must address professional development activities that are directly related to instruction in the core subject areas and may include the use of funds appropriated for technical assistance to provide compensation incentives in the form of salary supplements to classroom teachers who are certified by the State Board of Education. The purpose of the compensation packages is to improve student achievement and to improve the recruitment and retention of teachers with advanced degrees in schools designated as below average or school/district at-risk. If the school renewal plan is approved, the school shall be permitted to use technical assistance funds to provide the salary supplements. A time line for implementation of the activities and the goals to be achieved must be included.

(2) Once the revised plan is developed, the district superintendent and the local board of trustees shall review the school's strategic plan to determine if the plan focuses on strategies to increase student academic performance. Once the district board has approved the plan, it must delineate the strategies and support the district will give the plan.

(3) After the approval of the revised plan, the principals' and teachers' professional growth plans, as required by Section 59-26-40 and Section 59-24-40, should be reviewed and amended to reflect the professional development needs identified in the revised plan and must establish individual improvement criteria on the performance dimensions for the next evaluation.

(4) The school, in conjunction with the district board, must inform the parents of children attending the school of the ratings received and must outline the steps in the revised plan to improve performance, including the support which the board of trustees has agreed to give the plan. This information must go to the parents no later than February first. This information also must be advertised in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline. The notice must include the following information: name of school district, name of superintendent, district office telephone number, name of school, name of principal, telephone number of school, school's absolute performance rating and growth performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance.

(5) Upon a review of the revised plan to ensure it contains sufficiently high standards and expectations for improvement, the Department of Education is to delineate the activities, support, services, and technical assistance it will make available to support the school's plan and sustain improvement over time. Schools meeting the criteria established pursuant to Section 59-18-1550 will be eligible for the grant programs created by that section.

(B) The Department of Education shall provide regional workshops to assist schools in formulating school renewal plans based on best practices that positively improve student achievement. The chairman of the local board of education or a board member designee, the superintendent or district instructional leader, and the principal of any school receiving technical assistance funds must attend at least one of the workshops in order to receive any state aid for technical assistance.

SECTION 59-18-1510. Implementation of external review team process; activities and recommendations.

(A) When a school receives a rating of school/district at-risk or upon the request of a school rated below average, an external review team process must be implemented by the Department of Education to examine school and district educational programs, actions, and activities. The Education Oversight Committee, in consultation with the State Department of Education, shall develop the criteria for the identification of persons to serve as members of an external review team which shall include

representatives from selected school districts, respected retired educators, State Department of Education staff, higher education representatives, parents from the district, and business representatives.
(B) The activities of the external review team may include:
(1) examining all facets of school operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards, and recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;
(2) consulting with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school;
(3) identifying personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;
(4) working with school staff, central offices, and local boards of trustees in the design of the school's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in that school;
(5) identifying needed support from the district, the State Department of Education, and other sources for targeted long-term technical assistance;
(6) reporting its recommendations, no later than three months after the school receives the designation of school/district at-risk to the school, the district board of trustees, and the State Board of Education; and
(7) reporting annually to the local board of trustees and state board over the next four years, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.
(C) Within thirty days, the Department of Education must notify the principal, the superintendent, and the district board of trustees of the recommendations approved by the State Board of Education. After the approval of the recommendations, the department shall delineate the activities, support, services, and technical assistance it will provide to the school. With the approval of the state board, this assistance will continue for at least three years, or as determined to be needed by the review committee to sustain improvement.

SECTION 59-18-1520. Declaration of emergency; hearing; courses of action.
If the recommendations approved by the state board, the district's plan, or the school's revised plan are not satisfactorily implemented by the school rated school/district at-risk and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:
(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
(2) declare a state of emergency in the school and replace the school's principal; or
(3) declare a state of emergency in the school and assume management of the school.

SECTION 59-18-1530. Teacher and principal specialists; recruitment, eligibility, duties, and incentives.
(A) Teacher specialists on site may be assigned to an elementary, middle, or high school designated as below average or school/district at-risk. Teacher specialists may be placed across grade levels and across subject areas when placement meets program criteria based on external review team recommendations, need, number of teachers receiving support, certification, and experience of the specialist. The Department of Education, in consultation with the Division of Accountability, shall develop a program for the identification, selection, and training of teachers with a history of exemplary student academic achievement to serve as teacher specialists on site. Retired educators may be considered for specialists.

(B) In order to sustain improvement and help implement the review team's recommendations, the specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years, or as recommended by the review team and approved by the state board. Teacher specialists are limited to three years of service at one school unless the specialist submits application for an extension, the application is accepted by the State Department of Education, and placement is made. Upon acceptance and placement, the specialist can receive the salary and supplement for two additional years but is no longer attached to the home district or guaranteed placement in the home district upon leaving the teacher specialist program. Teacher specialists must teach a minimum of three hours per day on average in team teaching or teaching classes. Teacher specialists shall not be assigned administrative duties or other responsibilities outside the scope of this section. The specialists will assist the school in gaining knowledge of best practices and well-validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a teacher specialist.

(C) To encourage and recruit teachers for assignment to below average and school/district at-risk schools, those assigned to such schools will receive their salary and a supplement equal to fifty percent of the current southeastern average teacher salary as projected by the State Budget and Control Board, Office of Research and Analysis. The salary and supplement is to be paid by the State for three years. Teacher specialists may be employed, pursuant to subsection (B), as a component of the technical assistance strategy.

(D) In order to attract a pool of qualified applicants to work in low-performing schools, the Education Oversight Committee, in consultation with the South Carolina Department of Education, shall develop criteria for the identification, selection, and training of principals with a history of exemplary student academic achievement. Retired educators may be considered for a principal specialist position. A principal specialist may be hired for a school designated as school/district at-risk, if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a principal specialist.

(E) In order to attract a pool of qualified principals to work in low-performing schools, the principal specialists hired in such schools will receive their salary and a supplement equal to 1.25 times the supplement amount calculated for teachers. Principal specialists may be employed as a component of the technical assistance strategy for two years. A principal specialist may be continued for a third year if requested by the local school board, recommended by the external review team, and approved by the State Board of Education. If employed for the third year, technical assistance funds may only be used for payment of the principal specialist salary supplement.

(F) The supplements are to be considered part of the regular salary base for which retirement contributions are deductible by the South Carolina Retirement System pursuant to Section 9-1-1020. Principal and teacher specialists on site who are assigned to below average and school/district at-risk schools shall be allowed to return to employment with their home district at the end of the contract period with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.

(G) The Department of Education shall work with school districts and schools to broker the services of technical assistance personnel delineated in Section 59-18-1590 as needed, and as stipulated in the school renewal plan.

(H) Within the parameters herein, the school district will have final determination on individuals who are assigned as teacher specialists and principal specialists.

SECTION 59-18-1540. Mentoring program for principals.
Each principal continued in employment in schools designated as below average or school/district at-risk must participate in a formal mentoring program with a principal. The Department of Education, working with the Education Oversight Committee, shall design the mentoring program. A principal mentor may be employed as a component of the technical assistance strategy.

SECTION 59-18-1550. Grant programs for schools designated as below average and for schools designated as unsatisfactory; funding.
(A) The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. In order to implement the school district and school renewal plan, a school must be eligible to receive the technical assistance funding over the next three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. Technical assistance funds previously received must be expended based on the revised plan. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before additional funding will be given.
(B) A public school assistance fund must be established as a separate fund within the state general fund for the purpose of providing financial support to assist poorly performing schools. The fund may consist of grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for this purpose. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The State Board of Education, in consultation with the commission, shall administer and authorize any disbursements from the fund. The State Board of Education shall promulgate regulations to implement the provisions of this section.

SECTION 59-18-1560. School district rated below average; appointment of external review committee; duties; recommendations; composition.
(A) When a district receives a rating of below average, the state superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district. The review committee must:
(1) examine all facets of school and district operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards and shall make recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;
(2) consult with parents and community members to gather additional information on the strengths and weaknesses of the district;
(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;
(4) work with school staff, central offices, and local boards of trustees in the design of the district's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in the district;
(5) identify needed support from the State Department of Education and other sources for targeted long-term technical assistance;

(6) report its recommendations, no later than three months after the district receives the designation of school/district at-risk, to the superintendent, the district board of trustees, and the State Board of Education; and
(7) report annually over the next four years to the local board of trustees and state board, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.
(B) Within thirty days, the Department of Education must notify the superintendent and the district board of trustees of the recommendations approved by the State Board of Education. Upon the approval of the recommendations, the Department of Education must delineate the activities, support, services, and technical assistance it will provide to support the recommendations and sustain improvement over time. The external review committee must report annually to the local board of trustees and the state board over the next four years, or as deemed necessary by the state board, on the district's progress in implementing the recommendations and improving student performance.
(C) The review committee shall be composed of State Department of Education staff, representatives from selected school districts, higher education, and business.

SECTION 59-18-1570. Designation of state of emergency in school district designated as school/district at-risk; remedial actions.
(A) If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education, or if student performance has not made the expected progress and the school district is designated as school/district at-risk, the district superintendent and members of the board of trustees shall appear before the State Board of Education to outline the reasons why a state of emergency must not be declared in the district.
(B) The state superintendent, with the approval of the State Board of Education, is granted authority to:
(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education to include establishing and conducting a training program for the district board of trustees and the district superintendent to focus on roles and actions in support of increases in student achievement;
(2) mediate personnel matters between the district board and district superintendent when the State Board of Education is informed by majority vote of the board or the superintendent that the district board is considering dismissal of the superintendent, and the parties agree to mediation;
(3) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the vacancy is filled by the district board of trustees. District boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to existing contracts but to new contracts or renewal of contracts; and
(4) declare a state of emergency in the school district and assume management of the school district.
(C) The district board of trustees may appoint at least two nonvoting members to the board from a pool nominated by the Education Oversight Committee and the State Department of Education. The appointed members shall have demonstrated high levels of knowledge, commitment, and public service, must be recruited and trained for service as appointed board members by the Education Oversight Committee and the State Department of Education, and shall represent the interests of the State Board of Education on the district board. Compensation for the nonvoting members must be paid by the State Board of Education in an amount equal to the compensation paid to the voting members of the district board.

SECTION 59-18-1580. Continuing review of instructional and organizational practices and delivery of technical assistance by Department of Education.
To assist schools and school districts as they work to improve classroom practice and student performance, the Department of Education must increase the delivery of quality technical assistance services and the assessment of instructional programs. The department may need to reshape some of its

organization and key functions to make them more consistent with the assistance required by schools and districts in developing and implementing local accountability systems and meeting state standards. The Department of Education must:
(1) establish an ongoing state mechanism to promote successful programs found in South Carolina schools for implementation in schools with similar needs and students, to review evidence on instructional and organizational practices considered to be effective, and to alert schools and classroom teachers to these options and the sources of training and names of implementing schools;
(2) provide information and technical assistance in understanding state policies, how they fit together, and the best practice in implementing them; and
(3) establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies which focuses on meeting the intent and purpose of those laws and policies.

SECTION 59-18-1590. Reallocation of technical assistance funding.
Notwithstanding any other provision of law, and in order to provide assistance at the beginning of the school year, schools may qualify for technical assistance based on the criteria established by the Education Oversight Committee for school ratings and on the most recently available end-of-year assessment scores. In order to best meet the needs of low-performing schools, the funding provided for technical assistance under the Education Accountability Act may be reallocated among the programs and purposes specified in this section. The State Department of Education shall establish criteria for reviewing and assisting schools rated school/district at-risk or below average. Funds must be expended on strategies and activities expressly outlined in the school plan. The activities may include, but are not limited to, teacher specialist, principal specialist, curriculum specialist, principal leader, principal mentor, professional development, compensation incentives, homework centers, formative assessments, or comprehensive school reform efforts. The State Department of Education shall provide information on the technical assistance strategies and their impact to the State Board of Education, the Education Oversight Committee, the Senate Education Committee, the Senate Finance Committee, the House of Representatives Education and Public Works Committee, and the House of Representatives Ways and Means Committee annually.

SECTION 59-18-1595. Renumbered as Section 59-18-1590 by 2008 Act No. 282, Section 1, eff June 5, 2008.

SECTION 59-18-1600. Parent orientation classes.
(A) A school that has received a school/district at-risk absolute academic performance rating on its most recent report card shall offer an orientation class for parents. The orientation class must focus on the following topics:
(1) the value of education;
(2) academic assistance programs that are available at the school and in the community;
(3) student discipline;
(4) school policies;
(5) explanation of information that will be presented on the school's report card issued in November; and
(6) other pertinent issues.
(B) The school shall offer the orientation class each year the school receives a school/district at-risk absolute academic performance rating on the school report card and shall provide parents with written notification of the date and time of the meeting. Schools are encouraged to offer the orientation class at a time in which the majority of parents would be able to attend. Additionally, schools are encouraged to provide orientation classes in community settings or workplaces so that the needs of parents with transportation difficulties or scheduling conflicts can be met.
(C) A parent or guardian of each student who is registered to attend the school shall attend the orientation class each year it is offered.

ARTICLE 17.

PUBLIC INFORMATION

SECTION 59-18-1700. Public information campaign; development and approval; funding.
(A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee must be appointed by the chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public.
(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund must be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

ARTICLE 19.

MISCELLANEOUS

SECTION 59-18-1910. Homework centers.
Schools receiving below average or school/district at-risk designations may use technical assistance funds allocated pursuant to Section 59-18-1590 to provide homework centers that go beyond the regular school hours where students can come and receive assistance in understanding and completing their school work. Technical assistance funds provided for these centers may be used for salaries for certified teachers and for transportation costs.

SECTION 59-18-1920. Modified school year or school day schedule; grant program established; application; implementation plan.
(A) The State Board of Education, through the Department of Education, shall establish a grant program to encourage school districts to pilot test or implement a modified school year or school day schedule. The purpose of the grant is to assist with the additional costs incurred during the intersessions for salaries, transportation, and operations, or for additional costs incurred by lengthening the school day. For a district to qualify for a grant, all the schools within a specific feeder zone or elementary-to-middle-to-high-school attendance area, must be pilot testing or implementing the modified year or day schedule.
(B) To obtain a grant, a district shall submit an application to the state board in a format specified by the Department of Education. The application shall include a plan for implementing a modified year or day that provides the following: more time for student learning, learning opportunities that typically are not available in the regular student day, targeted assistance for students whose academic performance is significantly below promotion standards, more efficient use of facilities and other resources, and evaluations of the impact of the modified schedule. Local district boards of trustees shall require students whose performance in a core subject area, as defined in Section 59-18-300, is the equivalent of a "D" average or below to attend the intersessions or stay for the lengthened day and receive special assistance in the subject area. Funding for the program is as provided by the General Assembly in the annual

appropriations act. Each grant award for program pilot testing or implementation may not exceed a three-year period.

SECTION 59-18-1930. Review of state and local professional development; recommendations for improvement.

The Education Oversight Committee shall provide for a comprehensive review of state and local professional development to include principal leadership development and teacher staff development. The review must provide an analysis of training to include what professional development is offered, how it is offered, the support given to implement skills acquired from professional development, and how the professional development enhances the academic goals outlined in district and school strategic plans. The Oversight Committee shall recommend better ways to provide and meet the needs for professional development, to include the use of the existing five contract days for in-service. Needed revisions shall be made to state regulations to promote use of state dollars for training which meets national standards for staff development.

Upon receipt of the recommendations from the comprehensive review of state and local professional development, the State Department of Education shall develop an accountability system to ensure that identified professional development standards are effectively implemented. As part of this system the department shall provide information on the identified standards to all principals and other professional development leaders. Training for all school districts in how to design comprehensive professional development programs that are consistent with the standards also shall be a part of the implementation. A variety of staff development options that address effective teaching and assessment of state academic standards and workforce preparation skills shall be included in the information provided to principals and other professional development leaders to ensure high levels of student achievement.

Appendix A1B
South Carolina Education and Economic Development Act

(A88, R102, H3155)

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING CHAPTER 59 TO TITLE 59 SO AS TO ENACT THE SOUTH CAROLINA EDUCATION AND ECONOMIC DEVELOPMENT ACT WHICH PROVIDES FOR THE DEVELOPMENT OF A CURRICULUM ORGANIZED AROUND A CAREER CLUSTER SYSTEM THAT MUST PROVIDE STUDENTS WITH BOTH STRONG ACADEMICS AND REAL-WORLD PROBLEM SOLVING SKILLS; TO AMEND SECTION 59-17-135, RELATING TO CHARACTER EDUCATION, SO AS TO FURTHER PROVIDE FOR THE TRAITS WHICH MUST BE INCORPORATED INTO SCHOOL BOARD POLICIES ADDRESSING CHARACTER EDUCATION; TO AMEND SECTION 59-18-900, RELATING TO SCHOOL REPORT CARDS, SO AS TO EXPAND THE CONTENT OF THE REPORT CARD TO INCLUDE, DROPOUT REDUCTION DATA; AND TO REPEAL ACT 450 OF 1994 AND SECTION 59-52-95 RELATING TO THE SOUTH CAROLINA SCHOOL-TO-WORK TRANSITION ACT OF 1994.

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

South Carolina Education and Economic Development Act

SECTION 1. Title 59 of the 1976 Code is amended by adding:

"CHAPTER 59
South Carolina Education and Economic Development Act

Section 59-59-10. This chapter may be cited as the 'South Carolina Education and Economic Development Act'.

Section 59-59-20. (A) The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals.

(B) School districts must lay the foundation for the clusters of study system in elementary school by providing career awareness activities. In the middle grades programs must allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans. Finally, high school students must be provided guidance and curricula that will enable them to complete successfully their individual graduation plans, preparing them for a seamless transition to relevant employment, further training, or postsecondary study.

Section 59-59-30. This chapter must be implemented fully by July 1, 2011, at which time the council created pursuant to Section 59-59-170 shall cease to exist. The Department of Education shall provide administrative support and staffing to the council to carry out its responsibilities under this chapter.

Section 59-59-40. During the 2005-06 school year, the Department of Education's guidance and counseling model must provide standards and strategies for school districts to use and follow in developing and implementing a comprehensive guidance and counseling program in their districts. This model must assist school districts and communities with the planning, development, implementation, and assessment of a school guidance and counseling program to support the personal, social, educational, and career development of pre-kindergarten through twelfth grade students.

Section 59-59-50. (A) Before July 1, 2006, the Department of Education shall develop state models and prototypes for individual graduation plans and the curriculum framework for career clusters of study. These clusters of study may be based upon the national career clusters and may include, but are not limited to:

(1) agriculture, food, and natural resources;
(2) architecture and construction;
(3) arts, audio-video technology, and communications;
(4) business, management, and administration;
(5) education and training;
(6) finance;
(7) health science;
(8) hospitality and tourism;
(9) human services;
(10) information technology;
(11) law, public safety, and security;
(12) manufacturing;
(13) government and public administration;
(14) marketing, sales, and service;
(15) science, technology, engineering, and mathematics; and
(16) transportation, distribution, and logistics.

(B) The Department of Education is to include in the state models and prototypes for individual graduation plans and curriculum framework the flexibility for a student to develop an individualized plan for graduation utilizing courses offered within the clusters at the school of attendance. Any plan of this type is to be approved by the student, parent or guardian, and the school guidance staff.

Section 59-59-55. The State Board of Education shall develop a state model for addressing at-risk students. This model shall include various programs and curriculum proven to be effective for at-risk students.

Section 59-59-60. Before July 1, 2007, school districts shall:

(1) organize high school curricula around a minimum of three clusters of study and cluster majors. The curricula must be designed to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life;

(2) promote increased awareness and career counseling by providing access to the South Carolina Occupational Information System for all schools. However, if a school chooses another occupational information system, that system must be approved by the State Department of Education.

Section 59-59-70. During the 2006-07 school year, the department shall begin implementing a career development plan for educational professionals in career guidance that provides awareness, training, release time, and preparatory instruction. The plan must include strategies for certified school counselors effectively to involve parents, guardians, or individuals appointed by the parent or guardian to serve as their designee in the career guidance process and in the development of the individual graduation plans. The plan also must include innovative approaches to recruit, train, and certify professionals needed to carry out the career development plan.

Section 59-59-80. During the 2006-07 school year, the department's school guidance and counseling program model along with career awareness and exploration activities must be integrated into the curricula for students in the first through fifth grades.

Section 59-59-90. Beginning with the 2006-07 school year, counseling and career awareness programs on clusters of study must be provided to students in the sixth, seventh, and eighth grades, and they must receive career interest inventories and information to assist them in the career decision-making process. Before the end of the second semester of the eighth grade, eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee shall

select a preferred cluster of study and develop an individual graduation plan, as provided for in Section 59-59-140.

Section 59-59-100. (A) By the 2006-07 school year, middle schools and by 2007-08 high schools shall provide students with the services of a career specialist who has obtained a bachelor's degree and who has successfully completed the national Career Development Facilitator (CDF) certification training or certified guidance counselor having completed the Career Development Facilitator certification training. This career specialist shall work under the supervision of a certified guidance counselor. By the 2007-08 school year, each middle and high school shall have a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school guidance counselors and career specialists.

(B) Career specialists currently employed by the sixteen tech prep consortia and their performance responsibilities related to the delivery of tech prep or school-to-work activities must be supervised by the State Department of Education's Office of Career and Technology Education in conjunction with the immediate site supervisor of the tech prep consortia.

Section 59-59-105. An individual employed by school districts to provide career services pursuant to Section 59-59-100 shall work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. To ensure the implementation and delivery of this chapter, this individual shall:

(1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;

(2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;

(3) assist school counselors and students in identifying and accessing career information and resource material;

(4) provide educators, parents, and students with information on career and technology education programs offered in the district;

(5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;

(6) learn and become familiar with ways to improve and promote career development opportunities within the district;

(7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;

(8) assist with the selection, administration, and evaluation of career interest inventories;

(9) assist with the implementation of the district's student career plan or individual graduation plan;

(10) assist schools in planning and developing parent information on career development;

(11) coordinate with school counselors and administration career events, career classes, and career programming;

(12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and

(13) assist with the usage of computer assisted career guidance systems.

Section 59-59-110. During the 2007-08 school year, each public high school shall implement a career guidance program model or prototype as developed or approved by the State Department of Education. At least annually after that, certified school guidance counselors and career specialists, under their supervision, shall counsel students during the ninth and tenth grades to further define their career cluster goals and individual graduation plans, and before the end of the second semester of the tenth grade, tenth grade students shall have declared an area of academic focus within a cluster of study. Throughout high school, students must be provided guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students in fulfilling their individual graduation plans. In order to maximize the number of clusters offered, a school district is to ensure that each high school within the district offers a variety of clusters. A student may transfer to a high school offering that student's career cluster if not offered by the high school in his attendance zone.

Section 59-59-120. School guidance counselors and career specialists shall limit their activities to guidance and counseling and may not perform administrative tasks.

Section 59-59-130. By the 2009-10 school year, each high school shall implement the principles of the 'High Schools that Work' organizational model or have obtained approval from the Department of Education for another cluster or major organizational model.

Section 59-59-140. An individual graduation plan is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must:

(1) align career goals and a student's course of study;

(2) be based on the student's selected cluster of study and an academic focus within that cluster;

(3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met;

(4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning;

(5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education;

(6) incorporate provisions of a student's individual education plan, when appropriate; and

(7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.

Section 59-59-150. By July 2007, the State Board of Education shall promulgate regulations outlining specific objective criteria for districts to use in the identification of students at risk for being poorly prepared for the next level of study or for dropping out of school. The criteria must include diagnostic assessments to identify strengths and weaknesses in the core academic areas. The process for identifying these students must be closely monitored by the State Department of Education in collaboration with school districts to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and to ensure that no group is disproportionately represented. The regulations also must include evidence-based model programs for at-risk students designed to ensure that these students have an opportunity to graduate with a state high school diploma. By the 2007-08 school year, each high school of the State shall implement one or more of these programs to ensure that these students receive the opportunity to complete the necessary requirements to graduate with a state high school diploma and build skills to prepare them to enter the job market successfully. The regulation also must include an evaluation of model programs in place in each high school to ensure the programs are providing students an opportunity to graduate with a state high school diploma.

Section 59-59-160. Parental participation is an integral component of the clusters of study system. Beginning with students in the sixth grade and continuing through high school, schools must schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed by the parents or guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an individual graduation plan. In order to protect the interests of every student, a mediation process that includes parent advocates must be developed, explained, and made available for conferences upon request of the parent or student.

Section 59-59-170. (A) There is created the Education and Economic Development Coordinating Council. The council is comprised of the following members representing the geographic regions of the State and must be representative of the ethnic, gender, rural, and urban diversity of the State:

(1) State Superintendent of Education or his designee;

(2) Executive Director of the South Carolina Employment Security Commission or his designee;

(3) Executive Director of the State Board for Technical and Comprehensive Education or his designee;

(4) Secretary of the Department of Commerce or his designee;

(5) Executive Director of the South Carolina Chamber of Commerce or his designee;

(6) Executive Director of the South Carolina Commission on Higher Education or his designee;

(7) the following members who must be appointed by the State Superintendent of Education:

(a) a school district superintendent;

(b) a principal;

(c) a school guidance counselor;

(d) a teacher; and

(e) the director of a career and technology center;

(8) the following members who must be appointed by the Chairman of the Commission on Higher Education:

(a) the president or provost of a research university;

(b) the president or provost of a four-year college or university; and

(c) the president of a technical college;

(9) ten representatives of business appointed by the Governor, at least one of which must represent small business. Of the representatives appointed by the Governor, five must be recommended by state-wide organizations representing business and industry. The chair is to be selected by the Governor from one of his appointees;

(10) Chairman of the Education Oversight Committee or his designee;

(11) a member from the House of Representatives appointed by the Speaker of the House; and

(12) a member from the Senate appointed by the President Pro Tempore.

Initial appointments must be made by October 1, 2005, at which time the Governor shall call the first meeting. Appointments made by the Superintendent of Education, and the Governor are to ensure that the demographics and diversity of this State are represented.

(B) The council shall:

(1) advise the Department of Education on the implementation of this chapter;

(2) review accountability and performance measures for implementation of this chapter;

(3) designate and oversee the coordination and establishment of the regional centers established pursuant to Section 59-59-180.

(4) report annually by December first to the Governor, the General Assembly, the State Board of Education, and other appropriate governing boards on the progress, results, and compliance with the provisions of this chapter and its ability to provide a better prepared workforce and student success in postsecondary education;

(5) make recommendations to the Department of Education for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions of this chapter; and

(6) provide input to the State Board of Education and other appropriate governing boards for the promulgation of regulations to carry out the provisions of this chapter including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance.

Section 59-59-180. (A) Before July 1, 2006, the Education and Economic Development Council shall designate regional education centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community.

(B) The primary responsibilities of these centers are to:

(1) provide services to students and adults for career planning, employment seeking, training, and other support functions;

(2) provide information, resources, and professional development programs to educators;

(3) provide resources to school districts for compliance and accountability pursuant to the provisions of this chapter;

(4) provide information and resources to employers including, but not limited to, education partnerships, career-oriented learning, and training services;

(5) facilitate local connections among businesses and those involved in education; and

(6) work with school districts and institutions of higher education to create and coordinate workforce education programs.

(C)(1) By the 2006-07 school year, each regional education center shall have career development facilitators who shall coordinate career-oriented learning, career development, and postsecondary transitions for the schools in their respective regions.

(2) A career development facilitator must be certified and recognized by the National Career Development Association.

(D) The Education and Economic Development Coordinating Council, in consultation with the Department of Education, shall provide oversight to the regional centers, and the centers shall provide data and reports that the council may request.

(E)(1) The regional centers are to assume the geographic configuration of the Local Workforce Investment Areas (LWIA) of the South Carolina Workforce Investment Act. Each regional center shall have an advisory board comprised of a school district superintendent, high school principal, local workforce investment board chairperson, technical college president, four-year college or university representative, career center director or school district career and technology education coordinator, parent-teacher organization representative, and business and civic leaders. Appointees must reside or do business in the geographic area of the center. Appropriate local legislative delegations shall make the appointments to the regional center boards.

(2) The regional centers shall include, but not be limited to, the one-stop shops, workforce investment boards, tech prep consortia, and regional instructional technology centers.

Section 59-59-190. (A) The South Carolina Employment Security Commission, in collaboration with the State Board for Technical and Comprehensive Education and the Commission on Higher Education, shall assist the Department of Education, in planning and promoting the career information and employment options and preparation programs provided for in this chapter and in the establishment of the regional education centers by:

(1) identifying potential employers to participate in the career-oriented learning programs;

(2) serving as a contact point for employees seeking career information and training;

(3) providing labor market information including, but not limited to, supply and demand;

(4) promoting increased career awareness and career counseling through the management and promotion of the South Carolina Occupational Information System;

(5) collaborating with local agencies and businesses to stimulate funds; and

(6) cooperating in the creation and coordination of workforce education programs.

(B) The South Carolina Employment Security Commission shall assist in providing a link between employers in South Carolina and youth seeking employment.

Section 59-59-200. Beginning with the 2006-07 academic year, colleges of education shall include in their training of teachers, guidance counselors, and administrators the following: career guidance, the use of the cluster of study curriculum framework and individual graduation plans, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning, and character education. The State Board of Education shall develop performance-based standards in these areas and include them as criteria for teacher program approval. By the 2009-10 school year, the teacher evaluation system established in Chapter 26, Title 59, and the principal's evaluation system established in Section 59-24-40 must include a review of performance in career exploration and guidance. The department also shall develop programs to train educators in contextual teaching.

Section 59-59-210. (A) By September 2005, the Commission on Higher Education shall convene the Advisory Committee on Academic Programs to address articulation agreements between school districts and public institutions of higher education in South Carolina to provide seamless pathways for adequately prepared students to move from high school directly into institutions of higher education. The committee shall review, revise, and recommend secondary to postsecondary articulation agreements and promote the development of measures to certify equivalency in content and rigor for all courses included in articulation agreements. The advisory committee shall include representatives from the research institutions, four-year comprehensive teaching institutions, two-year regional campuses, and technical colleges. The committee, for purposes pursuant to this chapter, shall include representation from the State

Department of Education, and school district administrators, to include curriculum coordinators and guidance personnel.

(B) By July 2006, the Advisory Committee on Academic Programs shall make recommendations to the Commission on Higher Education regarding coursework that is acceptable statewide for dual enrollment to be accepted in transfer within a related course of study. Dual enrollment college courses offered to high school students by two-year and four-year colleges and universities must be equivalent in content and rigor to the equivalent college courses offered to college students and taught by appropriately credentialed faculty. Related policies and procedures established by the Commission on Higher Education for dual enrollment and guidelines for offering dual enrollment coursework and articulation to two-year and four-year colleges and universities for awarding of credit must be followed.

(C) The advisory committee, in collaboration with the Department of Education, shall coordinate work to study the content and rigor of high school courses in order to provide a seamless pathway to postsecondary education.

(D) The Commission on Higher Education shall report annually to the Education and Economic Development Coordinating Council regarding the committee's progress.

Section 59-59-220. With the implementation of the clusters of study system, appropriate resources and instructional materials, aligned with the state's content standards, must be developed or adopted by the State Department of Education and made available to districts.

Section 59-59-230. The State Board of Education, with input from the Education and Economic Development Council, shall promulgate regulations necessary to carry out the provisions of this chapter.

Section 59-59-240. The requirements of this chapter do not apply to private schools or to home schools.

Section 59-59-250. Each phase of implementation of this chapter is contingent upon the appropriation of adequate funding as documented by the fiscal impact statement provided by the Office of State Budget of the State Budget and Control Board. There is no mandatory financial obligation to school districts if state funding is not appropriated for each phase of implementation as provided for in the fiscal impact statement of the Office of the State Budget of the State Budget and Control Board."

Additional character traits

SECTION 2. Section 59-17-135(B) of the 1976 Code is amended to read:

"(B) Each local school board of trustees of the State must develop a policy addressing character education. Any character education program implemented by a district as a result of an adopted policy must, to the extent possible, incorporate character traits including, but not limited to, the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue. Local school boards must include all sectors of the community, as referenced in subsection (A)(4), in the development of a policy and in the development of any program implemented as a result of the policy. As part of any policy and program developed by the local school board, an evaluation component must be included."

School report card contents

SECTION 3. Section 59-18-900(D) of the 1976 Code is amended to read:

"(D) The report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and

retention ratios, disciplinary climate, dropout ratios, dropout reduction data, student and teacher ratios, and attendance data."

Repeal
SECTION 4. Act 450 of 1994 and Section 59-52-95 of the 1976 Code are repealed.

Time effective
SECTION 5. This act takes effect upon approval by the Governor.
Ratified the 24th day of May, 2005.
Approved the 27th day of May, 2005.

Appendix A1C

SC INSPIRED Logic Model

Vision: All of South Carolina's students will graduate from high school ready for college and careers leading to meaningful, purposeful citizenship
Focus Areas: Programming to improve achievement, reduce achievement gaps, improve graduation rates, and increase successful enrollment in higher learning

Avenues: College- and Career-Ready Standards and Assessments with STEM Concentration and "Next Generation Learners" Focus via Montessori; Using Data to Improve Instruction, Equitable Distribution of Effective Teachers and Leaders, and Turning Around Struggling Schools

Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Internal Control to Manage and Implement Grant	*State-level Advisory Team, with representation from LEAs and Schools as needed for individual programs *Develop required RFPs, subgrant RFPs, and contracts *Appropriate personnel (Project Leader, Office Director, 3 Education Associates, Program Coordinator, Data Analyst/Evaluator, and 6 Regional Facilitators for RSS) in place *Temporary assistance during 90 days for MOU Ex. II completion. *On-time reporting that is shared with all stakeholders and used consistently to refine programs, procedures, and management	*Increased input from diverse constituencies about implementation *Increased stakeholder and public awareness about scope of changes by SC INSPIRED *Well managed grant *Successful implementation	*Well-managed grant implementation, with continuous improvement process to ensure successful implementation *Broad and increased stakeholder support and engagement	*Strengthened collaboration at all levels to sustain and enhance improvements in public education. *Continuously improved services to LEAs and schools to enable them to serve students at higher levels
Ensure Proper Implementation and Evaluation External Evaluator	*Contract with External Evaluator *Implementation rubrics *Consistent implementation *Annual evaluation with recommendations for modifications (as needed) *Recommendations used for continuous program improvement	*Best practices and programs identified through rigorous evaluation methods *Programs and practices implemented with fidelity *Programs result in student achievement, graduation, and enrollment in higher education	*Students qualified for higher education and workforce *Successful programs taken to scale statewide	*Transformed public education system with students prepared for 21st Century workforce, citizenry, and global economy. *Improved economy and job market in South Carolina

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Recruit, Retain, and Perpetuate Stakeholder Investment	*State-level Advisory Team *LEAs and Schools involved in hiring Regional Facilitator *Transition Teams to rollout implementation of CCSS and develop support resources *Data Governance Committee, user groups, feedback forums *Work teams to include student growth measures in statewide evaluation of teachers and principals *Investment by partner agencies *Investment by parents and community	*Increased awareness of perspectives involving curriculum, instruction, data, effectiveness, and school viability *Programs and products are useful to broad range of constituencies *Support for programs, products, and plans *Reduced duplication of effort *Increased leveraging of resources (local, regional, and State)	*Increase public support for public education, generates momentum to sustain reforms *Increased cost effectiveness of public initiatives with partnerships	*Increased collaboration, data sharing, and communication among state agencies *Reduced duplication of effort *Greater satisfaction with statewide systems
Regional Support System to provide consistent, highly effective, needs-based training and technical assistance to LEAs and schools to build site-level capacity, especially for low-performing and struggling schools.	*Qualified, appropriate Regional Facilitators hired with input from LEAs and Schools *Established protocols for Department (with LEAs and school input) *Train Department, Regional Response Teams, Facilitators, and involved partners in protocols; cross-trained staff *Information about available services posted on website and disseminated through partners and stakeholder agencies *Evaluation procedures in place for Regional Support System and involved personnel	*Increased awareness among schools and LEAs of TTA available from the Department *Increased coordination among services within SCDE to LEAs and Districts *Increased consistency and quality of TTA content across agency (result of 7As, research-based practices, and internal CAPPs) *Improved effects of TTA for schools and LEAs *Increased local capacity of schools and LEAs *Increased capacity of SCDE to serve schools and LEAs	*More schools and LEAs able to identify critical needs, plan to resolve them, implement the plans, evaluate results, and amend accordingly *Student growth increases *Teacher and Principal effectiveness increases *District, School Board, and support organizations increase involvement	*Increase capacity and performance of schools and LEAs *Highly effective, consistent and responsive statewide assistance to needs of schools and LEAs *Increased student achievement, subgroup performance, graduation, and enrollment in higher learning

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
College- and Career-Ready State Standards (Common Core) to ensure students are prepared for the workforce and entry into college	* College and Career Ready Standards (CCSS) * National network of resources and support for transition and implementation as part of CCSS Consortium * Transition Teams of stakeholders (teachers, content experts) and Department to refine implementation plan (project management, communication, resources, training, support, monitoring, evaluation of rollout) * Implementation plan and rubrics completed * Support Materials for New Standards (Professional Learning Guides, Standards Implementation Toolbox) * Training protocols and procedures and curriculum developed (and Department and Regional Response Teams, including partners trained) * Teachers trained in new materials and CCSS * Technical assistance and professional development on new standards through Standards Support System and Regional Support System	* CCSS used in appropriate grades and courses * Aligned assessments for CCSS * Aligned CATE curricula with CCSS * Improved Career Cluster Courses as a result of aligning with CCSS * Aligned instructional cycle (standards, curriculum, materials, instruction, assessments) * Teachers using college- and career-ready standards * Model and "Best" Lesson Plans disseminated across state (through media and networks) * Improved relevance of curriculum * Increased student engagement, attendance, and achievement *S.C. Course Alignment Project	*Improved effectiveness of instructional cycle (standards, curriculum, instruction, assessment) *Improved student success and transition in college, careers, and jobs *Public education produces Next Generation Learners	*Improved college and career readiness *Successful transition to college and career without remediation *Improved workforce quality *Increased enrollment in higher learning (2 and 4 year) *Increased economic development

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
College and Career Ready State Assessments (CCSS)	* Test-item banks reviewed and enhanced for improved formative and summative assessment aligned with CCSS *Stakeholder teams within SC work to align standards, instruction, and materials with assessments	*SC part of national network to develop assessment for CCSS (SMARTER Balanced or PARCC) *SC develops assessments that align with new State Standards (derived from alignment with CCSS) *Teachers across state, first in low performing and high poverty schools, are trained in complete instructional cycle based on CCSS *State uses national and international assessment (NAEP, TIMSS) performance (to identify needs of students and schools	*New assessments are aligned to cohere with instructional cycle (based on CCSS) *75% of all teachers are trained *Formative and adaptive on-line assessments (via separate grant consortia)	*All teachers are trained in using aligned assessments *Improved learning guided by effective assessments *for* learning *Better success in an aligned P20 system *Students succeeded in college and careers.
Accelerating School Achievement Pilots to improve teacher effectiveness and student performance (especially subgroup performance) in *ELA/literacy *STEM achievement	*Improved subgroup performance in ELA and Math on statewide ESEA assessments	*Teachers in pilots using coaching, professional development, CAPPs, and PPN	*Student growth in literacy *Student growth in STEM achievement *Best practices identified for dissemination statewide	*Eliminated or dramatically reduced achievement gaps in ELA and Math *More students becoming STEM professionals *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Increased Early Learning Initiatives to ensure children, especially those in high poverty and high minority schools, are ready for first grade by increasing **Montessori** Method classrooms Early Connect CDEPP	* Increased numbers of students in early learning environments that stimulate 21st Century knowledge and skills, encouraging "Next Generation" learners * Increased percentage of students ready for first grade * Increased achievement at elementary level * Reduced numbers of children who are overage for grade because of early failure * Increased attendance and engagement	* Montessori certification for teachers and more teachers certified in Montessori * Additional Montessori classrooms equipped.	*Increased readiness for first grade *Reduced achievement gap/improve subgroup performance *More self-directed, responsible, life-long learners	*Sustained improved achievement at elementary and middle school levels *Students prepared for on-time graduation *Students with 21st c skills *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
STEM and Green STEM Initiatives to increase student interest and competency in STEM fields *Professional development through Accelerating School Achievement pilots *U-Teach (also teacher recruitment initiative) *STEM Reading Academies for Title I elementary school teachers *STEM classroom and laboratory facilities improved *Expanded Project Lead the Way *Governor's School for Science and Mathematics' program *From Middle School to College* targets students in low-performing schools to ensure adequate preparation and exposure to STEM careers *Summer STEM academies	*Increased numbers of students exposed to high quality STEM instruction, especially students from high minority, high poverty, or low performing schools *Increased numbers of teachers exposed to high quality STEM curriculum, lessons, and assessments *Improved STEM facilities *Improved reading of informational text.	*Improved STEM instruction across curriculum and grade levels *Improved learning opportunities with better materials for students *Increased achievement in STEM fields (math and science) *Increased awareness of STEM fields and careers	*Increased number of STEM proficient teachers *Increased achievement in STEM fields (math, science, physical science) *Increased enrollment in STEM-related courses	*Increase in STEM careers and opportunities in SC *Graduates with 21st c skills *Engaged students graduating on time *Increased enrollment in higher education STEM programs *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Implement research-based and proven **dropout prevention** initiatives:	*Expand use of Jobs for America's Graduates *Reduced dropout rate *Increased graduation rate *Increased employability and enrollment in higher education	*Students feel more connected to school and its impact on career and work *Students stay in school and graduate *Students are able to find gainful employment after graduation	*More students successfully enrolled in IHEs	*More college graduates *Lower unemployment *Higher average state salaries
Increase student exposures to careers and college	*Virtual Job Shadowing *Jobs for America's Graduates *Improve career cluster coursework because of alignment with CCSS	*Increased awareness of careers and colleges *Increased understanding of requirements of "work" and "college"	*Increased numbers of students in high poverty and rural areas choosing careers and college	*Meaningful and rewarding for SC's citizens.
Increase public school choice options *Single-gender *Virtual School *Montessori *Charter Schools *Choice within LEAs	*Reduced number of charter schools closing for low achievement or capacity issues *Increased options to meet individual student needs; dissemination of best practices in single-gender *Reduced Achievement Gap *Reduced dropout *Increased graduation rates	*Students engaged in school and curriculum *Student achievement increases (including in subgroup performance) *Students staying in school and graduating *Students able to access highly effective instruction through non-traditional venues (such as the virtual school)	*Students able to enroll in programs or schools that meets their needs *Better engaged students graduate on time	*Students and parents satisfied with public education experience and system *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Bridge/Transition services between high school and college *SC Course Alignment Project (with CHE, State Tech, and IHEs) to re-align to CCSS, expand application) exit-level high school courses and entry-level college courses *e-transcript *Adoption of CCSS *Governor's School for Science and Math Summer Institute	*Articulation of preparatory coursework with college coursework *Aligned paired courses (between exit HS subjects and entry-level college work) *Pilot teaching of aligned courses, and adjustments as necessary	* Increased collaboration among P-12 and 12-16 to create seamless P-20 system * Increase awareness among students and parents about requirements and rigor of academic preparation *Fewer remedial courses in IHEs *Better communication and understanding between P12 and IHEs	*Successful transition from high school to college without remediation or attrition *Increase on-time college graduation *Increase successful completion of one year's IHE credit within 2 years of HS graduation	*Seamless P-20 public education system *Increased STEM achievement for those students within the paired courses.
Using Data to Improve Instruction (and public education): 7As (Acquisition, Awareness, Access, Analysis, Application, Assessment, Advancement) *Embed 7As in TTA	*Approach, methodology, and protocols in place for 7As (Data Cycle) *Appropriate "Trainers" identified from across state (and partners) *Improved system of feedback from Department, LEAs, and schools about Data Cycle and competency levels *Training curriculum and modules *Well-trained Department Personnel, partners, and Regional Response Teams	*Increased awareness among schools and LEAs of complete Data Cycle *Increased understanding of Data Cycle by Department, LEAs, and schools (as well as students, families) *Increased application of Data Cycle to identify and address student, school, and LEA needs *LEAs and schools effectively use data to inform learning and decision-making (as well as funding decisions) *Data applied to initiate continuous improvement process	*Increased student achievement and subgroup performance because of data-driven personalized, differentiated instruction *Improved teacher and principal effectiveness because of data-driven decision-making *Increased capacity of State, LEAs, schools and all personnel in using data cycle. *Stakeholders demand more and better data.	*Data-driven reforms and innovations to continue reform of public education *Complete understanding of data and its uses to sustain improvements and innovations for all stakeholders in public education *Data improves learning outcomes. *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Using Data to Improve Instruction: Netflix Curriculum Management System	*Data system that can inform SC's efforts to distribute effective teachers and leaders *Data system to inform SC's capacity to manage curriculum and assessments *Data system to be used to identify and turnaround struggling schools *Data system to be used to improve student performance and increase growth *Data system that enhances and exceeds capacity of current Student Potential Performance Snapshot *Data system that provides more than assessment (testing) information *Build CAPPs *Measure student program and educator PD return on investment and impact	*Increased ability to identify and "locate" effective teachers and leaders to determine equity *Improved access to and use of differentiated instruction techniques *Increased awareness of curriculum and assessments used across the state *Increased personalized, effective instruction for all students *Sharing of lessons learned *Shortening of the continuous improvement cycle *Better support and improved culture for educators.	*Increased student engagement and achievement (as shown through performance, attendance, and behavior) *Increased confidence and innovation by teachers and leaders *Increased understanding and use of data to inform instruction	*Students and parents satisfied with public education experience and system *Ever increasing supply of successful recommendations from CMS *Reduced numbers of effective teachers leave the profession; better retention *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Using Data to Inform Instruction: South Carolina Longitudinal Information Center for Education (SLICE) (education data warehouse as part of the state's longitudinal data system)	*Data Governance Committee with stakeholders (establish policies, procedures, and protocols for data security and sharing) *Expand capacity beyond America COMPETE's 12 elements to meet state education, workforce, and agency needs *Statewide student information system through PowerSchool and statewide implementation of TestView *Expand access to data through dashboards and interfaces for students, parents, teachers/educators, researchers , policymakers and the public *Use SLICE to enable Student Potential Performance Snapshot to identify risk factors and at-risk students and proved appropriate interventions *Use SLICE to enable School Potential Performance Album to identify risk factors for schools and take action	*Formative and periodic assessment data integrated into SLICE and CMS *More access to data provided at the classroom level *Quality of data improved and reporting streamlined *Data used to mine for root causes *Data identifies non-educational needs impacting achievement so that wraparound services and supports can be deployed *Data highlights trends that could impact achievement.	*Enhanced and expanding communication with higher education and workforce data systems to meet 21st Century Standards *Higher quality of data contained in SLICE *CMS more effective because of quality, range, and streamlined data in SLICE leading to personalized, effective instruction *Expanded access to assessment results beyond statewide summative assessment program and college readiness results (including PBLAs)	*Seamless P-20+ data system that includes education, workforce, social services data, among others to inform policymakers and decision makers about needs, root causes, and best uses of State resources; measurement of impact of interventions or uses of resources *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Using Data to Improve Schools and Instruction: School Potential Performance Album data system to identify risk factors and at-risk schools, with Netflix®-like recommendation engine for interventions (to identify struggling schools before they enter improvement status and determine interventions that may help)	*Regional Facilitators, Regional Response Teams, LEAs, and schools will use the data to identify issues within schools, partner to develop solutions, and work as a team to improve performance and address risk factors	*Identification of low-performing schools (not Tier 1, Tier 2 or Tier 3 or feeder schools in SIG or RTTT) for immediate intervention to stop a downward spiral *Use State growth rating for schools to identify schools with negative growth for intervention *Immediate assistance to turnaround challenged schools	*Schools and LEAs understand "early warnings" of impending low performance and take steps to turnaround *State is able to use data more effectively to target assistance based on actual data and need	*Early warning and intervention prevents schools "slipping" into downward spiral as they face challenges *Reduce overall costs for interventions by early intervention *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Educator Recruitment Initiatives (and Initiatives to Ensure Equitable Distribution of Effective Teachers and Leaders) for high poverty, high minority, and hard-to-staff areas	*Salary Incentives for Teaching Excellence (SITE) *PACE (alternative certification for teachers) focused to target high need LEAs *Alternative Pathway for Principals *U-Teach to recruit STEM teachers and improve effectiveness *SC Teacher Village and Housing Initiatives to enable connectedness and community for teachers in rural areas *Project CREATE to recruit and prepare teachers for children with disabilities (through distance-learning for improved access to coursework)	*Teachers able to enter the professional through non-traditional paths *Principals able to enter the professional through non-traditional paths *Teachers able to live in the communities in which they work *Teachers able to "connect" with other teachers through social and professional networks, reducing isolation and improving technological proficiency *Effective teachers and leaders will be more equitably distributed throughout the state	*Experienced, effective teachers remain in the classroom *Increased teacher and principal satisfaction (increased retention, decreased attrition) *More high need LEAs and schools have access to effective educators *More high need LEAs and schools are able to retain effective educators *All students, and particularly students in high need LEAs and schools, have access to effective educators	*High need LEAs are fully staffed with effective educators, and with many highly effective educators *Increased HS and college graduation and career success *Average salaries for SC overall increase

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Incorporate student growth measures into teacher evaluation; expand ability to assess student growth and teacher/principal effectiveness beyond traditional testing routes and subjects **Project-Based Learning and Assessments** to expand, enhance, and strengthen assessment of student growth and teacher/leader effectiveness beyond test performance *Develop PBLAS (first for Visual and Performing Arts) *Train Department Staff, Regional Facilitators, Regional Response Personnel, and Project 180 Council on using PBLAs to assess student performance and teacher effectiveness	*Stakeholder groups to develop PBLAs *PBLAs in visual and performing arts	*Expanded avenues to assess student growth in non-tested subjects and grades *Expanded and enhanced avenues to evaluate teacher and leader effectiveness using student growth beyond testing results *Increased use of data and data support tools for continuous instructional improvement. *Results of evaluations shared with the individuals and the educator preparation programs	*Improved teacher assessment in non-tested areas to identify paths for professional development and training *Advancement in educator certification based on performance rather than seniority *Continued development of PBLAs even for tested grades and subjects	*Authentic assessment of student growth and educator effectiveness. *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Incorporate student growth measures into teacher evaluation; Value-Added Assessments through *Expanding TAP model and SC9+ model *Salary Incentives for Teacher Excellence (SITE) *Piloting of value-added model(s) *Evaluation of best model(s) for SC educators and students	*Enhanced statewide evaluation system (ADEPT) that includes updated and enhanced performance standards and evaluation models that student growth a significant factor and multiple rating categories of effectiveness	*Improved assessment of teachers and principals *Teachers and principals understand their impact on student growth using standard measures and assessments *Targeted professional development plans *Data on impact of professional development on student growth.	*New compensation system implemented with choices for experienced educators *Schools and LEAs held accountable for teacher and principal employment decisions *IHEs and alternative route programs held accountable for quality of Preparation Programs *Increased public demand for accountability cycle (schools, LEAs, IHE preparation programs, State)	*Teachers and Principals are adequately compensated for their performance and effectiveness *Elevating and re-invigorating the educator profession *Better return on investment for PD *Increased HS and college graduation and career success
Improve Preparation Programs *Expand Project HEAT Pilot to all 30+ teacher preparation programs *Begin assessment of all 11 principal preparation programs (similar to Project HEAT pilot)	*Revised and expanded IHE Fact Sheets (Report Card) *Fact sheet on PACE, ABCTE, and other alternative pathways	*Increased awareness and linkages of educator prep programs to teacher and principal performance (evaluation to include student growth measures) *Increased accountability of educator prep programs for effectiveness of graduates *Increased public access to information	*As teacher and principal preparation programs respond to evaluations, programs improve effectiveness of graduates. *Increased engagement in educator prep programs in new educator induction and mentoring	*Candidates will graduate from educator preparation programs prepared to perform successfully in a standards-based, student-centered system *More use of professional development to advance expertise

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Effective Supports for Teachers and Principals	*Communities Advancing Professional Practice (CAPPs) established within and across state, schools, and LEAs to help educators identify, secure, or develop resources to improve their effectiveness and meet the needs of learners *Provide intense, site-based support through Regional Support System (includes instructional coaching, career cluster instruction, instructional practices, evaluation systems) *Establish online Professional Practices Network *Connect to the CMS and SLICE	*Local and statewide networks focused on solving educational problems through innovation and research-based methods *Improved peer support for and understanding of effective instruction and assessment cycle (and application of this understanding) *All agency personnel, educators at all levels and stakeholder groups involved in research-based explorations	*Improved network of support-at classroom, school, district, and statewide levels *Improved instructional techniques used by teachers across the state *Improved use of personalized, differentiated instruction to ensure student learning and success *Better professional satisfaction and increased retention	*Improved student achievement *Increased professionalism, retention of effective educators, respect for the teaching profession *Increased HS and college graduation and career success

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Key Activities and Action Steps	**Outputs - Measures**	**Outcomes (Results) - Measures**		**Impact**
		Short-Term (1-2 years)	*Mid-Term (3-6 years)*	*Long Term (7+ years)*
Turnaround Struggling Schools	*Feeder schools to implement reform models *Expanded Project 180 to serve feeder schools to SIG schools to address systemic issues *Inclusion of schools beyond the 5% PLAS in turnaround focus *School Potential Performance Album to identify and diagnose struggling schools for intense assistance through Regional Support System *School Transformation Leaders Academy to improve effectiveness (and retention) of principals in struggling schools	*System turnaround for LEAs and schools within an LEA *Schools struggling (but not lowest achieving) able to access intervention to stop the descent into improvement status *Improved retention of effective teachers and leaders in high need LEAs	*LEAs and schools build capacity to identify risk factors and needs, develop plan to redress risks and needs, implement, assess, and adjust as needed to ensure student success	*Schools and LEAs in South Carolina are all performing well and meeting both state and federal accountability standards. *Increased HS and college graduation and career success

Appendix A1D

Map of South Carolina School Districts

South Carolina
Department of Education

Together, we can.

South Carolina Participating LEA
Memorandum of Understanding
Race to the Top (Phase 2 Application)

This Memorandum of Understanding ("MOU") is entered into by and between the State of South Carolina by and through the South Carolina Department of Education ("State") and the local education agency listed on the signature page and Exhibit I ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration and partnership, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top ("RT3") grant project.

I. VISION: All of South Carolina's public school students will complete PK-12 education ready for college and careers. To ensure dramatic student achievement growth, followed by students' success in higher education, in careers, and as global citizens, South Carolina will rapidly evolve into the most student-focused, choice-driven, innovative public education system in the country.

To accomplish this vision the State, its Participating LEAs, and its educators will:

- Move urgently and persistently to create sustainable transformation;
- Build upon our dramatic and innovative state reforms;
- Engage and prepare "next generation" life-long learners and citizens;
- Immerse learners in a culture of personalized instruction; and
- Create choices for students, teachers, leaders, and other educators that improve student achievement, speed up growth, and promote educator efficacy.

In planning activities to meet this vision the State and its Participating LEAs will act to ensure that:

- The activities meet the comprehensive reform vision;
- The activities promote a shift to developing of 21st century next generation learners;
- The plan and activities integrate with other grant-funded projects and resources, including re-purposing of existing resources to better support the vision;
- The activities have a reasonable likelihood of increasing scores, and closing achievement gaps, on NAEP, PASS, HSAP, and/or EOCEP, and other summative assessments, including any state-level assessments adopted as part of this State Plan;

- The activities have a reasonable likelihood of increasing on-time credentialing and graduation rates;
- The activities have a reasonable likelihood for reducing achievement gaps;
- The activities have a reasonable likelihood of increasing successful completion of at least one year of higher education within two years of K12 completion;
- Root causes of problems have been identified, and the activities are evidence- and research-based and evaluated to have a reasonable likelihood of addressing and remedying the root cause issue; and
- The proposed activity gives priority to high-need schools and students.

II. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement in consideration of a sub-grant under any RT3 grant award to the State.

The Participating LEA agrees to implement all or a significant portion of the State Plan, as defined and determined by the State. Key LEA roles in the State Plan are identified in Exhibit III.

A Final Scope of Work will be attached to this MOU as Exhibit II only if the State's application is funded. The Final Scope of Work will be negotiated and agreed to in a timely fashion but no later than 90 days after a grant is awarded. The Final Scope of Work will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan.

III. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In partnering with the State in implementing the tasks and activities described in the State's RT3 application, the Participating LEA sub-grantee will:

1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
2) Ensure that appropriate LEA staff members actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the RT3 grant;
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;

5) Be responsive to State or ED requests for information including those on the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the RT3 grant period, and (d) other matters related to the RT3 grant and associated plans.

B. STATE RESPONSIBILITIES
In assisting Participating LEAs in implementing their tasks and activities described in the State's RT3 application, the State grantee will:

1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan and roles as identified in Exhibits I, II and III of this agreement;
2) Timely distribute the LEA's portion of RT3 grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES
1) The State and the Participating LEA will each appoint a key contact person for the RT3 grant.
2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's RT3 grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE
If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

IV. ASSURANCES
The Participating LEA hereby certifies and represents that it:
1) Has all requisite power and authority to execute this MOU;
2) Is familiar with the State's RT3 grant application and is supportive of and committed to working on all or significant portions of the State Plan (see LEA roles outlined in Exhibit III);

3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded and to the extent that funding is provided for such activities;
4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
5) Will comply with all of the terms of the Grant, the State's sub-grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

V. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

VI. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first. If the grant is not received, the MOU shall terminate upon notice of the same.

Additionally, the LEA may terminate the MOU prior to the State's submission of the application to the USED by giving written notice to the State by Friday, May 21, 2010, by e-mail from the LEA superintendent to JRex@ed.sc.gov.

VII. Participating LEA (type or write LEA name here):

Anderson School District Two

VIII. SIGNATURES

Participating LEA Superintendent:

5-10-2010

Signature/Date

Thomas Chapman/Anderson 2 Superintendent

Print Name/Title

Chair of Local School Board:

Brenda Cooley 5/10/10

Signature/Date

Brenda Cooley/Anderson 2 School Board Chair

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

5/20/10

Signature/Date

Dr. Jim Rex, State Superintendent of Education

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Rene Richey 5-12-10

Signature/Date

Rene Richey, PTO Pres.

Print Name/Title

PTO Marshall Primary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Teresa Phillips 5-12-10

Signature/Date

Teresa Phillips PTO Board Member

Print Name/Title

PTO

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Crystal Key 5-12-10

Signature/Date

Crystal Key, SIC member

Print Name/Title

SIC

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Patrick Jefferson 5-12-10

Signature/Date

Patrick Jefferson SIC Chairperson

Print Name/Title

SIC

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Hope Patterson / 5-17-10
Signature/Date

Hope Patterson / President
Print Name/Title

PTO Wright Elementary
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Christy Hughes / 5-14-10
Signature/Date

Christy Hughes / SIC member
Print Name/Title

SIC Wright Elem.
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Misti Smith / 5-14-10
Signature/Date

Misti Smith / Treas.
Print Name/Title

PTO Wright Elementary
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Laura Guthrie / 5-14-10
Signature/Date

Laura Guthrie / Sec.
Print Name/Title

PTO Wright Elementary
Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Jane F Green / 5/14/10

Signature/Date

Jane F. Green / Teacher

Print Name/Title

School Improvement Council Belton Middle School

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Maxine LeCroy 5/14/10

Signature/Date

Maxine LeCroy PTO

Print Name/Title

PTO / Belton Middle School

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

5/14/10

Signature/Date

Eleanor Dorn / SIC

Print Name/Title

School Improvement Council BMS

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Lester McCall / 5/14/10

Signature/Date

Lester McCall / Assistant Principal / School Improvement Council

Print Name/Title

Belton Honea Path High School / SIC

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Tammy Jo Welch 5/14/10

Signature/Date

Tammy Jo Welch / Library Assistant / PTO

Print Name/Title

Belton Honea Path High School PTO

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

_____

Signature/Date

_____

Print Name/Title

_____

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

_____

Signature/Date

_____

Print Name/Title

_____

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

5/14/10

Signature/Date

John Snead / Principal / SIC and PTO

Print Name/Title

Homea Path Middle School

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

5/14/10

Signature/Date

Mary M. Smith / PTO President

Print Name/Title

Homea Path Middle School PTO

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson District Two

Local parent-teacher organization or School Improvement Council:

Traci McGaha 5-14-10
Signature/Date

Traci McGaha SIC member
Print Name/Title

Honea Path Elementary
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Nan Campbell 5-14-10
Signature/Date

Nan Campbell - Member of SIC + PTO
Print Name/Title

Honea Path Elementary
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Paula B Clarke 5/14/10
Signature/Date

Paula B. Clarke, SIC, PTO
Print Name/Title

Honea Path Elementary
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Sharon C. Jenkins 5/14/10
Signature/Date

Sharon C. Jenkins, SIC, PTO
Print Name/Title

Honea Path Elementary
Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Paula Gilreath 5/14/10

Signature/Date

Paula Gilreath PTO Member

Print Name/Title

Parent-Teacher Organization Belton Elementary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Andrea Burriss 5/14/10

Signature/Date

Andrea Burriss School Improvement Council Mem.

Print Name/Title

School Improvement Council Belton Elementary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

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

For the Participating LEA

5/10/10

Authorized LEA Signature/Date

Thomas Chapman

Print Name/Title

Superintendent

For the State of South Carolina

Dr. Jim Rex
State Superintendent of Education

5/20/10

Date

Exhibit II – LEA Plan

Specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") for implementing the LEA's roles in portions of the State Plan (see Exhibit III) over the four year grant period using funds provided under the grant, and such other federal funds as are appropriate (e.g., SLDS if awarded, SIG, SFSF, TIF if awarded, IDEA, title I, E2T2, i3 if participating and awarded). Participating LEAs are welcome to being planning on how their activities will further the State's goals under the grant. Technical assistance sessions will be provided by the SCDE upon award of the grant; however, LEAs may contact the department at any time to begin receiving technical assistance with their plans.

Exhibit II will be due in a timely fashion but no later than 90 days after an RT3 grant is awarded to the State of South Carolina.

To the extent possible the State will use and amend existing plans and reporting requirements so that all projects are integrated and the reporting burden is reduced.

Exhibit III – Outline of Participating LEAs' Roles in SC's Plan for the Race to the Top Competition

During the term of the grant (unless a different period is stated) and according to the plan to be developed in Exhibit II, the LEA agrees to use grant sub-award funds and other relevant state and federal funds as listed in Exhibit II to implement its roles related to the State Plan as follows:

South Carolina's Education Reform Agenda (A)
1. Support the State's overall reform agenda to rapidly evolve into a choice-driven, student-centered, innovative, and effective education system from which all students complete PK-12 education ready for college and careers. [(A)(1)(i)]
1.1 The LEA will convene a task force of stakeholders within the LEA to develop a public school choice ("PSC") plan for within the LEA; develop a written choice plan based upon that input; by no later than SY 2011-12, implement at least one PSC option under that plan at each of the elementary, middle, and high school levels within the LEA; and at least annually provide the State with information on the plan and choices within the LEA (for purposes of this paragraph, PSC options includes "school within a school" options and classroom instruction options (e.g., single gender))
1.2 The LEA will volunteer and – if selected (based upon the relevant research design) – participate in at least one of the pilot studies to be undertaken by the State as part of the RT3 State Plan. Pilot projects anticipated include the following:
1.2.1 Under B.3, pilot schools will focus on innovative use of curriculum, project-based learning, problem-centered learning, portfolios, on-demand assessments, and formative assessments. Effective materials developed in these pilots will be made available via S3.
1.2.2 Under B.3, pilot schools will become model sites for "next generation" learning and acquisition of 21st century skills
1.2.3 Under B.3, South Carolina will pilot development of literacy extended learning academies, year-long reading academies, and Summer Reading Academies. When required by the pilot's design, educators would attend the pilot program with a subset of their students. Educators receive professional development on research-based strategies for assisting students to improve their reading skills, and apply those strategies with the students at the academy.
1.2.4 Under B.3, sites will pilot curricula developed to do one or more of the following: (1) adapt Project Lead the Way pre-engineering curriculum to include more dual credit and articulation opportunities; (2) expand the Mechatronics STEM pathway to include more dual credit and articulation opportunities; (3) further develop the green alternative energy and engineering programs recently underway.
1.2.5 Under D.2, sites might pilot new ADEPT performance standards for educators not currently in the ADEPT system (e.g., virtual school settings and school psychologists).
1.2.6 Under D.2, sites would pilot models developed to incorporate educator effectiveness into the ADEPT and PADEPP evaluation systems.
1.2.7 Under D.3, sites would pilot models for transitioning from the State's current flat salary schedule to a dynamic system that rewards effective performance.
1.2.8 Under D5, the sites would pilot a system for tracking professional development, measuring changes in student outcomes linked to that professional development, making judgments on the return on investment from the time and cost of that professional development, and informing decisions on whether to continue or expand the program with other educators.
1.2.9 Under C and D.5, sites will pilot professional development on data-based decision making and problem solving including training and technical assistance on acquisition, awareness, access, analysis, application, assessment, and advancement in data usage.
1.3 The LEA will provide appropriate LEA staff to participate in professional learning communities/Communities Advancing Professional Practices associated with the pilot studies undertaken by the State as part of the RT3 State Plan, to assist in decision making as to the efficacy of the pilot programs, and

to provide input as to selection of the program(s) to be taken to scale.
2. Support the building of capacity to implement, scale up, and sustain reforms [(A)(2)]
2.1 With support from the State, this grant, and other ARRA sub-grants to be detailed in Exhibit II, the LEA will implement with fidelity the reform plan models shown to be the most effective and promising for rapidly increasing student growth and/or closing achievement gaps after evaluation of the pilots according to the schedules developed under the State Plan and to be developed in Exhibit II.
2.2 When requested by the State, the LEA will assist in the implementation, scale up, and sustaining of reforms by providing information on best practices, hosting demonstrations of best practices to others within the LEA and across the State as requested, and creating documentation and rubrics to assist in implementing with fidelity the identified best practices.
2.3 For plans, pilots, evaluation, and implementation that require educator input, participation, and commitment, the LEA agrees to make its educators available so that the key reform plans can be timely designed, developed, planned, implemented, evaluated, adjusted, and taken to scale.
3. Raise achievement and close achievement gaps [(A)(3)]
3.1 After utilizing LEA data to identify the subjects and subgroups most in need of increases in achievement, the LEA will develop and implement a plan for rapid and dramatic improvement (the plan is to be developed in Exhibit II and funded through this grant and other ARRA grants).
3.2 The LEA agrees to identify the subgroups of the LEA's students most in need of literacy remediation; implement an effective literacy program, or - if one is not currently available in the LEA - purchase, with funding from this grant or other ARRA grants, reading programs to be available under state procurement contract for that subgroup; implement the program(s); and continue with the next subgroup identified as most in need until 90% or more of the students in the LEA are reading at or above grade level, as determined by appropriate measure identified in Exhibit II; and as appropriate use additional proceeds of this grant and other ARRA funding (to be defined in Exhibit II) to provide effective, job-embedded professional development on effective literacy instruction to the teachers and former teachers of those students needing remediation.
3.3 The LEA agrees to adopt an at-risk student indicator data system (one is being developed by the State which will be available at no charge to districts), provide educators with professional development on how to use the data to appropriately intervene with at-risk students according to the LEA's previously adopted at-risk model, and develop and implement rubrics and procedures for ensuring that the systems are being used and that appropriate interventions are occurring.
3.4 The LEA will provide targeted, effective assistance to struggling learners and continue to implement research-based strategies for assisting struggling learners, such as extended learning time, RtI, etc.
Standards and Assessments (B)
4. Support the transition to enhanced standards and high-quality assessments [(B)(3)]
4.1 The LEA will participate in review of the common core internationally benchmarked, college- and career-ready standards adopted by multiple states, and assessments designed to measure achievement on those standards ("enhanced standards and assessments").
4.2 After adoption by the State and with its assistance, the LEA will implement within the LEA a transition to the enhanced standards and assessments.
4.3 The LEA's instructional coaches, appropriate other educators, and other LEA-educator trainers will participate in professional development and technical assistance related to transitioning to the enhanced standards and assessments.
4.4 The LEA's educators will participate in the State's S3 system, or similar system developed for the common core enhanced standards, by submitting effective lesson plans and assessments, testing the efficacy of the plans and assessments of others, and providing ratings of posted plans and assessments.
4.5 Upon the State's adoption of a set of interventions meeting standards for effectiveness, the LEA will implement procedures to ensure that educators in grades and courses without accountability testing implement a scope and sequence that covers essential grade level standards within the school year, teach the content and skills at the appropriate cognitive level, embed assessments to test for understanding and skill proficiency, and respond with appropriate interventions for students not yet at mastery of the standard.
4.6 The LEA will ensure the alignment of the "written, taught, and tested" by ensuring that lessons align with the standards, are implemented with fidelity, are having the expected impact on student achievement, and are modified when necessary and when data indicates lack of effectiveness.

	4.7 The LEA will pilot, adopt, and implement proven programs for effectively transitioning students between schools and tested grades/subjects, e.g., from kindergarten to first grade, second to third grade, elementary to middle school, middle to high school, and high school to higher education and careers.
	4.8 When reasonably feasible and requested by the students (as indicated on individual graduation plans), the LEA will include at least one STEM pathway among the career clusters offered either at the LEA's secondary school(s), or at 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.
	4.9 The LEA will support Communities Advancing Professional Practices (CAPPs) within each school.
	4.10 The LEA will proactively build and foster a college-going culture in which: all students are expected to enroll in higher education; students are given opportunities to explore college campuses; all students, including those who are high-need and low-achieving, are encouraged and supported in experiencing college level work (e.g., dual enrollment, Advanced Placement); students can advance or "catch up" credits using courses with credit based upon proficiency, and not just "seat time"; students are encouraged to participate in college entrance exam preparation (e.g., the free online preparation available through the SC Virtual School Program); and the LEA's high schools participate in SC CAP or other efforts to align secondary-to-post-secondary courses so that students are able to complete college-level work without remediation.
Data Systems to Support Instruction (C)	
5. Use data to improve instruction (C)(3)	
	5.1 The LEA will ensure that the LEA and its schools have high quality data entry and data quality procedures implemented, to include data quality and validation requirements for all data sets.
	5.2 The LEA will implement the following data systems being developed or supplied by the State: PowerSchool, PowerTeacher, and ParentPortal; eTranscript; ePortfolio (or an equivalent compliant system) for technology competencies for educators and students, and as a professional development tracking system when modified; Testview at the district level; and the unique program ID system to identify students who participate in specific instructional programs and to track effectiveness of professional development programs.
	5.3 With funds from this grant or SLDS or other ARRA grant funding, the LEA will assign required staff to manage implementation of SLDS at the local level.
	5.4 When developed, the LEA will implement the curriculum management system (CMS) in all appropriate classrooms.
	5.5 When developed, the LEA will assign appropriate staff required to manage implementation of CMS at the local level with funds sub-granted to the LEA.
	5.6 The LEA will implement collection of reasons for students who are not tested using the uniform state coding system.
	5.7 The LEA will make data a central part of all educational discussions, planning, and teaching.
	5.8 With funds sub-granted, the LEA will participate in the National Student Clearinghouse to track students after graduation and allow State level reporting on the number of high school graduates who complete at least one year's IHE credits within two years of high school graduation.
	5.9 With funds sub-granted, the LEA will implement computer labs within each school that can be used for online assessment and technology instruction.
	5.10 With funds sub-granted, the LEA will implement delivery of professional development on using data for decision making and in problem solving process cycles.
	5.11 The LEA will provide input into the development of dashboards and the CMS systems (e.g., feedback on which indicators are most relevant for different stakeholders and ideas on what would be most useful to educators).
6. Use of local instructional improvement systems [(C) (3)(i)]	
	6.1 The LEA will implement use of student performance data to inform teachers of their impact on their students, standards, and accountability.
7. Provide professional development on use of data [(C) (3) (ii)]	
	7.1 The LEA will make data a central part of all learning activities.
	7.2 The LEA will implement and support data systems to inform continuous improvement and decision-making.
	7.3 The LEA commits to extensive training for staff, administrators, and others in the use of data to support education reform.
8. Make data available and accessible to researchers and policy makers [(C) (3) (iii)]	

	8.1 Except for district proprietary data and discretionary district program data, the LEA will support data exchange as governed by policy and practice among agencies that serve students and educators, especially in the P-20 environment, but only to the extent permitted by law.
	8.2 Except for district proprietary data and discretionary district program data, the LEA will allow uploading of Testview data to SLDS, but only to the extent permitted by law.
Equitably Distribute Effective Educators (D)	
9. Improve teaching and leadership effectiveness based on performance. (D)(2)	
	9.1 The LEA will participate in development of methods to measure student growth for various grades and subjects. (D)(2)(i)
	9.2 The LEA will participate in the design of evaluation systems that incorporate measures of student growth for various grades and subjects that can be included in the ADEPT and PADEPP systems. (D)(2)(ii)
	9.3 The LEA will fully implement revised ADEPT and PADEPP evaluation systems that include student growth as a substantial factor and will provide the necessary time for evaluators to be fully trained and coached on the revised processes. (D)(2)(ii)
	9.4 The LEA will continue to conduct annual evaluations of teachers, and once the amended evaluation systems have been revised and adopted by the State, conduct annual evaluations of educators to the extent required by this grant. (D)(2)(iii)
	9.5 The LEA will use the revised ADEPT and PADEPP systems to inform the planning of future professional development. (D)(2)(iv)(a)
	9.6 Subject to funding and upon development of an equitable system for evaluating effectiveness of educators, the LEA will use the revised ADEPT and PADEPP systems to inform compensation, promotion, and retention. (D)(2)(iv)(b)
	9.7 The LEA will use the revised ADEPT and PADEPP systems to inform decisions on advancement to full certification (D)(2) (iv)(c)
	9.8 The LEA will use the revised ADEPT and PADEPP systems to inform placing educators on written improvement plans with specific targets, which – if not met – could result in removal. (D)(2)(iv)(d)
	9.9 To the extent required by the State's application for State Fiscal Stabilization Funds, the LEA will make de-identified data on the results of annual reviews available publically.
	9.10 The LEA will target recruiting and hiring to the most effective preparation programs as demonstrated by the effectiveness of the educators those programs certify, and will provide feedback for preparation and certification programs.
	9.11 The LEA will provide information on its existing career ladders and teacher leader career paths, and assist in the development of new career paths that link evaluation of effectiveness to advancement, especially in high needs schools and subject areas.
10. Ensure equitable distribution of effective teachers and principals in high-poverty and/or high-minority schools and hard-to-staff subjects and specialty areas (D)(3)	
	10.1 The LEA will use strategies to increase effective teaching in high-poverty and/or high-minority schools and hard-to-staff subjects and specialty areas as set forth in the LEA's Exhibit II and approved by SCDE (examples might include offering courses through the SC Virtual School Program, promoting SCTeacherVillage.com, offering SCTAP or TAP-like models, or other innovations and research-based practices).
	10.2 The LEA will use strategies to retrain currently certified teachers that are working in high-poverty and/or high-minority schools so that they are certified in high need content areas (for example, Project CREATE, to develop staff certified in special education).
	10.3 The LEA will use strategies to entice college graduates that reside in high poverty and/or high minority communities into the teaching profession.
	10.4 Once the measures of effectiveness are developed, the LEA will use data (1) to determine which staff are effective and highly effective and which schools have the greatest challenges (including the schools within the LEA that rank the lowest on the measure of persistently lowest-achieving schools), and (2) to develop, pilot, assess, and implement strategies for spreading best practices to the challenged schools.
11 Provide effective support and quality professional development to teachers and principals. (D)(5)(i)	
	11.1 The LEA will ensure adequate or increased instructional and teacher collaboration time through effective regular day scheduling, extended learning time, on-line everywhere-anytime programs, and other innovative approaches developed or implemented by the LEA in consultation with SCDE.
	11.2 The LEA will support the development of professional learning teams in every school through assistance such as scheduling, collaborations with higher education, professional development on effective teams and continuous improvement processes, and encouraging educator reflection and renewal.

11.3 The LEA will support effective leadership in schools by ensuring that school leaders spend more time on instructional leadership (e.g., through school administrative managers (SAMs), time studies, leadership coaching).
12. Provide effective support and quality professional development to teachers and principals by measuring effectiveness of professional development (D)(5)(ii)
12.1 The LEA will implement ePortfolio or an equivalent system for staff development record keeping for all staff once the system is modified by the State under this grant or the SLDS grant.
12.2 When established by the State, the LEA will implement the unique program ID system for staff development programs.
12.3 When developed at the State level, the LEA will implement a system that tracks professional development by staff member, measures "impact" (to be defined) of the program on student achievement and growth; and provides data on the return on investment from the cost and time necessary to use the program.
12.4 The LEA will use data collected in item 12.3 to inform decisions on future professional development for staff.
Turn Around the Lowest-Achieving Schools and Provide Targeted, Effective Assistance to Struggling Learners (E)
13. Turn around the lowest-achieving schools (E)(2)
13.1 For any school within the LEA identified, as a School Improvement Grant (SIG) Tier III school, the LEA (a) will adopt one of the four school reform methods defined in Appendix C in the grant notice (closure, restart, transformation, or turnaround); (b) will participate in program audits and data collection requests related to that adoption; (c) will engage the community in the selection and implementation for the reform; (d) will engage students and teachers and use that voice and feedback in decision-making; (d) will work with SCDE and the SIG Council to collaboratively develop and implement a plan to effectively integrate the selected school reform method and use all funds available to support the reform method, and (e) will develop a partnership with an institution of higher education, a charter operator, a charter management organization, or an educational management organization to support the implementation of the reform method.

Exhibit II – LEA Plan

Specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") for implementing the LEA's roles in portions of the State Plan (see Exhibit III) over the four year grant period using funds provided under the grant, and such other federal funds as are appropriate (e.g., SLDS if awarded, SIG, SFSF, TIF if awarded, IDEA, title I, E2T2, i3 if participating and awarded). Participating LEAs are welcome to being planning on how their activities will further the State's goals under the grant. Technical assistance sessions will be provided by the SCDE upon award of the grant; however, LEAs may contact the department at any time to begin receiving technical assistance with their plans.

Exhibit II will be due in a timely fashion but no later than 90 days after an RT3 grant is awarded to the State of South Carolina.

To the extent possible the State will use and amend existing plans and reporting requirements so that all projects are integrated and the reporting burden is reduced.

Exhibit III – Outline of Participating LEAs' Roles in SC's Plan for the Race to the Top Competition

During the term of the grant (unless a different period is stated) and according to the plan to be developed in Exhibit II, the LEA agrees to use grant sub-award funds and other relevant state and federal funds as listed in Exhibit II to implement its roles related to the State Plan as follows:

South Carolina's Education Reform Agenda (A)
1. Support the State's overall reform agenda to rapidly evolve into a choice-driven, student-centered, innovative, and effective education system from which all students complete PK-12 education ready for college and careers. [(A)(1)(i)]
1.1 The LEA will convene a task force of stakeholders within the LEA to develop a public school choice ("PSC") plan for within the LEA; develop a written choice plan based upon that input; by no later than SY 2011-12, implement at least one PSC option under that plan at each of the elementary, middle, and high school levels within the LEA; and at least annually provide the State with information on the plan and choices within the LEA (for purposes of this paragraph, PSC options includes "school within a school" options and classroom instruction options (e.g., single gender))
1.2 The LEA will volunteer and if selected (based upon the relevant research design) – participate in at least one of the pilot studies to be undertaken by the State as part of the RT3 State Plan. Pilot projects anticipated include the following:
1.2.1 Under B.3, pilot schools will focus on innovative use of curriculum, project-based learning, problem-centered learning, portfolios, on-demand assessments, and formative assessments. Effective materials developed in these pilots will be made available via S3.
1.2.2 Under B.3, pilot schools will become model sites for "next generation" learning and acquisition of 21st century skills
1.2.3 Under B.3, South Carolina will pilot development of literacy extended learning academies, year-long reading academies, and Summer Reading Academies. When required by the pilot's design, educators would attend the pilot program with a subset of their students. Educators receive professional development on research-based strategies for assisting students to improve their reading skills, and apply those strategies with the students at the academy.
1.2.4 Under B.3, sites will pilot curricula developed to do one or more of the following: (1) adapt Project Lead the Way pre-engineering curriculum to include more dual credit and articulation opportunities; (2) expand the Mechatronics STEM pathway to include more dual credit and articulation opportunities; (3) further develop the green alternative energy and engineering programs recently underway.
1.2.5 Under D.2, sites might pilot new ADEPT performance standards for educators not currently in the ADEPT system (e.g., virtual school settings and school psychologists).
1.2.6 Under D.2, sites would pilot models developed to incorporate educator effectiveness into the ADEPT and PADEPP evaluation systems.
1.2.7 Under D.3, sites would pilot models for transitioning from the State's current flat salary schedule to a dynamic system that rewards effective performance.
1.2.8 Under D5, the sites would pilot a system for tracking professional development, measuring changes in student outcomes linked to that professional development, making judgments on the return on investment from the time and cost of that professional development, and informing decisions on whether to continue or expand the program with other educators.
1.2.9 Under C and D.5, sites will pilot professional development on data-based decision making and problem solving including training and technical assistance on acquisition, awareness, access, analysis, application, assessment, and advancement in data usage.
1.3 The LEA will provide appropriate LEA staff to participate in professional learning communities/Communities Advancing Professional Practices associated with the pilot studies undertaken by the State as part of the RT3 State Plan, to assist in decision making as to the efficacy of the pilot programs, and

to provide input as to selection of the program(s) to be taken to scale.
2. Support the building of capacity to implement, scale up, and sustain reforms [(A)(2)]
2.1 With support from the State, this grant, and other ARRA sub-grants to be detailed in Exhibit II, the LEA will implement with fidelity the reform plan models shown to be the most effective and promising for rapidly increasing student growth and/or closing achievement gaps after evaluation of the pilots according to the schedules developed under the State Plan and to be developed in Exhibit II.
2.2 When requested by the State, the LEA will assist in the implementation, scale up, and sustaining of reforms by providing information on best practices, hosting demonstrations of best practices to others within the LEA and across the State as requested, and creating documentation and rubrics to assist in implementing with fidelity the identified best practices.
2.3 For plans, pilots, evaluation, and implementation that require educator input, participation, and commitment, the LEA agrees to make its educators available so that the key reform plans can be timely designed, developed, planned, implemented, evaluated, adjusted, and taken to scale.
3. Raise achievement and close achievement gaps [(A)(3)]
3.1 After utilizing LEA data to identify the subjects and subgroups most in need of increases in achievement, the LEA will develop and implement a plan for rapid and dramatic improvement (the plan is to be developed in Exhibit II and funded through this grant and other ARRA grants).
3.2 The LEA agrees to identify the subgroups of the LEA's students most in need of literacy remediation; implement an effective literacy program, or - if one is not currently available in the LEA - purchase, with funding from this grant or other ARRA grants, reading programs to be available under state procurement contract for that subgroup; implement the program(s); and continue with the next subgroup identified as most in need until 90% or more of the students in the LEA are reading at or above grade level, as determined by appropriate measure identified in Exhibit II; and as appropriate use additional proceeds of this grant and other ARRA funding (to be defined in Exhibit II) to provide effective, job-embedded professional development on effective literacy instruction to the teachers and former teachers of those students needing remediation.
3.3 The LEA agrees to adopt an at-risk student indicator data system (one is being developed by the State which will be available at no charge to districts), provide educators with professional development on how to use the data to appropriately intervene with at-risk students according to the LEA's previously adopted at-risk model, and develop and implement rubrics and procedures for ensuring that the systems are being used and that appropriate interventions are occurring.
3.4 The LEA will provide targeted, effective assistance to struggling learners and continue to implement research-based strategies for assisting struggling learners, such as extended learning time, RtI, etc.
Standards and Assessments (B)
4. Support the transition to enhanced standards and high-quality assessments [(B)(3)]
4.1 The LEA will participate in review of the common core internationally benchmarked, college- and career-ready standards adopted by multiple states, and assessments designed to measure achievement on those standards ("enhanced standards and assessments").
4.2 After adoption by the State and with its assistance, the LEA will implement within the LEA a transition to the enhanced standards and assessments.
4.3 The LEA's instructional coaches, appropriate other educators, and other LEA-educator trainers will participate in professional development and technical assistance related to transitioning to the enhanced standards and assessments.
4.4 The LEA's educators will participate in the State's S3 system, or similar system developed for the common core enhanced standards, by submitting effective lesson plans and assessments, testing the efficacy of the plans and assessments of others, and providing ratings of posted plans and assessments.
4.5 Upon the State's adoption of a set of interventions meeting standards for effectiveness, the LEA will implement procedures to ensure that educators in grades and courses without accountability testing implement a scope and sequence that covers essential grade level standards within the school year, teach the content and skills at the appropriate cognitive level, embed assessments to test for understanding and skill proficiency, and respond with appropriate interventions for students not yet at mastery of the standard.
4.6 The LEA will ensure the alignment of the "written, taught, and tested" by ensuring that lessons align with the standards, are implemented with fidelity, are having the expected impact on student achievement, and are modified when necessary and when data indicates lack of effectiveness.

	4.7 The LEA will pilot, adopt, and implement proven programs for effectively transitioning students between schools and tested grades/subjects, e.g., from kindergarten to first grade, second to third grade, elementary to middle school, middle to high school, and high school to higher education and careers.
	4.8 When reasonably feasible and requested by the students (as indicated on individual graduation plans), the LEA will include at least one STEM pathway among the career clusters offered either at the LEA's secondary school(s), or at 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.
	4.9 The LEA will support Communities Advancing Professional Practices (CAPPs) within each school.
	4.10 The LEA will proactively build and foster a college-going culture in which: all students are expected to enroll in higher education; students are given opportunities to explore college campuses; all students, including those who are high-need and low-achieving, are encouraged and supported in experiencing college level work (e.g., dual enrollment, Advanced Placement); students can advance or "catch up" credits using courses with credit based upon proficiency, and not just "seat time"; students are encouraged to participate in college entrance exam preparation (e.g., the free online preparation available through the SC Virtual School Program); and the LEA's high schools participate in SC CAP or other efforts to align secondary-to-post-secondary courses so that students are able to complete college-level work without remediation.
Data Systems to Support Instruction (C)	
5. Use data to improve instruction (C)(3)	
	5.1 The LEA will ensure that the LEA and its schools have high quality data entry and data quality procedures implemented, to include data quality and validation requirements for all data sets.
	5.2 The LEA will implement the following data systems being developed or supplied by the State: PowerSchool, PowerTeacher, and ParentPortal; eTranscript; ePortfolio (or an equivalent compliant system) for technology competencies for educators and students, and as a professional development tracking system when modified; Testview at the district level; and the unique program ID system to identify students who participate in specific instructional programs and to track effectiveness of professional development programs.
	5.3 With funds from this grant or SLDS or other ARRA grant funding, the LEA will assign required staff to manage implementation of SLDS at the local level.
	5.4 When developed, the LEA will implement the curriculum management system (CMS) in all appropriate classrooms.
	5.5 When developed, the LEA will assign appropriate staff required to manage implementation of CMS at the local level with funds sub-granted to the LEA.
	5.6 The LEA will implement collection of reasons for students who are not tested using the uniform state coding system.
	5.7 The LEA will make data a central part of all educational discussions, planning, and teaching.
	5.8 With funds sub-granted, the LEA will participate in the National Student Clearinghouse to track students after graduation and allow State level reporting on the number of high school graduates who complete at least one year's IHE credits within two years of high school graduation.
	5.9 With funds sub-granted, the LEA will implement computer labs within each school that can be used for online assessment and technology instruction.
	5.10 With funds sub-granted, the LEA will implement delivery of professional development on using data for decision making and in problem solving process cycles.
	5.11 The LEA will provide input into the development of dashboards and the CMS systems (e.g., feedback on which indicators are most relevant for different stakeholders and ideas on what would be most useful to educators).
6. Use of local instructional improvement systems [(C) (3)(i)]	
	6.1 The LEA will implement use of student performance data to inform teachers of their impact on their students, standards, and accountability.
7. Provide professional development on use of data [(C) (3) (ii)]	
	7.1 The LEA will make data a central part of all learning activities.
	7.2 The LEA will implement and support data systems to inform continuous improvement and decision-making.
	7.3 The LEA commits to extensive training for staff, administrators, and others in the use of data to support education reform.
8. Make data available and accessible to researchers and policy makers [(C) (3) (iii)]	

	8.1 Except for district proprietary data and discretionary district program data, the LEA will support data exchange as governed by policy and practice among agencies that serve students and educators, especially in the P-20 environment, but only to the extent permitted by law.
	8.2 Except for district proprietary data and discretionary district program data, the LEA will allow uploading of Testview data to SLDS, but only to the extent permitted by law.
Equitably Distribute Effective Educators (D)	
9. Improve teaching and leadership effectiveness based on performance. (D)(2)	
	9.1 The LEA will participate in development of methods to measure student growth for various grades and subjects. (D)(2)(i)
	9.2 The LEA will participate in the design of evaluation systems that incorporate measures of student growth for various grades and subjects that can be included in the ADEPT and PADEPP systems. (D)(2)(ii)
	9.3 The LEA will fully implement revised ADEPT and PADEPP evaluation systems that include student growth as a substantial factor and will provide the necessary time for evaluators to be fully trained and coached on the revised processes. (D)(2)(ii)
	9.4 The LEA will continue to conduct annual evaluations of teachers, and once the amended evaluation systems have been revised and adopted by the State, conduct annual evaluations of educators to the extent required by this grant. (D)(2)(iii)
	9.5 The LEA will use the revised ADEPT and PADEPP systems to inform the planning of future professional development. (D)(2)(iv)(a)
	9.6 Subject to funding and upon development of an equitable system for evaluating effectiveness of educators, the LEA will use the revised ADEPT and PADEPP systems to inform compensation, promotion, and retention. (D)(2)(iv)(b)
	9.7 The LEA will use the revised ADEPT and PADEPP systems to inform decisions on advancement to full certification (D)(2) (iv)(c)
	9.8 The LEA will use the revised ADEPT and PADEPP systems to inform placing educators on written improvement plans with specific targets, which – if not met – could result in removal. (D)(2)(iv)(d)
	9.9 To the extent required by the State's application for State Fiscal Stabilization Funds, the LEA will make de-identified data on the results of annual reviews available publically.
	9.10 The LEA will target recruiting and hiring to the most effective preparation programs as demonstrated by the effectiveness of the educators those programs certify, and will provide feedback for preparation and certification programs.
	9.11 The LEA will provide information on its existing career ladders and teacher leader career paths, and assist in the development of new career paths that link evaluation of effectiveness to advancement, especially in high needs schools and subject areas.
10. Ensure equitable distribution of effective teachers and principals in high-poverty and/or high-minority schools and hard-to-staff subjects and specialty areas (D)(3)	
	10.1 The LEA will use strategies to increase effective teaching in high-poverty and/or high-minority schools and hard-to-staff subjects and specialty areas as set forth in the LEA's Exhibit II and approved by SCDE (examples might include offering courses through the SC Virtual School Program, promoting SCTeacherVillage.com, offering SCTAP or TAP-like models, or other innovations and research-based practices).
	10.2 The LEA will use strategies to retrain currently certified teachers that are working in high-poverty and/or high-minority schools so that they are certified in high need content areas (for example, Project CREATE, to develop staff certified in special education).
	10.3 The LEA will use strategies to entice college graduates that reside in high poverty and/or high minority communities into the teaching profession.
	10.4 Once the measures of effectiveness are developed, the LEA will use data (1) to determine which staff are effective and highly effective and which schools have the greatest challenges (including the schools within the LEA that rank the lowest on the measure of persistently lowest-achieving schools), and (2) to develop, pilot, assess, and implement strategies for spreading best practices to the challenged schools.
11. Provide effective support and quality professional development to teachers and principals. (D)(5)(i)	
	11.1 The LEA will ensure adequate or increased instructional and teacher collaboration time through effective regular day scheduling, extended learning time, on-line everywhere-anytime programs, and other innovative approaches developed or implemented by the LEA in consultation with SCDE.
	11.2 The LEA will support the development of professional learning teams in every school through assistance such as scheduling, collaborations with higher education, professional development on effective teams and continuous improvement processes, and encouraging educator reflection and renewal.

11.3 The LEA will support effective leadership in schools by ensuring that school leaders spend more time on instructional leadership (e.g., through school administrative managers (SAMs), time studies, leadership coaching).
12. Provide effective support and quality professional development to teachers and principals by measuring effectiveness of professional development (D)(5)(ii)
12.1 The LEA will implement ePortfolio or an equivalent system for staff development record keeping for all staff once the system is modified by the State under this grant or the SLDS grant.
12.2 When established by the State, the LEA will implement the unique program ID system for staff development programs.
12.3 When developed at the State level, the LEA will implement a system that tracks professional development by staff member, measures "impact" (to be defined) of the program on student achievement and growth; and provides data on the return on investment from the cost and time necessary to use the program.
12.4 The LEA will use data collected in item 12.3 to inform decisions on future professional development for staff.
Turn Around the Lowest-Achieving Schools and Provide Targeted, Effective Assistance to Struggling Learners (E)
13. Turn around the lowest-achieving schools (E)(2)
13.1 For any school within the LEA identified, as a School Improvement Grant (SIG) Tier III school, the LEA (a) will adopt one of the four school reform methods defined in Appendix C in the grant notice (closure, restart, transformation, or turnaround); (b) will participate in program audits and data collection requests related to that adoption; (c) will engage the community in the selection and implementation for the reform; (d) will engage students and teachers and use that voice and feedback in decision-making; (d) will work with SCDE and the SIG Council to collaboratively develop and implement a plan to effectively integrate the selected school reform method and use all funds available to support the reform method, and (e) will develop a partnership with an institution of higher education, a charter operator, a charter management organization, or an educational management organization to support the implementation of the reform method.

Appendix A1F
Sample SFSF Narrative

Sumter School District 17 will use its state fiscal stabilization (SFSF) funds to advance ARRA Reform Areas One, Two, Three, and Four, listed below.

1. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need;
2. Establishing pre-K-to-college-and-career data systems that track progress and foster continuous improvement;
3. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities; and
4. Providing targeted, intensive support and effective interventions for the lowest-performing schools.

First, we will make improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need (**Reform Area One.**) We will do this by retaining teachers to reduce class size so that students will benefit from the more individualized attention of their teachers. The allowable use of funds for class-size reduction is based on the research that found that small classes could have a positive influence on student achievement. The Wisconsin Student Achievement Guarantee in Education (SAGE) study led to conclusions similar to the STAR study: students in SAGE classrooms (12 to 15 students) achieved higher scores than students in comparison classrooms of 21 to 25 students (Molnar *et al.*, 1999.) Teachers will also be able to attend staff development and training through the use of funds for substitutes. In addition, we will be able to retain teachers with experience, which research has shown has significant impact on student achievement. This will enable us to meet **Reform Area Three** of making progress toward rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including Limited English Proficient students and students with disabilities. Because we can retain teachers with these SFSF funds, we can use our Title II funds to provide significant professional development for our teachers in the area of assessment and working with special populations,

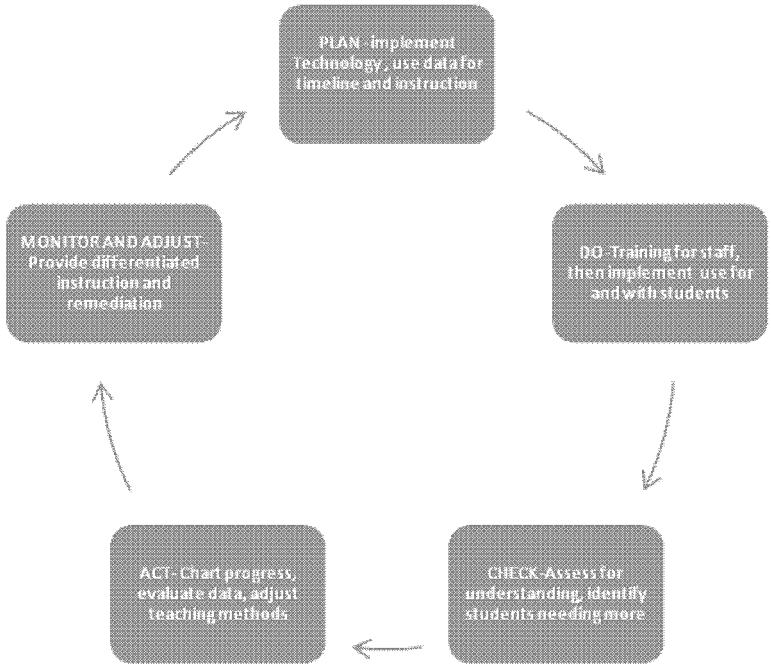
which will translate into better teacher effectiveness and greater student achievement. We can also use our Title One funds to provide social work services to eliminate barriers for special populations.

With regards to improving teacher effectiveness (**Reform Area One**), although the literature on professional development is voluminous, there are only a few high quality studies relating teacher professional development experiences to student outcomes. Recommendations for "high quality" professional development tend to emphasize the importance of more intense, content-focused experiences (i.e., not one-day generic workshops), as well as more opportunities for peer collaboration and more structured induction experiences for new teachers. One relatively strong study supporting the value of focused professional development is by Cohen and Hill (2000). Following the findings of their research, we will be providing content focused professional development, which is more closely aligned to standards implementation for our teachers. This study and a couple of others (Wiley and Yoon, 1995; Brown, Smith, and Stein, 1996; and Kennedy, 1998) suggest that when professional development is focused on academic content and curriculum that is aligned with standards-based reform, teaching practice and student achievement are likely to improve. For the most effective implementation, there should be follow-up training, opportunities for professional dialogue, coaching, and peer mentoring (2002-2006 Teaching Strategies). We will use the teacher/coach and train the trainer approach. We will be using our professional development needs assessment to determine what specific needs are paramount, in the context of our strategy for eliminating the achievement gap that separates low-income and minority students from other students. Because we have a high concentration of low-income and minority students, we must work extra hard to make sure our teachers are up to date in the latest strategies for narrowing the achievement gap. One area we know we will strongly

support is in technology proficiency, not only for students but for staff. This will enable us to not only eliminate the digital divide, but also to dramatically improve our ability to collect and use longitudinal data, which will then inform policy and practice from the classroom to the statehouse. This leads to **Reform Area Four**, which we will discuss next.

Our fourth area of reform is providing targeted, intensive support and effective interventions for the lowest-performing schools. We have selected an evidence-based, proven effective program for our four lowest performing elementary schools, which is the "Raising the Bar" initiative sponsored by the Center for Data Driven Reform in Education at Johns Hopkins University. The four schools are Alice Drive Elementary, Crosswell Drive Elementary, Lemira Elementary, and Willow Drive Elementary. Having small enough classes and subs for professional development allows us to involve our key players in each of the four schools in the reform process. The students at these four schools are the most in need, educationally and economically, which means we are also working on the first area of reform with this program. We also give priority to these schools when hiring staff, so that there is an equitable distribution of Highly Qualified (HQ) teachers at these neediest schools. Having this initiative, along with having other funds freed up for professional development, means we can establish and maintain a pre-k to college-and career data system that will track student progress and foster continuous improvement (**Reform Area Two**.) Using Robert Marzano's research, we will implement the promethean or smart-type board technology in every single classroom, with training for every teacher to use state of the art assessment that will lead to the most effective teaching and intervention for the students most in need. This plan of increasing access to technology for our teachers and our students will help move them all forward to meet all four areas of reform. Not only will it lead to closer adherence to college and career readiness standards, but it will also

track the individual and collective longitudinal data necessary for continuous reform. The system is complete with the tools that will collect and analyze this data. The meta-analytic synthesis of studies on instructional strategies, conducted at the Marzano Research Laboratories, show that utilization of tracking and scoring scales result in a gain of 35 percentile points over what would be expected if tracking and scoring scales were not used! (In general, meta-analytic techniques are used when the results of independent studies on a common topic are combined.) Having technology coaches and curriculum resource teachers will enhance this effort. In a review of studies, the CEO Forum, 2001, found that technology is most influential when integrated with curriculum and assessment. The following chart gives a graphic representation of the cycle we will implement for continuous improvement (based on the Deming Model):



1. Plan a change aimed at improvement, collect data, and establish a timeline.

2. Do implement the change or test on a small scale.

3. Check the results of your actions. What did you learn?

4. Act to apply the change, abandon it, or run through the cycle again under different conditions

5. Monitor and adjust.

These five steps will guide our efforts at continuous improvement as we implement reform.

The major reform process, as well as the technology and professional development, will leave lasting benefits that will not disappear once the funding is gone. This will minimize the "funding cliff" so that it is scalable and sustainable. We will use the latest research in our induction and mentoring program, so that we not only recruit and retain new HQ teachers, but we retain, challenge, and learn from our most experienced teachers (Moir, Kappan, 2009). **Reform Areas One and Four** are tied closely together through our induction and mentoring programs, based on the following research. The Challenge of Attracting Good Teachers and Principals to Struggling Schools" (January 2002), American School Administrator; Southeast Center for Teaching Quality: "Recruiting Teachers for Hard-to-Staff Schools: Solutions for the Southeast & the Nation" (January 2002); and The Teaching Commission's 2006 final report all point out that new teachers cannot be left to "sink or swim," or they will mostly sink. Having support for new teachers is critical.

We are using Marzano's research and meta-analysis of other research studies to implement our data driven programs and processes. We are implementing our college and career-ready assessments and standards with special emphasis on including students with limited English proficiency and disabilities. We will deploy instructional improvement systems that ensure educators have the information needed to improve instruction, as well as reporting and analysis tools that help them identify which students are not on-track for college- and career-ready success well before high school graduation. This early warning intervention system we will implement includes all manner of professionals – teachers, counselors, social workers, and

administrators, so that students do not fall through the cracks. We are providing intensive support and effective interventions for our lowest performing schools, using evidence-based, proven effective programs, and giving them priority to ensure equitable services. Having the ARRA funds available to save teacher jobs means we can use Title One funds for social work services to implement and maintain early warning intervention systems at all school levels, from pre-k through high school. They will work with dropout prevention as well as intervention, and maintain the longitudinal data. This will enable us to guide the decision-making as outlined in the Deming Model for Continuous Improvement, while we increase capacity and accelerate reform.

Appendix A1G
NAEP Goals, Results, and Inclusion Policy

SOUTH CAROLINA NAEP ASSESSMENT RESULTS 2000-2009
FOURTH AND EIGHTH GRADE

DEMOGRAPHIC CATEGORIES	TEST GRADE	NAEP Reading 2007	NAEP Reading 2005	NAEP Reading 2003	NAEP Reading 2002	NAEP Math 2009	NAEP Math 2007	NAEP Math 2005	NAEP Math 2003	NAEP Math 2000
ALL	4	214	213	215	214	236	237	238	236	220
MALE	4	210	210	211	209	236	236	238	237	221
FEMALE	4	218	217	219	218	235	238	238	234	219
WHITE	4	224	225	226	225	245	248	250	246	233
BLACK	4	199	197	199	199	220	221	223	222	203
STUDENTS WITH DISABILITIES	4	182	189	193	187	211	214	220	221	193
STUDENTS w/o DISABILITIES	4	218	216	217	217	239	240	240	238	224
LEP STUDENTS	4	201	‡	‡	‡	232	230	‡	‡	‡
NON-LEP STUDENTS	4	214	213	215	214	236	237	238	236	220
RECV'ING SUBSIDIZED LUNCH	4	201	200	202	201	226	226	227	226	207
FULL-PAY LUNCH	4	228	228	228	228	248	249	250	247	234
ALL	8	257	257	258	258	280	282	281	277	265
MALE	8	253	252	253	253	281	281	282	280	264
FEMALE	8	262	262	263	263	280	282	281	274	265
WHITE	8	268	267	269	268	293	293	294	291	277
BLACK	8	242	242	244	243	263	265	263	258	247
STUDENTS WITH DISABILITIES	8	219	224	229	225	248	245	251	249	227
STUDENTS w/o DISABILITIES	8	261	260	260	261	284	285	284	280	268
LEP STUDENTS	8	‡	‡	‡	‡	267	‡	‡	‡	‡
NON-LEP STUDENTS	8	258	257	258	258	281	282	282	277	265
RECV'ING SUBSIDIZED LUNCH	8	245	246	247	245	268	269	267	263	249
FULL-PAY LUNCH	8	269	268	268	268	294	294	294	289	278

‡ Reporting standards not met.

SOUTH CAROLINA ESEA ASSESSMENT RESULTS 2003-2009
FOURTH AND EIGHTH GRADE

DEMOGRAPHIC CATEGORIES	TEST GRADE	Number Scoring Met or Exemplary on ELA PASS	Number of Students Taking ELA PASS	PASS 2008-09 % Scoring Met or Exemplary (ELA)	PACT 2007-08 % Scoring Basic or Above (ELA)	PACT 2006-07 % Scoring Basic or Above (ELA)	PACT 2005-06 % Scoring Basic or Above (ELA)	PACT 2004-05 % Scoring Basic or Above (ELA)	PACT 2003-04 % Scoring Basic or Above (ELA)	PACT 2002-03 % Scoring Basic or Above (ELA)
ALL	4	38,892	51,377	75.7	80.8	82.7	81.8	79.6	80.7	76.4
MALE	4	18,837	25,946	72.6	76.3	78.8	77.6	75.2	77.2	72
FEMALE	4	19,991	25,402	78.7	85.6	86.8	86.1	84.1	84.4	80.9
WHITE	4	24,233	28,376	85.4	88.7	89.9	89.6	87.5	88.9	85.6
BLACK	4	11,831	18,930	62.5	70.4	73.4	71.5	69.4	70.6	65.3
ASIAN-PACIFIC ISLANDER	4	725	840	86.3	91.2	91.7	89.7	88.5	90.6	85
HISPANIC	4	1,675	2,750	60.9	71.2	72	68.8	68.2	66.6	60
NATIVE AMERICAN	4	137	181	75.7	80.1	83.9	78.2	72.9	79.9	71.7
STUDENTS WITH DISABILITIES	4	2,291	5,341	42.9	47	49.9	52.5	50.9	56	50.3
STUDENTS w/o DISABILITIES	4	36,553	46,036	79.4	85.1	87	85.4	82.9	83.7	79.3
MIGRANT	4	11	15	73.3	73.5	68.8	59	53.7	42.6	43.9
NON-MIGRANT	4	38,830	51,362	75.6	80.9	82.8	81.8	79.6	80.8	76.6
LEP STUDENTS	4	1,697	2,777	61.1	69.4	69.9	63.3	59.8	52.5	35.3
NON-LEP STUDENTS	4	37,130	48,600	76.4	81.5	83.4	82.5	80.2	81.2	77.1
RECV'ING SUBSIDIZED LUNCH	4	18,728	28,593	65.5	72.3	74.7	73.1	71.1	72	66.4
FULL-PAY LUNCH	4	20,118	22,784	88.3	91	92	91.6	89.6	90.7	88

SOUTH CAROLINA ESEA ASSESSMENT RESULTS 2003-2009
FOURTH AND EIGHTH GRADE

DEMOGRAPHIC CATEGORIES	TEST GRADE	Number Scoring Met or Exemplary on ELA PASS	Number of Students Taking ELA PASS	PASS 2008-09 % Scoring Met or Exemplary (ELA)	PACT 2007-08 % Scoring Basic or Above (ELA)	PACT 2006-07 % Scoring Basic or Above (ELA)	PACT 2005-06 % Scoring Basic or Above (ELA)	PACT 2004-05 % Scoring Basic or Above (ELA)	PACT 2003-04 % Scoring Basic or Above (ELA)	PACT 2002-03 % Scoring Basic or Above (ELA)
ALL	8	35,100	52,000	67.5	71	71.3	72.7	74.7	73.3	66.8
MALE	8	16,736	26,649	62.8	64.9	64.5	66.3	69.6	68.1	60.9
FEMALE	8	18,341	25,298	72.5	77.3	78.1	78.9	79.8	78.4	72.8
WHITE	8	22,112	28,312	78.1	82	81.7	82.6	85.1	83.7	79.2
BLACK	8	10,598	20,034	52.9	56.6	58	59.5	61.5	59.3	50.5
ASIAN-PACIFIC ISLANDER	8	624	746	83.6	83.6	85.8	86.2	84	84.5	75.5
HISPANIC	8	1,456	2,426	60	59.4	59.6	60.6	57.2	55.1	48.2
NATIVE AMERICAN	8	123	207	59.4	67.7	67.3	77.6	74.8	72.4	62.7
STUDENTS WITH DISABILITIES	8	1,636	6,571	24.9	26.1	26	29.3	35.2	36.1	28.4
STUDENTS w/o DISABILITIES	8	33,436	45,429	73.6	75.4	75.9	76.6	77.8	76.4	70
MIGRANT	8	7	11	63.7	20.7	25.9	41.7	46.9	17.4	9.4
NON-MIGRANT	8	35,093	51,989	67.5	71	71.3	72.7	74.7	73.3	67.1
LEP STUDENTS	8	1,076	1,970	54.6	51.5	49.7	42.2	31.7	29.2	11.6
NON-LEP STUDENTS	8	34,020	50,030	68	71.7	71.9	73.3	75.4	73.8	67.5
RECV'ING SUBSIDIZED LUNCH	8	14,934	27,054	55.2	58.4	59.1	61.2	63.3	60.7	52.1
FULL-PAY LUNCH	8	20,156	24,946	80.8	83.7	83.9	84.2	85.8	84.4	79.8

SOUTH CAROLINA ESEA ASSESSMENT RESULTS 2003-2009
FOURTH AND EIGHTH GRADE

	TEST GRADE	Number of Students Taking Math PASS	Number Scoring Met or Exemplary on Math PASS	PASS 2008-09 % Scoring Met or Exemplary (Math)	PACT 2007-08 % Scoring Basic or Above (Math)	PACT 2006-07 % Scoring Basic or Above (Math)	PACT 2005-06 % Scoring Basic or Above (Math)	PACT 2004-05 % Scoring Basic or Above (Math)	PACT 2003-04 % Scoring Basic or Above (Math)	PACT 2002-03 % Scoring Basic or Above (Math)
ALL	4	52,954	40,669	76.8	79	78.1	78.4	78.6	80.3	81.1
MALE	4	26,998	20,626	76.4	78.1	77.4	78.2	78	79.6	81.2
FEMALE	4	25,927	20,016	77.2	80	79	78.6	79.4	81	81.1
WHITE	4	29,012	24,979	86.1	88.7	88	88.3	88.5	89.7	90.3
BLACK	4	19,695	12,408	63	65.3	64.7	64.4	65.6	68.1	69.6
ASIAN-PACIFIC ISLANDER	4	870	794	91.3	91.4	91	90.9	90.5	93	91.2
HISPANIC	4	2,877	2,083	72.4	73.3	69.5	70.1	69.1	68.5	70.3
NATIVE AMERICAN	4	194	153	78.9	78.3	78.5	78.2	79	83	75
STUDENTS WITH DISABILITIES	4	6,783	3,005	44.3	48.8	48.6	52.4	56.3	61.1	62.1
STUDENTS w/o DISABILITIES	4	46,171	37,676	81.6	83.6	82.9	82.4	81.7	83	83.6
MIGRANT	4	15	11	73.3	66.2	65.5	63.4	64.5	49.1	54.1
NON-MIGRANT	4	52,939	40,657	76.8	79	78.2	78.4	78.7	80.3	81.3
LEP STUDENTS	4	2,929	2,153	73.5	72.7	68.1	74.9	62.8	58	51.9
NON-LEP STUDENTS	4	50,025	38,569	77.1	79.3	78.6	78.9	79.1	80.7	81.7
RECV'ING SUBSIDIZED LUNCH	4	29,836	20,080	67.3	69.5	68.5	68.6	69.7	71.5	72.5
FULL-PAY LUNCH	4	23,118	20,598	89.1	90.5	89.6	89.7	89.3	90.5	91.3

SOUTH CAROLINA ESEA ASSESSMENT RESULTS 2003-2009
FOURTH AND EIGHTH GRADE

	TEST GRADE	Number of Students Taking Math PASS	Number Scoring Met or Exemplary on Math PASS	PASS 2008-09 % Scoring Met or Exemplary (Math)	PACT 2007-08 % Scoring Basic or Above (Math)	PACT 2006-07 % Scoring Basic or Above (Math)	PACT 2005-06 % Scoring Basic or Above (Math)	PACT 2004-05 % Scoring Basic or Above (Math)	PACT 2003-04 % Scoring Basic or Above (Math)	PACT 2002-03 % Scoring Basic or Above (Math)
ALL	8	52,069	32,595	62.6	69.7	67.9	65.3	66.3	67.5	67.1
MALE	8	26,679	16,248	60.9	68.7	66.3	63.5	65.1	66.5	67.2
FEMALE	8	25,337	16,368	64.6	70.8	69.5	67.2	67.6	68.8	67.3
WHITE	8	28,318	21,154	74.7	80.6	79.8	77.3	78.5	79.1	80.1
BLACK	8	20,042	9,079	45.3	54.7	52	49	49.9	51.4	49.4
ASIAN-PACIFIC ISLANDER	8	756	648	85.7	89.5	88.3	86	84.9	89.1	86.1
HISPANIC	8	2,463	1,441	58.5	62.8	59.6	56.8	54.9	56.8	53.3
NATIVE AMERICAN	8	207	119	57.4	67.1	67.7	67.3	65.3	65.3	66
STUDENTS WITH DISABILITIES	8	6,577	1,394	21.2	30.6	27.5	27.1	29.5	33.2	34.7
STUDENTS w/o DISABILITIES	8	45,492	31,253	68.7	73.7	72.1	69	69.3	70.6	69.9
MIGRANT	8	11	9	81.8	25.7	44.4	46.2	50.9	46.4	29
NON-MIGRANT	8	52,058	32,588	62.6	69.7	67.9	65.3	66.3	67.6	67.5
LEP STUDENTS	8	2,026	1,145	56.5	59.8	53.5	56.3	39.7	44.4	31
NON-LEP STUDENTS	8	50,043	31,477	62.9	70	68.3	65.8	66.8	67.9	67.7
RECV'ING SUBSIDIZED LUNCH	8	27,106	13,417	49.5	57.9	55.4	52.9	53.7	54.1	52.8
FULL-PAY LUNCH	8	24,963	19,222	77	81.7	80.8	78	78.6	79.6	80

SOURCES: "State Scores by Dempgraphic, PACT 2002-03 through 2008-09" SCDE website.
1999-2000 PACT data source, Performance Profiles, 2001.

SOUTH CAROLINA - HIGH SCHOOL ESEA EXAM
RESULTS SY 02-03 TO SY 08-09

DEMOGRAPHIC CATEGORIES	Number Meeting Standard on 2008-09 HSAP	Number of Students Taking ELA 2008-09 HSAP	HSAP 2008-09 % Meeting Standard (ELA)	HSAP 2007-08 % Meeting Standard (ELA)	HSAP 2006-07 % Meeting Standard (ELA)	HSAP 2005-06 % Meeting standard (ELA)	HSAP 2004-05 % Meeting Standard (ELA)	HSAP 2003-04 % Meeting Standard (ELA)
ALL	43,670	51,437	84.9	87.7	88.1	84.9	86.2	85.0
MALE	20,670	25,456	81.2	84.0	84.5	81.3	82.6	80.9
FEMALE	23,019	25,981	88.6	91.4	91.6	88.4	89.8	88.9
WHITE	25,619	28,091	91.2	93.4	93.4	92.0	93.0	92.3
BLACK	15,592	20,302	76.8	80.6	81.6	75.7	77.3	75.2
ASIAN-PACIFIC ISLANDER	625	694	90.1	92.9	90.4	90.0	91.2	89.6
HISPANIC	1,561	2,022	77.2	78.0	76.7	72.6	76.5	70.6
NATIVE AMERICAN	135	161	83.9	85.9	88.2	85.3	87.2	84.3
STUDENTS WITH DISABILITIES	2,552	6,004	42.5	49.2	46.5	41.6	44.3	41.8
STUDENTS WITHOUT DISABILITI	41,162	45,433	90.6	92.9	93.7	90.9	92.3	91.0
MIGRANT	N<10			64.7	68.6	48.4	77.8	46.7
NON-MIGRANT	43,662	51,428	84.9	87.7	88.1	84.9	86.3	85.0
LEP STUDENTS	958	1,399	68.5	68.6	66.2	55.1	53.6	48.6
NON-LEP STUDENTS				88.2	88.6	85.4	86.6	85.3
RECEIVING SUBSIDIZED MEALS	18,354	23,992	76.5	80.3	80.7	75.4	77.1	74.6
FULL-PAY LUNCH	25,352	27,437	92.4	94.0	94.2	92.2	92.9	91.8

SOUTH CAROLINA - HIGH SCHOOL ESEA EXAM
RESULTS SY 02-03 TO SY 08-09

DEMOGRAPHIC CATEGORIES	Number Meeting Standard on 2008-09 HSAP	Number of Students Taking Math 2008-09 HSAP	HSAP 2008-09 % Meeting Standard (Math)	HSAP 2007-08 % Meeting Standard (Math)	HSAP 2006-07 % Meeting Standard (Math)	HSAP 2005-06 % Meeting standard (Math)	HSAP 2004-05 % Meeting Standard (Math)	HSAP 2003-04 % Meeting Standard (Math)
ALL	41,197	51,368	80.2	84.6	79.6	80.2	76.4	80.1
MALE	19,971	25,408	78.6	82.7	77.6	78.3	75.0	77.9
FEMALE	21,235	25,960	81.8	86.4	81.5	82.1	77.6	82.2
WHITE	24,835	28,062	88.5	92.0	88.6	89.5	87.1	89.2
BLACK	13,861	20,265	68.4	74.5	67.5	67.1	61.3	66.9
ASIAN-PACIFIC ISLANDER	648	694	93.4	95.3	91.6	92.1	89.9	93.0
HISPANIC	1,582	2,020	78.3	78.6	71.2	73.4	69.0	74.4
NATIVE AMERICAN	129	161	80.1	83.1	81.9	84.5	77.6	78.9
STUDENTS WITH DISABILITIES	2,133	5,974	35.7	42.0	34.0	35.7	31.3	34.8
STUDENTS WITHOUT DISABILITI	39,084	45,394	86.1	90.3	85.8	86.4	82.8	86.3
MIGRANT	N<10			70.6	71.4	56.3	61.1	73.3
NON-MIGRANT	41,190	51,359	80.2	84.6	79.6	80.2	76.4	80.1
LEP STUDENTS	1,018	1,397	72.9	74.0	65.1	66.1	56.4	67.2
NON-LEP STUDENTS				84.8	79.9	80.5	76.6	80.2
RECEIVING SUBSIDIZED LUNCH	16,828	23,938	70.3	76.0	69.2	69.2	63.0	68.2
FULL-PAY LUNCH	24,352	27,423	88.8	91.7	88.2	88.7	86.0	87.9

SOURCE: High School Assessment Program Test Scores, 2003-2009, http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/HSAPPortal.html

2003-2009 Top Ten At/Above Proficient

4th Grade Math

Order	Jurisdiction	2009	2003	2009-2003
1	Massachusetts	56.83	41.19	15.64
2	Kentucky	36.50	22.12	14.39
3	Montana	45.46	31.10	14.36
4	Hawaii	36.74	23.23	13.51
5	New Hampshire	55.75	42.64	13.11
6	Maryland	43.72	31.25	12.47
7	Minnesota	53.82	41.77	12.05
8	Colorado	45.23	33.90	11.34
9	Rhode Island	39.39	28.09	11.29
10	Missouri	41.11	29.86	11.26
	National Public	38.35	31.22	7.13
49	South Carolina	34.01	31.85	2.16

8th Grade Math

Order	Jurisdiction	2009	2003	2009-2003
1	Massachusetts	51.70	38.28	13.42
2	Texas	36.15	24.87	11.28
3	New Jersey	44.39	33.25	11.14
4	Maryland	40.07	29.75	10.32
5	Idaho	38.36	28.26	10.11
6	Pennsylvania	39.85	29.89	9.96
7	Montana	43.58	34.86	8.72
8	New Hampshire	43.30	34.70	8.60
9	Hawaii	25.33	16.75	8.57
10	Vermont	43.49	34.96	8.53
	National Public	32.55	27.32	5.24
36	South Carolina	30.16	26.31	3.84

4th Grade Reading

Order	Jurisdiction	2009	2003	2009-2003
1	Massachusetts	47.22	40.40	6.83
2	Rhode Island	35.56	29.17	6.40
3	District of Columbia	16.77	10.41	6.36
4	Alabama	28.21	22.24	5.97
5	Kentucky	36.21	30.61	5.60
6	Maryland	37.10	32.22	4.88
7	Vermont	41.37	36.83	4.54
8	Hawaii	25.68	21.27	4.41
9	Florida	35.77	31.57	4.20
10	Pennsylvania	36.62	32.80	3.81
25	South Carolina	27.61	25.68	1.94
	National Public	31.55	29.67	1.87

8th Grade Reading

Order	Jurisdiction	2009	2003	2009-2003
1	Pennsylvania	40.10	32.06	8.04
2	Connecticut	42.52	37.01	5.52
3	Florida	31.78	26.67	5.11
4	Maryland	35.61	30.63	4.98
5	New Jersey	41.60	36.88	4.72
6	District of Columbia	13.65	10.38	3.27
7	Ohio	36.68	33.95	2.73
8	Washington	35.72	33.01	2.71
9	Vermont	40.95	38.53	2.42
10	New Mexico	21.73	19.72	2.01
	National Public	30.43	30.04	0.39
23	South Carolina	24.47	24.20	0.28

2003-2009 Free/Reduced Elig.-Not Elig. Gap Change

4th Grade Math

Order		F/R 09	F/R 03	F/R Change 03-09	Not F/R 09	Not F/R 03	Not F/R Change 03-09	F/R - Not F/R Gap 09	F/R - Not F/R Gap 03	2009-2003
1	Florida	234.74	222.45	12.29	250.87	245.41	5.46	-16.13	-22.96	6.83
2	New York	232.61	224.67	7.94	248.89	247.25	1.64	-16.29	-22.58	6.29
3	Nevada	226.13	215.73	10.39	241.75	236.83	4.92	-15.63	-21.10	5.47
4	Maryland	229.15	215.66	13.50	253.27	243.82	9.45	-24.11	-28.16	4.05
5	Illinois	223.62	215.72	7.90	250.82	246.41	4.40	-27.20	-30.69	3.49
6	Oklahoma	230.85	222.51	8.34	243.91	238.66	5.25	-13.06	-16.15	3.09
7	Nebraska	227.35	222.43	4.92	247.08	244.36	2.72	-19.73	-21.93	2.20
8	Connecticut	225.18	220.10	5.07	253.09	249.81	3.28	-27.91	-29.71	1.79
9	Wyoming	234.44	232.99	1.46	246.05	246.09	-0.04	-11.61	-13.10	1.49
10	Virginia	229.79	224.75	5.04	249.78	246.10	3.68	-19.99	-21.35	1.36
	National Public	227.52	221.53	5.99	250.01	244.34	5.67	-22.49	-22.81	0.32
42	South Carolina	225.66	226.06	-0.40	248.10	247.15	0.95	-22.44	-21.09	-1.35

8th Grade Math

Order		F/R 09	F/R 03	F/R Change 03-09	Not F/R 09	Not F/R 03	Not F/R Change 03-09	F/R - Not F/R Gap 09	F/R - Not F/R Gap 03	2009-2003
1	New York	270.04	262.45	7.59	293.14	293.40	-0.27	-23.09	-30.95	7.86
2	Florida	268.72	255.68	13.04	289.16	283.97	5.19	-20.44	-28.29	7.85
3	Georgia	264.63	252.66	11.97	290.39	284.49	5.89	-25.75	-31.84	6.08
4	Wisconsin	269.22	258.70	10.51	296.78	291.99	4.79	-27.57	-33.29	5.72
5	Tennessee	261.08	250.14	10.94	285.09	278.70	6.39	-24.01	-28.56	4.55
6	Massachusetts	278.14	261.03	17.11	307.45	294.76	12.70	-29.31	-33.72	4.41
7	New Jersey	270.04	255.56	14.48	300.44	290.02	10.43	-30.40	-34.45	4.05
8	Rhode Island	261.48	253.33	8.15	287.93	283.79	4.15	-26.45	-30.45	4.00
9	Illinois	263.88	256.28	7.60	294.09	290.35	3.74	-30.21	-34.07	3.86
10	Delaware	271.00	260.71	10.29	291.73	284.61	7.12	-20.73	-23.90	3.17
	National Public	266.36	258.41	7.95	293.30	286.80	6.50	-26.94	-28.39	1.45
29	South Carolina	267.71	263.07	4.64	293.69	289.01	4.68	-25.98	-25.94	-0.04

4th Grade Reading

Order		F/R 09	F/R 03	F/R Change 03-09	Not F/R 09	Not F/R 03	Not F/R Change 03-09	F/R - Not F/R Gap 09	F/R - Not F/R Gap 03	2009-2003
1	New York	213.66	207.75	5.91	235.31	237.79	-2.48	-21.65	-30.04	8.39
2	Louisiana	201.22	194.93	6.29	222.41	224.26	-1.85	-21.19	-29.33	8.14
3	Florida	217.14	204.73	12.41	235.67	231.06	4.61	-18.52	-26.33	7.81
4	New Hampshire	213.27	206.13	7.13	233.66	232.56	1.10	-20.39	-26.43	6.04
5	Nevada	199.70	192.19	7.51	219.52	217.66	1.86	-19.82	-25.47	5.65
6	Montana	213.75	208.08	5.67	232.03	231.91	0.13	-18.29	-23.83	5.54
7	Maryland	209.72	198.59	11.12	236.23	230.05	6.18	-26.51	-31.45	4.94
8	Pennsylvania	206.24	198.24	8.00	234.51	231.33	3.18	-28.27	-33.09	4.82
9	Mississippi	202.96	196.61	6.35	227.14	225.53	1.61	-24.18	-28.92	4.74
10	Alabama	204.03	192.74	11.29	230.92	224.29	6.62	-26.88	-31.55	4.67
	National Public	206.00	201.08	4.92	232.11	228.99	3.11	-26.10	-27.91	1.81
29	South Carolina	204.48	202.49	1.99	229.95	228.36	1.59	-25.47	-25.87	0.40

8th Grade Reading

Order		F/R 09	F/R 03	F/R Change 03-09	Not F/R 09	Not F/R 03	Not F/R Change 03-09	F/R - Not F/R Gap 09	F/R - Not F/R Gap 03	2009-2003
1	Indiana	254.04	247.60	6.44	272.52	271.79	0.72	-18.48	-24.20	5.72
2	New York	251.58	249.09	2.49	275.42	277.86	-2.44	-23.83	-28.77	4.93
3	Wisconsin	249.37	243.98	5.40	272.89	272.21	0.68	-23.52	-28.24	4.72
4	Hawaii	246.08	240.24	5.84	260.64	259.39	1.25	-14.57	-19.16	4.59
5	Iowa	253.35	251.73	1.62	270.46	272.67	-2.21	-17.11	-20.94	3.83
6	Florida	254.65	245.18	9.46	273.21	267.27	5.94	-18.56	-22.09	3.53
7	Georgia	249.16	243.35	5.81	271.58	269.24	2.33	-22.42	-25.90	3.48
8	New Jersey	252.82	245.52	7.30	279.33	275.32	4.01	-26.51	-29.80	3.29
9	Alaska	246.67	239.35	7.33	267.44	262.92	4.51	-20.77	-23.58	2.81
10	Vermont	259.68	255.42	4.26	277.38	275.72	1.66	-17.70	-20.30	2.60
	National Public	248.62	245.87	2.75	272.66	270.75	1.91	-24.04	-24.88	0.84
40	South Carolina	246.17	247.35	-1.18	268.65	268.06	0.59	-22.48	-20.71	-1.77

2003-2009 Black-White Gap Change

4th Grade Math

Order		Wht 09	Wht 03	Wht Change 03-09	Blk 09	Blk 03	Blk Change 03-09	Wht-Blk Gap 09	Wht-Blk Gap 03	2009-2003
1	Iowa	245.09	240.89	4.20	225.66	214.70	10.96	19.43	26.19	-6.76
2	Florida	250.28	242.80	7.47	228.17	214.69	13.48	22.10	28.11	-6.01
3	Louisiana	240.57	241.62	-1.05	217.92	213.24	4.68	22.65	28.38	-5.73
4	Pennsylvania	249.35	243.09	6.26	222.86	211.99	10.87	26.49	31.10	-4.61
5	Oklahoma	241.37	234.71	6.66	222.27	211.16	11.11	19.10	23.56	-4.45
6	Arizona	243.07	240.55	2.52	221.81	214.87	6.94	21.26	25.68	-4.43
7	Massachusetts	257.96	247.38	10.58	236.48	221.75	14.74	21.47	25.63	-4.16
8	New York	247.63	245.65	1.98	225.19	219.20	5.99	22.44	26.45	-4.01
9	New Jersey	255.35	247.60	7.75	228.19	217.09	11.10	27.16	30.51	-3.36
10	Michigan	243.18	244.02	-0.84	211.62	209.45	2.17	31.56	34.57	-3.01
	National Public	247.85	242.73	5.11	221.98	215.83	6.15	25.86	26.90	-1.04
38	South Carolina	245.15	245.51	-0.36	220.20	222.31	-2.11	24.96	23.20	1.76

8th Grade Math

Order		Wht 09	Wht 03	Wht Change 03-09	Blk 09	Blk 03	Blk Change 03-09	Wht-Blk Gap 09	Wht-Blk Gap 03	2009-2003
1	Florida	288.79	285.57	3.22	263.58	248.58	14.99	25.21	36.99	-11.77
2	West Virginia	270.62	271.33	-0.71	263.31	253.08	10.23	7.31	18.25	-10.94
3	Indiana	291.22	286.35	4.87	266.05	251.02	15.03	25.17	35.33	-10.16
4	Kansas	294.11	290.02	4.09	264.09	251.56	12.54	30.02	38.46	-8.45
5	Wisconsin	294.40	289.75	4.65	253.65	241.11	12.54	40.76	48.64	-7.89
6	Oklahoma	282.08	278.39	3.70	260.64	249.22	11.42	21.44	29.17	-7.73
7	Minnesota	300.38	295.44	4.93	263.62	251.31	12.31	36.76	44.13	-7.38
8	Tennessee	282.03	276.81	5.22	253.85	241.68	12.16	28.18	35.12	-6.94
9	Georgia	289.40	283.79	5.61	262.49	250.14	12.35	26.91	33.65	-6.73
10	Rhode Island	285.74	279.82	5.92	256.06	244.00	12.06	29.68	35.82	-6.15
17	South Carolina	292.59	290.89	1.69	263.42	258.12	5.30	29.17	32.78	-3.61
	National Public	292.02	286.54	5.49	260.28	251.75	8.53	31.74	34.79	-3.05

4th Grade Reading

Order		Wht 09	Wht 03	Wht Change 03-09	Blk 09	Blk 03	Blk Change 03-09	Wht-Blk Gap 09	Wht-Blk Gap 03	2009-2003
1	Louisiana	218.80	223.19	-4.39	196.41	188.68	7.73	22.39	34.51	-12.12
2	New Jersey	237.26	235.33	1.93	212.60	199.75	12.86	24.65	35.58	-10.93
3	District of Columl	256.01	254.34	1.67	195.70	184.37	11.33	60.31	69.97	-9.65
4	Florida	233.09	229.07	4.02	210.96	197.74	13.22	22.13	31.33	-9.20
5	Iowa	223.91	225.93	-2.02	203.24	196.08	7.16	20.67	29.85	-9.18
6	New York	232.83	235.11	-2.28	209.37	202.62	6.74	23.46	32.49	-9.03
7	Michigan	224.82	228.42	-3.60	194.24	188.82	5.42	30.58	39.60	-9.02
8	Kansas	228.82	224.86	3.95	209.65	196.74	12.91	19.17	28.12	-8.95
9	Connecticut	237.89	238.31	-0.42	209.05	201.29	7.76	28.84	37.02	-8.18
10	Arizona	225.10	223.21	1.89	205.76	195.78	9.98	19.34	27.43	-8.09
	National Public	229.21	227.10	2.11	203.96	197.25	6.71	25.25	29.85	-4.59
28	South Carolina	226.41	226.41	0.00	200.10	199.43	0.67	26.30	26.98	-0.68

8th Grade Reading

Order		Wht 09	Wht 03	Wht Change 03-09	Blk 09	Blk 03	Blk Change 03-09	Wht-Blk Gap 09	Wht-Blk Gap 03	2009-2003
1	Oklahoma	263.97	266.84	-2.88	246.64	240.34	6.30	17.33	26.51	-9.18
2	Florida	271.52	268.37	3.16	250.38	239.17	11.21	21.14	29.20	-8.05
3	West Virginia	255.02	260.11	-5.09	250.02	248.32	1.71	5.00	11.79	-6.79
4	Nevada	264.12	262.29	1.83	241.30	233.00	8.31	22.82	29.29	-6.47
5	Louisiana	262.67	266.85	-4.18	240.54	238.37	2.17	22.13	28.48	-6.35
6	Georgia	268.32	268.49	-0.17	248.93	243.76	5.18	19.39	24.73	-5.34
7	Delaware	272.97	272.63	0.34	253.69	248.45	5.25	19.28	24.18	-4.90
8	Indiana	269.21	268.59	0.62	249.78	244.36	5.42	19.42	24.23	-4.80
9	Kentucky	268.72	268.75	-0.04	249.05	244.57	4.48	19.67	24.18	-4.51
10	Wisconsin	270.80	271.47	-0.68	237.56	233.84	3.72	33.24	37.63	-4.39
18	South Carolina	266.74	269.27	-2.53	242.85	243.80	-0.95	23.89	25.47	-1.58
	National Public	271.36	270.44	0.93	245.46	243.60	1.86	25.90	26.83	-0.93

2003-2009 SD-Not SD Gap Change

4th Grade Math

Order		SD 09	SD 03	SD Change 03-09	Not SD 09	Not SD 03	Not SD Change 03-09	SD - Not SD Gap 09	SD - Not SD Gap 03	2009-2003
1	New Jersey	230.07	212.26	17.81	249.14	242.78	6.36	-19.07	-30.52	11.44
2	Florida	230.24	213.61	16.63	244.07	237.80	6.27	-13.82	-24.19	10.37
3	North Dakota	230.99	215.38	15.61	247.30	241.14	6.17	-16.31	-25.75	9.44
4	Kentucky	225.59	208.39	17.20	240.74	231.22	9.52	-15.15	-22.83	7.68
5	West Virginia	216.86	208.03	8.83	236.05	234.04	2.01	-19.19	-26.01	6.82
6	Wyoming	227.12	220.66	6.46	244.63	244.37	0.26	-17.51	-23.71	6.20
7	Idaho	219.42	208.23	11.20	243.30	238.21	5.09	-23.88	-29.98	6.10
8	Arkansas	215.25	201.89	13.36	240.27	232.98	7.29	-25.02	-31.09	6.07
9	Kansas	227.38	219.03	8.35	247.63	244.93	2.70	-20.25	-25.90	5.65
10	Pennsylvania	222.43	209.48	12.95	246.87	239.32	7.54	-24.44	-29.85	5.41
	National Public	220.46	214.17	6.29	241.54	236.47	5.06	-21.08	-22.30	1.23
52	South Carolina	211.18	220.53	-9.36	239.29	237.76	1.54	-28.12	-17.22	-10.89

8th Grade Math

Order		SD 09	SD 03	SD Change 03-09	Not SD 09	Not SD 03	Not SD Change 03-09	SD - Not SD Gap 09	SD - Not SD Gap 03	2009-2003
1	Kentucky	249.87	230.15	19.73	281.75	278.71	3.04	-31.88	-48.56	16.69
2	DoDEA	254.42	240.95	13.47	289.82	288.04	1.77	-35.40	-47.09	11.69
3	Arkansas	237.72	218.75	18.97	280.97	273.13	7.85	-43.25	-54.38	11.12
4	North Dakota	268.07	253.36	14.71	295.80	292.10	3.70	-27.73	-38.74	11.01
5	Delaware	255.06	237.06	18.00	288.23	281.07	7.16	-33.17	-44.01	10.84
6	Indiana	258.12	243.96	14.15	290.03	286.12	3.91	-31.91	-42.16	10.24
7	Florida	251.88	234.73	17.15	283.53	276.57	6.96	-31.65	-41.84	10.19
8	New York	254.88	242.85	12.03	287.05	285.04	2.01	-32.18	-42.19	10.02
9	Minnesota	262.97	250.71	12.27	298.17	295.83	2.34	-35.20	-45.12	9.92
10	Maryland	264.63	248.21	16.42	289.79	281.31	8.48	-25.16	-33.10	7.94
	National Public	248.64	241.81	6.83	285.49	280.43	5.05	-36.85	-38.63	1.78
42	South Carolina	247.66	249.26	-1.59	283.89	279.86	4.04	-36.23	-30.60	-5.63

4th Grade Reading

Order		SD 09	SD 03	SD Change 03-09	Not SD 09	Not SD 03	Not SD Change 03-09	SD - Not SD Gap 09	SD - Not SD Gap 03	2009-2003
1	North Dakota	208.12	189.61	18.51	227.93	225.87	2.06	-19.81	-36.26	16.45
2	Ohio	190.71	173.96	16.74	227.53	225.55	1.98	-36.82	-51.59	14.77
3	Florida	203.86	184.13	19.73	229.38	223.41	5.96	-25.52	-39.29	13.77
4	Maryland	210.80	191.48	19.32	226.99	220.95	6.04	-16.19	-29.47	13.28
5	DoDEA	204.42	189.20	15.23	230.55	227.05	3.50	-26.13	-37.85	11.72
6	Indiana	199.33	187.82	11.51	225.80	224.06	1.74	-26.47	-36.24	9.78
7	Pennsylvania	193.47	179.11	14.36	228.19	223.61	4.58	-34.73	-44.50	9.78
8	Wyoming	193.06	183.99	9.07	227.63	227.99	-0.36	-34.57	-44.01	9.44
9	Utah	186.03	178.76	7.27	221.93	223.96	-2.03	-35.90	-45.21	9.30
10	South Dakota	199.97	192.18	7.80	224.45	225.88	-1.43	-24.47	-33.70	9.23
	National Public	189.13	184.42	4.71	223.02	219.84	3.18	-33.89	-35.42	1.53
43	South Carolina	187.72	193.41	-5.69	219.24	217.10	2.14	-31.52	-23.69	-7.83

8th Grade Math

Order		SD 09	SD 03	SD	Not SD	Not SD	Not SD Change	SD - Not SD	SD - Not SD	2009-2003
1	New Jersey	250.29	230.81	19.49	275.67	273.63	2.04	-25.38	-42.83	17.45
2	Maryland	246.66	227.66	19.00	268.50	265.82	2.69	-21.84	-38.16	16.32
3	Delaware	240.35	224.48	15.87	268.22	268.13	0.10	-27.87	-43.65	15.77
4	Massachusetts	250.59	238.87	11.72	277.64	278.29	-0.65	-27.05	-39.43	12.37
5	Indiana	236.13	224.91	11.22	268.73	269.78	-1.05	-32.60	-44.87	12.27
6	Ohio	238.13	225.50	12.64	271.60	269.83	1.77	-33.47	-44.33	10.86
7	Florida	238.69	222.86	15.83	268.10	262.93	5.17	-29.41	-40.07	10.66
8	Georgia	224.01	211.93	12.08	263.33	261.87	1.46	-39.33	-49.94	10.62
9	Kentucky	239.18	229.13	10.05	268.56	268.66	-0.10	-29.38	-39.53	10.15
10	DoDEA	241.23	231.41	9.82	274.63	274.87	-0.25	-33.40	-43.46	10.07
	National Public	229.00	224.41	4.60	265.86	265.52	0.34	-36.86	-41.12	4.26
43	South Carolina	226.61	229.29	-2.68	260.08	260.43	-0.35	-33.47	-31.14	-2.32

Developing Goals for NAEP

The analyses that informed the development of our state's NAEP goals began by calculating the increase in the overall average scale scores in all states, in each grade (4 and 8) and each subject (mathematics and reading) from 2005 to 2009. With 2005 as the baseline year, change calculations were based on 2007 and 2009 NAEP performance. The initial thought was to set goals of increasing the average scale scores and closing the achievement gaps at the same rate as the top ten states. After reviewing the average per assessment gains of the top ten states and the top five states, however, it was noted that basing targets on the recent performance of the top five gaining states would be more ambitious.

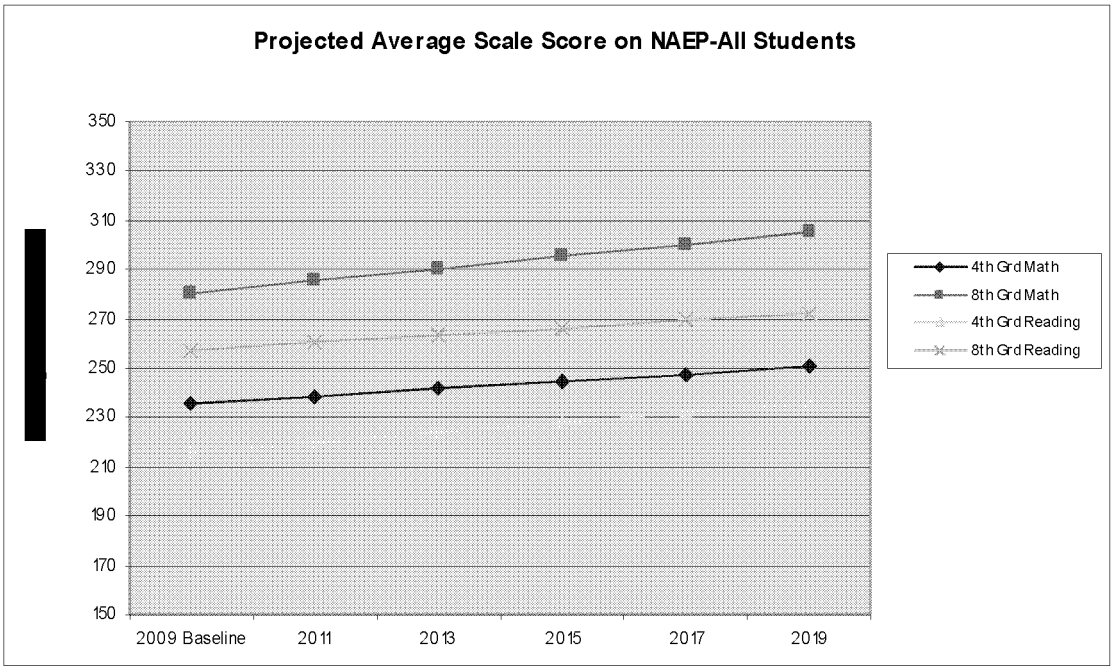
South Carolina is committed to increasing overall student achievement and closing the gaps beyond the end of the grant period. Our state's goals on these performance measures reflect this commitment.

Overall Performance

The NAEP performance targets below represent the goal of increasing overall student performance at a rate that matches that of the five states with the highest gains in each grade and subject. South Carolina's target for the 2011 NAEP was calculated by taking the average gain (per administration) of the top five states in each grade and subject, and adding that to South Carolina's average scale scores in 2009 (baseline year). The targets for each subsequent year were calculated by adding the top five average to the previous year's target.

Grade/Subject	2009 (Baseline)	2010-2011	2012-2013	2014-2015	2016-2017	2018-2019
4th Grd Math	236	239	242	245	248	251
8th Grd Math	280	285	290	295	300	305
4th Grd Reading	216	220	224	228	232	236
8th Grd Reading	257	260	263	266	269	272

Projected NAEP Scale Scores



Closing the Achievement Gaps

The analyses of the top five performing states also revealed that South Carolina's long-term goal of closing achievement gaps by at least half by 2019 is both ambitious and attainable.*

Free/Reduced Lunch Eligible-Not Eligible Gap

Grade/Subject	2009 (Baseline)	2010-2011	2012-2013	2014-2015	2016-2017	2018-2019
4th Grade Math	22	20	18	16	13	11
8th Grade Math	26	23	21	18	16	13
4th Grade Reading	25	23	20	18	15	12
8th Grade Reading	22	20	18	16	13	11

Black-White Gap

Grade/Subject	2009 (Baseline)	2010-2011	2012-2013	2014-2015	2016-2017	2018-2019
4th Grade Math	25	22	20	17	15	12
8th Grade Math	29	26	23	20	17	14
4th Grade Reading	26	24	21	19	16	13
8th Grade Reading	24	21	19	17	14	12

SD-Not SD Gap

Grade/Subject	2009 (Baseline)	2010-2011	2012-2013	2014-2015	2016-2017	2018-2019
4th Grade Math	28	25	23	20	17	14
8th Grade Math	36	33	29	25	22	18
4th Grade Reading	32	28	25	22	19	16
8th Grade Reading	33	30	27	23	20	16

* To consider gap-closing targets met, there must not be any downward movement in the advantaged group's scores.

South Carolina's Goals for Improving NAEP Scores

Staff at the S.C. Department of Education began the analysis of ambitious yet achievable improvements in NAEP scores began by looking at states similar to South Carolina in terms of percent eligible for the National School Lunch Program (NSLP) in the most recent NAEP data for each subject (reading and mathematics), grades 4 and 8. For example, in 2009 it was estimated that 55 percent of South Carolina's fourth graders were NSLP eligible. Staff then ordered the states on the percent eligible and considered those states with a percent eligible approximately 3 standard errors above and below South Carolina's 55 percent. This procedure identified 12 states that are similar to South Carolina. The procedure was then carried out for math grade 8 and reading, grades 4 and 8. See similar states below.

Grade 4 Math, States Similar to South Carolina in 2009

State	Average scale score	Percentage
Alabama	217.30	54
Arizona	219.11	54
California	219.64	53
Tennessee	221.97	51
Georgia	225.40	56
South Carolina	225.66	55
West Virginia	226.70	57
Arkansas	228.76	59
Kentucky	228.84	51
Oklahoma	230.85	55
New York	232.61	52
Texas	232.62	59
Florida	234.74	55

Grade 8 Math, States Similar to South Carolina in 2009

State	Average scale score	Percentage
Alabama	255.04	50
California	258.19	53
West Virginia	261.63	52
Arizona	261.90	47
Arkansas	263.96	53
Georgia	264.63	49
Oklahoma	266.01	48
South Carolina	267.71	51
Kentucky	267.83	48
Florida	268.72	48
Texas	275.52	53

Grade 4 Reading, States Similar to South Carolina in 2007

Jurisdiction	Average scale score	Percentage
California	194.82	53
Arizona	195.61	51
South Carolina	201.04	52
Tennessee	201.91	48
Alabama	203.28	55
Arkansas	205.42	56
West Virginia	205.98	52
Georgia	207.04	50
Texas	208.59	54
Oklahoma	208.68	54
Kentucky	211.74	52
Florida	212.77	49

Grade 8 Reading, States Similar to South Carolina in 2007

Jurisdiction	Percentage	Average Scale Score
California	48	239.06
Alabama	49	240.59
Arizona	44	241.13
South Carolina	47	244.56
North Carolina	44	245.53
West Virginia	46	245.87
Georgia	48	246.86
Tennessee	45	247.31
Arkansas	51	247.39
New York	46	250.42
Oklahoma	50	251.51
Kentucky	48	252.20

To analyze what gains were reasonably achievable, overall scale score gains were calculated for the four-year period 2005–2009, and the six-year period 2003–2009 (see table on following page). Between 2003–2009 the average gain was 4.94 scale score points and the average gain between 2005–2009 was only 1.73 points. States' performance between 2003–2005 had more dramatics 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.

Performance of Similar States, Math Grade 4

Similar States	2005-2009	2003-2009
Alabama	2.89	4.62
Arizona	0.19	1.08
Arkansas	2.00	8.53
California	1.31	4.22
Florida	3.01	8.22
Georgia	2.39	5.77
Kentucky	7.34	10.11
New York	2.47	4.71
Oklahoma	2.83	7.68
South Carolina	-2.63	-0.12
Tennessee	0.14	4.07
Texas	-1.53	3.16
West Virginia	2.14	2.22
Average	**1.73**	**4.94**

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 get an idea of what gains constitute statistical significance. States with less variability (i.e., 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 about 3–4 points change. However, even when running a less conservative t-test, 3 points was not significant in some cases. Considering this, it was determined that setting goals in terms of a set number scale score increase might not be best.

Goal: Statistically Significant Growth

Staff discussed the idea of setting a specific target versus a goal of significant growth with Jason Nicholas, NAEP State Service Center. He agreed that we should avoid setting the goal at a specific number and that the goal could be to have significant growth (still ambitious).

The tables on the following page show the counts of jurisdictions making at least a four-point increase over 2 and 4 years, compared the counts of those states making significant gains over the same periods.

All States, Math Grade 4

	All States	Sim. States
Jurisdictions w/ 4 pt change-4 yrs 05-09	12	1
Jurisdictions w/ Stat Sig-pos change-4yrs 05-09	28	6
Jurisdictions w/ 4 pt change-2 yrs 07-09	1	0
Jurisdictions w/ Stat Sig-pos change-2yrs 07-09	2	2

All States, Math Grade 8

	All States	Sim. States
Jurisdictions w/ 4 pt change-4 yrs 05-09	35	7
Jurisdictions w/ Stat Sig-pos change-4yrs 05-09	39	7
Jurisdictions w/ 4 pt change-2 yrs 07-09	7	0
Jurisdictions w/ Stat Sig-pos change-2yrs 07-09	15	1

All States, Reading Grade 4

	All States	Sim. States
Jurisdictions w/ 4 pt pos change-4 yrs 03-07	15	3
Jurisdictions w/ Stat Sig-pos change-4yrs 03-07	21	5
Jurisdictions w/ 4 pt change-2 yrs 05-07	10	3
Jurisdictions w/ Stat Sig-pos change-2yrs 05-07	18	3

All States, Reading Grade 8

	All States	Sim. States
Jurisdictions w/ 4 pt pos change-4 yrs 03-07	0	0
Jurisdictions w/ Stat Sig-pos change-4yrs 03-07	1	0
Jurisdictions w/ 4 pt change-2 yrs 05-07	3	0
Jurisdictions w/ Stat Sig-pos change-2yrs 05-07	6	0

From these data, it is apparent that a goal of significant growth is more attainable than a goal of gaining 4 points or more. It is also apparent that a goal of statistical significance is more attainable over a four-year period rather than a period of only two years.

Goal: Close 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 that the gaps can close. An ambitious goal will be to count any narrowing of the gaps, not accounting for statistical significance.

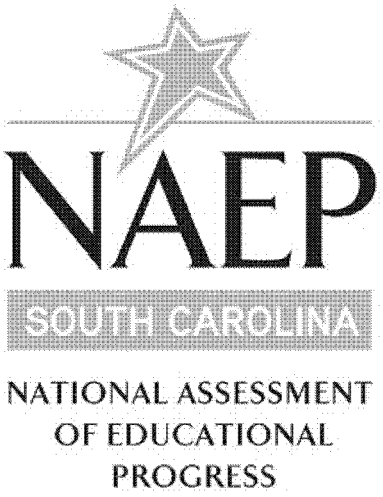
NAEP Participation Rates for South Carolina

2007

Grade	Subject	Students with Disabilities	English Language Learners
4	Mathematics	88	95
	Reading	73	83
8	Mathematics	60	89
	Reading	56	50

2009

Grade	Subject	Students with Disabilities	English Language Learners
4	Mathematics	88	95
	Reading	69	79
8	Mathematics	68	95
	Reading	58	65



Policy for Including Students with Documented Disabilities and English Language Learners in the 2009 National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is designed to measure what students know and can do in various subject areas both on a national and state level. State level results tell us about student achievement in South Carolina and allow for comparisons with other states and the nation. Individual and school-level information is not generated. Instead, results are reported at the national and state level for the population and the demographic groups.

A sample of students in grades four, eight, and twelve will be tested in 2009. In South Carolina, 126 schools are sampled for grade four and another 111 schools are sampled for grade eight. A smaller number of schools are sampled for grade twelve. In order for the sample of students to be representative of the state, students with disabilities and English language learners must be included in the assessment to the greatest extent possible.

The goal of NAEP is to have an inclusive assessment so that NAEP can represent the performance of all students. South Carolina has a history of having high performance among our students with disabilities (SD) and English language learners (ELL). Since NAEP does not provide individual student or school results, there are no consequences for student or school performance. Participating in NAEP also provides an opportunity for students with disabilities and English language learners to practice taking large-scale assessments without the high stakes of state assessments for accountability purposes.

Including Students with Disabilities on NAEP:
A student with a disability is to be included in the NAEP assessment based on an IEP/504 Accommodations Plan team decision. The IEP/504 Accommodations Plan team must review student performance in instruction, classroom assessments, and state assessments and determine whether the student will

- participate in the NAEP assessment with or without accommodations; or
- meet the participation criteria for alternate assessment and will not participate in NAEP; or
- require accommodation(s) or modification(s) that NAEP does not allow.

Many students with disabilities can participate in NAEP even without use of the accommodations and modifications that they typically use with the state assessments. For example, if a student typically receives an oral administration of the reading assessment, this student may still be able to access the content of the NAEP reading assessment without an oral administration if the student's present level of performance indicates that the student can read a passage to gather information or perform a task, or if the student's past performance on state assessments indicates partial mastery of grade-level standards at the 4th or 8th grade.

IEP and/or 504 Plan Team members must review the worksheets for determining participation in NAEP 2009 as they document whether and how the student will participate in the assessment and document their decisions in the student's IEP. These worksheets can be found in the *Guide for Determining Participation of Students with Disabilities in NAEP*.

Including English Language Learners on NAEP:

English language learners are to be included on NAEP in the same way in which they participate in South Carolina state assessments. English language learners are required to participate in state assessments in reading, mathematics, and science per current federal guidelines, which offer a one-time exemption in reading (ELA) for those students who have been receiving instruction in United States Schools for less than one year. These students may take an English language proficiency test in lieu of the state English language arts assessment. If selected for NAEP, students in their first year of school in the U.S. should not be excluded from taking the NAEP mathematics or science tests.

ESOL teachers and content-area teachers must review the information recorded on the student's accommodations form when making decisions about how to include English language learners on NAEP. English language learners who score "below fluent" on their English language proficiency assessments may use the accommodations listed in Appendix D of the HSAP manual or the "Who is Tested" section of the spring 2008 PACT Test Administration Manual posted on the SCDE Web site. ESOL and/or content-area teachers who are most knowledgeable about individual English language learners must review ELDA scores and consider student performance in instruction, classroom assessments, and state assessments in order to determine whether the student will:

- participate in the NAEP assessment with or without accommodations; or
- meet the participation criteria for taking an English language proficiency test instead of the state ELA assessment and will not participate in NAEP reading; or
- require accommodation(s) or modification(s) that NAEP does not allow.

Many English language learners can participate in NAEP even without use of the accommodations and modifications that they typically use with the state assessments. For example, a student who typically receives a writing modification such as access to spell check or alternative scoring may be able to participate in the NAEP writing assessment without spell check/alternative scoring because NAEP measures thought processes and reasoning along with writing mechanics. Also, student responses on the NAEP writing assessment are considered a first draft in which mechanics and spelling do not have to be perfect.

Comparison of South Carolina/NAEP Allowable Accommodations:

Several accommodations provided on our South Carolina assessments are not necessary for NAEP because of the way it is administered. For example:

- Respond in test booklet: On NAEP, all students write responses in assessment booklets, not on separate answer sheets.
- Assessment over several days: The administration of NAEP lasts about 90 minutes total. This includes time spent distributing and collecting booklets, reading directions, and completing student background questionnaires. The actual test items are administered to students in two 25-minute sections for a total of 50 minutes. Since the total testing time for students is shorter than that of our state assessments, extended time over more than one day may not be necessary for most students.

NAEP offers many of the accommodations that South Carolina allows on our state assessments. NAEP also permits schools to provide other state-allowed accommodations if they are also allowable on NAEP. The table on the following pages describes the accommodations that NAEP provides and whether they are also allowable in South Carolina. The table provides guidance where there are differences between NAEP and South Carolina allowable accommodations. For example, NAEP allows bilingual testing booklets in mathematics and science, whereas South Carolina does not allow alternate language versions of state tests.

Preparing for NAEP Accommodations: NAEP ELL and SD Questionnaires and Pre-Assessment Visits

On January 2, you will receive questionnaires for each SD and ELL student sampled in your school. These questionnaires are to be completed by the school personnel most knowledgeable about these students, such as the special educators on IEP/504 Plan teams and/or ESOL teachers who typically make testing and accommodations decisions for individual ELL students. The questionnaires include a decision tree that aids the decision-making for the appropriate inclusion of these students. IEP teams should consult selected students' IEP documents to review the decisions made about whether/how to include and accommodate the student on NAEP, if selected.

In January, a NAEP representative will visit your school to make final arrangements for the assessment, including how students who receive accommodations will be assessed. It is important that the questionnaires be completed by the appropriate school staff before the NAEP representative visits the school.

Thank you for your assistance with NAEP. If you have any questions about inclusion and accommodations on NAEP for our students with disabilities and English language learners, please contact Christopher Webster at cwebster@ed.sc.gov.

NAEP Accommodations Allowable in South Carolina

The following is a list of accommodations, by type, that are offered on NAEP and allowed on statewide assessments in South Carolina. More detail on these accommodations can be found in the accommodations chart, pages 6–16.

- Direct Linguistic Support
  - Directions read aloud in native language
- Presentation Format
  - Responds using Braille typewriter
  - Magnification equipment
  - Large-print version of test
  - Braille version of test
  - Read aloud—most or all
  - Read aloud—occasional
  - Test items signed
  - Directions only signed
  - Bilingual dictionary without definitions
- Response Format
  - Uses template to respond
  - Responds using computer or typewriter
  - Responds orally to scribe
  - Responds using Braille typewriter
  - Responds in sign language
- Setting Format
  - School staff administers
  - Preferential seating, light, furniture
  - Study carrel
  - One-on-one
  - Small group
  - Uses special writing tool
- Timing Accommodations
  - Extended time
- Other Accommodations
  - Other
  - Breaks during test

NAEP		What Is It?	How NAEP Administers It	Allowable in South Carolina?
Direct Linguistic Support: Directions read aloud in native language	**Subjects:** Reading, Math & Science	This accommodation requires that the session script instructions be read aloud in Spanish.	This accommodation requires a separate accommodation session. The person administering the session will use the grade-appropriate bilingual session script to conduct the session.	**Yes**
Test items read aloud in native language	**Subjects:** Math & Science	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use the bilingual Spanish/English mathematics or science booklet. Therefore, this accommodation is only allowed with the mathematics or science booklet in Spanish.	This accommodation requires a separate accommodation session. The person administering the session will use the grade-appropriate bilingual session script to conduct the session. Students will complete the assessment using the bilingual Spanish/English mathematics or science assessment booklets.	**No** **Guidance:** South Carolina does not allow any parts of the PASS/HSAP, other than the directions, to be reworded or translated. Although directions may be reworded in any format necessary to enable the student to understand the task(s)—by repeating in English, using the native language, etc.—no other parts of the test may be reworded or translated. The rewording and/or translation of directions cannot go beyond the scope and meaning of the written directions. Also, this NAEP accommodation is only available during administrations of bilingual NAEP assessments, which are not allowable in South Carolina.
Bilingual booklet	**Subjects:** Math & Science	NAEP has bilingual Spanish/English mathematics or science assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language.	This accommodation requires a separate accommodation session. The person administering the session will use the grade-appropriate, bilingual session script to conduct the session.	**No,** bilingual test booklets are not allowed in South Carolina. **Guidance:** Spanish-speaking English language learners should not receive bilingual mathematics or science booklets on NAEP because they are not receiving this accommodation in instruction or on state tests, and may not be literate/fully literate in Spanish even if they speak the language fluently.

NAEP		What Is It?	How NAEP Administers It	Allowable in South Carolina?
Presentation Format	Bilingual dictionary without definitions **Subjects:** Math & Science	This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list."	This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary. Prior to the start of the session, the NAEP Assessment Administrator (AA) should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working. The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions.	**Yes**
	Directions only signed **Subjects:** Reading, Math & Science	This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional directions in the assessment booklet.	This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered). The interpreter will sit near the students so they are able to see the directions being signed.	**Yes**
	Test items signed **Subjects:** Math & Science	This accommodation requires that a qualified sign language interpreter at the school sign some or all of the test questions and answer choices for the student.	This accommodation requires a separate accommodation session. The interpreter will sign the instructions from the grade appropriate accommodation session script to the student along with the question and answer choices, then wait for the student to mark the answer before moving on to the next question. For mathematics booklets, the interpreter will refer to the *Mathematics Read Aloud Guidelines* that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations.	**Yes**

NAEP		What Is It?	How NAEP Administers It	Allowable in South Carolina?
Presentation Format: Read aloud—selected	**Subjects:** Math & Science	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. *Note: Reading the script, instructions or directions aloud, when requested, so students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one. These instructions can be repeated or reworded in any way, in English, so students understand what to do.*	This accommodation can be provided in the regular session. The AA should quietly instruct the student before the start of the session to raise his/her hand if he/she needs to have a word, phrase, or sentence read aloud. If more than one student in a session requires this accommodation, they should be seated together in a way that minimizes distractions for other students.	**Yes**
Presentation Format: Read aloud—most/all	**Subjects:** Math & Science	For this accommodation, students may request to have most or the entire assessment booklet read aloud to them in English.	This accommodation requires a separate accommodation session. The AA will administer the session using the grade-appropriate accommodation session script. The AA will read aloud all the questions and answer choices and then wait for all of the students to mark their answers before moving on to the next question. For mathematics booklets, the AA will refer to the *Mathematics Read Aloud Guidelines* in the accommodation session script for details on how to read certain mathematical symbols and equations.	**Yes**

NAEP	What Is It?	How NAEP Administers It	Allowable in South Carolina?
Braille version of test **Subjects:** Reading, Math & Science	This is a Braille version of the booklet.	This accommodation requires a separate accommodation session. The AA will administer the session by reading the grade-appropriate accommodation session script. Students may require a Braille typewriter or a scribe to respond to the questions. If a Braille typewriter is used, the AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's regular booklet. If a scribe is used, when a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). The scribe should read the written response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.	**Yes**
Large-print version of test **Subjects:** Reading, Math & Science	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.	This accommodation can be provided in the regular session.	**Yes**

NAEP		What Is It?	How NAEP Administers It	Allowable in South Carolina?
Presentation Format	Magnification equipment **Subjects:** Reading, Math & Science	This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	This accommodation can be provided in the regular session.	**Yes**
	Responds in Sign Language **Subjects:** Reading, Math & Science	This accommodation requires that students sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment booklet.	This accommodation requires a separate accommodation session. The AA will administer the session by reading the grade-appropriate accommodation session script. When a constructed response is required, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The interpreter/scribe should show the student the written response after the student completes it, but NOT sign the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.	**Yes**

NAEP			What Is It?	How NAEP Administers It	Allowable in South Carolina?
Response Format	Responds using Braille typewriter	**Subjects:** Reading, Math & Science	This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Braille note-taking device provided by the school.	This accommodation can be provided in the regular session if the Braille typewriter they use is quiet enough. Some older Braille typewriters are very loud and may require a separate session. The AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's booklet.	**Yes**
	Responds orally to scribe	**Subjects:** Reading, Math & Science	This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.	This accommodation requires a separate accommodation session. The AA will administer the session by reading the grade-appropriate accommodation session script. When a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.	**Yes**

NAEP			What Is It?	How NAEP Administers It	Allowable in South Carolina?
Setting Format	Responds using computer or typewriter	**Subjects:** Reading, Math & Science	This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school. *Note: Use of the spelling/grammar check function on a computer is NOT allowed.*	This accommodation can be provided in the regular session if the computer or typewriter is quiet enough. The student will use the computer or typewriter to record his/her answers. The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet. The AA is responsible for checking the computer prior to the start of the assessment and for monitoring the student during the assessment to be sure the spelling/grammar check function is disabled.	**Yes**
	Uses template to respond	**Subjects:** Reading, Math & Science	This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page.	This accommodation can be provided in the regular session.	**Yes**
	Uses special writing tool	**Subjects:** Reading, Math & Science	This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet. *NOTE: Some students' IEPs/504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation or 504. Students who do not have this as an IEP requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments may use these for NAEP, and it will not be recorded as an accommodation.*	This accommodation can be provided in the regular session. The AA will verify that the student has the special writing tool before the session begins.	**Yes**

NAEP			What Is It?	How NAEP Administers It	Allowable in South Carolina?
Setting Format	Small group	**Subjects:** Reading, Math & Science	Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.	This is by definition a separate session. The person administering the session will use the grade-appropriate accommodation session script.	**Yes**
	One-on-one	**Subjects:** Reading, Math & Science	This accommodation requires that a student is assessed individually in an area free of distractions.	This is a session with one student and one AA or school staff member administering the session. The person administering the session will use the grade-appropriate accommodation session script to conduct the session. If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.	**Yes**
	Study carrel	**Subjects:** Reading, Math & Science	This is a study carrel or portable screen provided by the school used to limit distractions for a student.	This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location. If a portable screen is to be used, the screen is placed on the student's desk to limit distractions for the student.	**Yes**
	Preferential seating; light; furniture	**Subjects:** Reading, Math & Science	This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.	This accommodation can be provided in the regular session.	**Yes**

NAEP			What Is It?	How NAEP Administers It	Allowable in South Carolina?
	School Staff Administers	**Subjects:** Reading, Math, & Science	This accommodation requires that a school staff member familiar to the student administer the session.	This accommodation requires a separate accommodation session. The school staff member will administer the session by reading the grade-appropriate accommodation session script.	**Yes**
Timing Accommodations	Extended Time	**Subjects:** Reading, Math & Science	This accommodation requires that students be given extra time to complete the assessment.	In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working. In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time. The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet. During the extended time, the AA must remain in the testing location until students have finished the assessment.	**Yes**

NAEP			What Is It?	How NAEP Administers It	Allowable in South Carolina?
Other Accommodations	Breaks during test	**Subjects:** Reading, Math & Science	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.	This accommodation requires a separate accommodation session. There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.	**Yes**
	Other	**Subjects:** Reading, Math & Science	This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. Examples are that some hearing-impaired students require the administrator to wear a small microphone. Other students require the "read aloud to self" accommodation. *NOTE. Some schools provide special equipment such as colored highlighters for all students to use as a testing "strategy." If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.*	Many of the accommodations that fall into this category can be administered during the regular session provided they do not distract the other students in the session.	**Guidance:** Please consult Appendix C and/or D in the PASS/HSAP Test Administration Manuals and contact Chris Webster at cwebster@ed.sc.gov with any questions about whether other state-allowed accommodations are allowable on NAEP.

Guide for Determining Participation of Students with Disabilities in NAEP 2009

The National Assessment of Educational Progress (NAEP) is designed to measure what students know and can do in various subject areas both on a national and state level. State level results tell us about student achievement in South Carolina and allow for comparisons with other states and the nation. Individual and school-level information is not generated. Instead, results are reported at the national and state level for the population and the demographic groups.

A sample of students in grades four, eight, and twelve will be tested in 2009. Approximately ninety students are tested in each selected school. In South Carolina 126 schools are sampled for grade four and another 111 schools are sampled for grade eight. A smaller number of schools are sampled for grade twelve. In order for the population of students who are selected to be representative of the state, students with disabilities must be included in the assessment.

A student with a disability is to be included in the NAEP assessment based on an IEP/504 Accommodations Plan team decision. The IEP/504 Accommodations Plan team must review student performance in instruction, classroom assessments, and state assessments and determine that the student will:

- participate in the NAEP assessment with or without accommodations; or
- meet the participation criteria for alternate assessment and will not participate in NAEP; or
- require accommodation(s) or modification(s) that NAEP does not allow.

Many students can participate in NAEP even without use of the accommodations and modifications that they typically use with the state assessments. Team members must review the attached worksheets as they determine whether and how the student will student will participate in the assessment.

Determination of Participation in 2009 NAEP Reading and Mathematics
Worksheet 1, Grades 4 and 8

The student's IEP/Section 504 Accommodations Plan indicates that the student will participate in the regular state academic assessment with modifications.

If the student will participate in PASS with the following **accommodation(s)**	**and**	**then**
oral administration in reading	the present level of performance indicates that the student can read a passage to gather information or perform a task **OR** the student's past performance on state assessment indicates partial mastery of grade-level standards at the 4th or 8th grade	the student may be able to access the content of the NAEP reading test without an oral administration.
writing modifications such as access to spell check, alternative scoring, etc.		the student may be able to respond in writing to constructed-response questions on the NAEP reading test without writing modifications because the focus of the response is on reading content and not writing mechanics.
calculator for the mathematics assessment	the student understands mathematical concepts, but tends to inaccurately perform computation **OR** the student's past performance on state assessment indicates partial mastery of grade-level standards at the 4th or 8th grade	the student may be able to participate in the mathematics portion of the assessment without a calculator because the test measures mathematics concepts, thought processes, and reasoning along with computation. Some students will take a version of the test that has calculator active blocks. Students taking tests with calculator active blocks will receive a calculator to use on those particular sections.

Determination of Participation in 2009 NAEP Reading
Worksheet 2, Grade 12

If the student's IEP specifies the following **modification(s)**	**and**	**then**
oral administration in reading	the student received a score of Level 1 on the reading portion of the High School Assessment Program (HSAP)	the student may not yet be reading with enough proficiency to access the NAEP reading assessment at grade 12.
	the student received a score of Level 2 or above on the reading portion of HSAP	the student may be reading with enough proficiency to access the NAEP reading assessment at grade 12.
writing modifications such as access to spell check, alternative scoring, etc.		the student may be able to respond in writing to constructed-response questions on the NAEP reading test without writing modifications because the focus of the response is on reading content and not writing mechanics.

NAEP Accommodations Allowable in South Carolina

The following is a list of accommodations, by type, that are offered on NAEP and allowed on statewide tests in South Carolina. More detail on these accommodations can be found in the *Policy for Including Students with Documented Disabilities and English Language Learners in the 2009 National Assessment of Educational Progress (NAEP)*, pages 6-16.

- Direct Linguistic Support
  - Directions read aloud in native language
- Presentation Format
  - Responds using Braille typewriter
  - Magnification equipment
  - Large-print Version of test
  - Braille version of test
  - Read aloud—most or all
  - Read aloud—occasional
  - Test items signed
  - Directions only signed
  - Bilingual dictionary without definitions
- Response Format
  - Uses template to respond
  - Responds using computer or typewriter
  - Responds orally to scribe
  - Responds using Braille typewriter
  - Responds in sign language
- Setting Format
  - School Staff Administers
  - Preferential seating, light, furniture
  - Study carrel
  - One-on-one
  - Small group
  - Uses special writing tool
- Timing Accommodations
  - Extended time
- Other Accommodations
  - Other
  - Breaks during test

NAEP
SOUTH CAROLINA
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2009 National Assessment of Educational Progress

Guidance for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires

Please review the South Carolina specific instructions for completing the SD and/or ELL Questionnaires assigned to you by the NAEP school coordinator.

Section/Question	SD Questionnaire	ELL Questionnaire
Question 1 (pg 4)	**Option D** – South Carolina requires that decisions regarding the methods of assessing students with disabilities must be made on an individual basis by a student's individualized education program (IEP) team or 504 Accommodations Plan team and **must** be documented in the IEP or 504 plan.	**Option B** – South Carolina records formerly ELL students for AYP reporting. The state policy for formerly ELL is as follows: Students identified as ELL, who have exited ELL identification in the last two years, should be included in the calculations for determining the status of the ELL subgroup.
Decision Tree (pg. 5)	**Option C** – Takes an alternate or modified assessment. The alternate assessment in South Carolina is the SC-Alt. **Decision C** – Students taking the SC-Alt. most likely will not be included in the NAEP assessment. Most students taking the PASS should be included in the NAEP assessment since it is a "paper-pencil" assessment.	**Option D** – Does not take the state assessment. **Decision D** – In South Carolina, the state-identified English language proficiency test will be used for participation in the state assessment for students who are in their first year of U.S. schools and have scored less than "Initially Proficient" (SASI 1– 4 and A–D) based upon their scores on an approved screener test (Woodcock-Munoz, Language Assessment Scales, or IDEA Proficiency Test) are allowed a **one-time exemption from the PASS ELA**. **All LEP students, however, are required to take the PASS math, science, and social studies tests.**

<table>
<tr><td>Accommodations Chart (pg. 6)</td><td colspan="2">Please refer to the Policy for Including Students with Documented Disabilities and English Language Learners in the 2009 National Assessment of Educational Progress to see how the NAEP accommodations compare to South Carolina accommodations. Some accommodations allowed in South Carolina are not allowed on the NAEP assessment. For example, NAEP does not allow: testing over multiple days, the use of calculators on the mathematics assessment, or read aloud on the reading assessment.

Testing Over Multiple Days – Even though NAEP does not allow testing over multiple days, the NAEP assessment is composed of two 25-minute subject matter blocks and a series of background questions that take approximately 15 minutes to complete. The NAEP assessment is considerably shorter than our state assessments, so most students should not need testing over multiple days on NAEP. Students may receive breaks during the assessment, extended time and small group testing. The NAEP is a timed-test; however, ample time is given to complete the test.

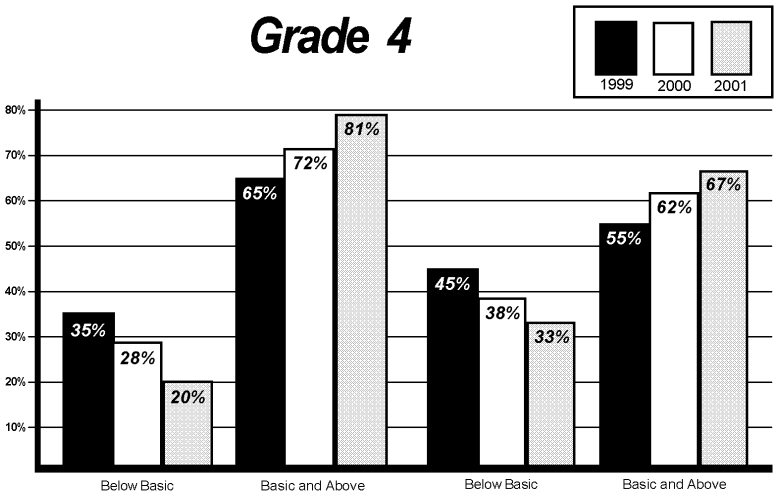
Calculators on Mathematics Assessments – NAEP has calculator active and inactive blocks. Some students will receive calculator active blocks. NAEP does not provide individual student or school results. Since students will not be evaluated based on individual performance, consider including students on the NAEP assessment even though calculators cannot be used on all sections of the mathematics assessment.</td></tr>
<tr><td>Question 5 (pg. 7)</td><td colspan="2">South Carolina has excluded a higher-than-average percentage of students on NAEP in the past. The state wants to be as inclusive as possible on the NAEP assessment, so only exclude students who cannot demonstrate what they know and can do in the selected NAEP subject with the allowable accommodations.</td></tr>
<tr><td>Question 6 (pg. 7)</td><td>Because the students taking the SC-Alt may have difficulty accessing a “paper-pencil” test, they most likely will be excluded from NAEP.

Because students taking the PASS can access a “paper-pencil” test, they should be included on NAEP with appropriate accommodations.</td><td>Students who do not take the state assessment because of their limited time in the U.S. and their limited English language proficiency most likely will not be included on the NAEP assessment.</td></tr>
</table>

For questions or concerns about completing the Student with Disabilities (SD) or English Language Learner (ELL) Questionnaires please contact your NAEP School Coordinator.

Appendix A1H
PACT Performance and Trend Data

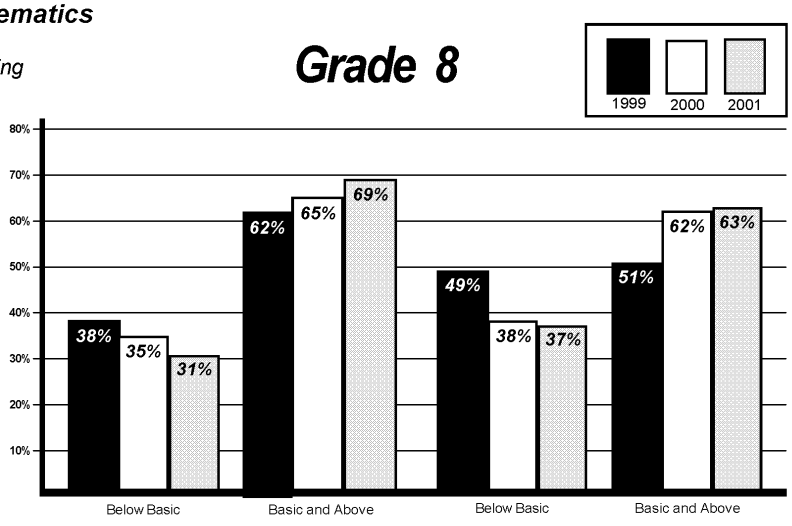
Grade 4



English Language Arts ***Mathematics***

Totals May Not = 100% Due to Rounding

Grade 8



English Language Arts ***Mathematics***

SC ESEA ASSESSMENT RESULTS 2003-2009

GRADE 3

DEMOGRAPHIC CATEGORIES	TEST GRADE	Number Scoring Met or Exemplary on ELA PASS	Number of Students Taking ELA PASS	PASS 2008-09 % Scoring Met or Exemplary (ELA)	PACT 2007-08 % Scoring basic or Above (ELA)	PACT 2006-07 % Scoring Basic or Above (ELA)	PACT 2005-06 % Scoring Basic or Above (ELA)	PACT 2004-05 % Scoring Basic or Above (ELA)	PACT 2003-04 % Scoring Basic or Above (ELA)	PACT 2002-03 % Scoring Basic or Above (ELA)
ALL	3	41,345	53,006	78.0	86.7	85.8	86.4	87.1	85.8	81.8
MALE	3	19,827	26,613	74.5	83.0	81.7	82.8	83.4	81.9	77.9
FEMALE	3	21,511	26,361	81.6	90.5	90.0	90.2	90.9	89.8	85.8
WHITE	3	24,533	28,362	86.5	91.9	91.4	91.7	92.4	91.8	89.0
BLACK	3	13,457	20,055	67.1	80.0	78.6	80.0	80.5	78.6	73.1
ASIAN-PACIFIC ISLANDER	3	810	933	86.8	93.4	94.3	93.9	91.9	92.8	91.5
HISPANIC	3	2,130	3,142	67.8	78.1	76.6	75.5	73.9	72.5	67.7
NATIVE AMERICAN	3	148	197	75.1	88.9	86.3	85.2	88.6	83.2	76.9
STUDENTS WITH DISABILITIES	3	2,918	6,028	48.4	60.0	59.9	64.0	67.1	65.9	61.4
STUDENTS w/o DISABILITIES	3	38,428	46,978	81.8	90.2	89.5	89.7	89.9	88.6	84.5
MIGRANT	3	20	29	69.0	77.6	71.2	62.2	55.6	66.7	55.8
NON-MIGRANT	3	41,322	52,977	78.0	86.7	85.8	86.5	87.2	85.8	82.0
LEP STUDENTS	3	2,109	3,133	67.3	78.0	75.8	72.3	66.4	62.4	46.0
NON-LEP STUDENTS	3	39,250	49,873	78.7	87.2	86.3	87.1	87.7	86.3	82.5
RECEIVING SUBSIDIZED LUNCH	3	20,735	30,051	69.0	80.8	79.6	80.1	81.1	79.4	73.8
FULL-PAY LUNCH	3	20,614	22,955	89.8	93.9	93.3	93.9	94.1	93.3	91.3

DEMOGRAPHIC CATEGORIES	TEST GRADE	Number Scoring Met or Exemplary on MATH PASS	Number of Students Taking MATH PASS	PASS 2008-09 % Scoring Met or Exemplary (MATH)	PACT 2007-08 % Scoring basic or Above (MATH)	PACT 2006-07 % Scoring Basic or Above (MATH)	PACT 2005-06 % Scoring Basic or Above (MATH)	PACT 2004-05 % Scoring Basic or Above (MATH)	PACT 2003-04 % Scoring Basic or Above (MATH)	PACT 2002-03 % Scoring Basic or Above (MATH)
ALL	3	36,698	54,691	67.1	77.2	78.4	80.9	83.4	82.7	82.3
MALE	3	18,302	27,730	66.0	76.8	76.8	79.9	82.5	81.7	82.1
FEMALE	3	18,364	26,926	68.2	77.7	80.1	82.1	84.5	83.8	82.8
WHITE	3	23,096	29,088	79.4	87.3	88.2	89.4	90.7	90.4	90.9
BLACK	3	10,438	20,834	50.1	63.4	65.4	70.0	73.8	72.8	71.6
ASIAN-PACIFIC ISLANDER	3	798	961	83.0	89.2	89.5	91.6	90.8	93.4	94.1
HISPANIC	3	1,959	3,271	59.9	68.1	68.7	68.9	71.9	73.3	74.1
NATIVE AMERICAN	3	146	209	69.9	78.5	79.7	84.5	82.3	87.3	80.3
STUDENTS WITH DISABILITIES	3	2,829	7,565	37.4	47.4	50.3	56.1	64.4	64.2	65.6
STUDENTS w/o DISABILITIES	3	33,836	47,126	71.8	81.9	83.2	85.3	86.5	85.7	84.9
MIGRANT	3	17	33	51.5	58.6	60.0	54.9	59.0	70.8	55.4
NON-MIGRANT	3	36,676	54,658	67.1	77.2	78.4	81.0	83.4	82.7	82.6
LEP STUDENTS	3	1,960	3,278	59.8	68.9	68.4	81.7	65.5	66.7	61.0
NON-LEP STUDENTS	3	34,704	51,413	67.5	77.7	78.9	81.7	84.0	83.1	82.9
RECEIVING SUBSIDIZED LUNCH	3	17,384	31,379	55.4	67.4	69.4	72.6	76.0	75.7	74.6
FULL-PAY LUNCH	3	19,279	23,312	82.7	89.4	89.6	91.0	92.1	91.1	91.8

Appendix A1I
South Carolina School Completers - Postsecondary Pursuits Immediately Following Graduation (1984-2008)

School Year	Number of High School Completers/ Graduates 1/	Percent of High School Completers Entering:						Percent of College-level Courses Passed 1st semester/quarter /2
		Technical College Certificate Program 3/	Other Schools 4/	Gainfully Employed	Armed Forces	Other Activities /5	College 2/	
1984-85	35,004	4.2	2.1	33.8	Not Collected	17.0	42.8	91.6
1985-86	34,415	3.8	1.9	31.8	Not Collected	17.0	45.5	91.8
1986-87	34,047	3.8	2.1	26.6	7.1	12.9	47.4	92.3
1987-88	36,117	4.1	2.1	26.0	7.1	12.3	48.2	92.4
1988-89	37,021	4.3	1.7	25.2	6.6	13.1	49.0	93.0
1989-90	35,108	3.5	1.2	24.4	7.2	14.3	49.5	93.1
1990-91	33,473	4.0	1.0	21.4	5.9	14.6	53.0	92.8
1991-92	32,782	3.1	1.6	20.9	5.9	13.5	55.1	91.8
1992-93	32,414	3.5	1.4	21.7	5.8	12.8	54.7	91.8
1993-94	31,880	2.9	1.1	21.1	6.0	12.4	56.6	91.0
1994-95	32,757	2.7	1.4	20.2	5.9	11.6	58.2	91.1
1995-96	32,232	2.5	1.2	20.8	6.1	11.7	57.8	90.9
1996-97	33,120	2.3	1.0	20.7	5.6	11.9	58.5	91.1
1997-98	33,660	2.4	1.2	20.7	5.0	12.2	58.5	91.6
1998-99	34,186	2.5	1.1	19.5	5.0	11.1	60.9	91.6
1999-2000	33,918	3.5	1.1	19.5	5.2	11.1	59.5	91.6
2000-01	32,389	3.7	0.9	17.1	5.0	11.2	62.1	92.6
2001-02	33,843	3.4	1.2	16.5	4.6	11.2	63.1	92.5
2002-03	35,293	3.4	0.9	15.7	4.2	11.1	64.8	92.3
2003-04	36,112	2.8	1.1	16.0	3.9	11.8	64.4	91.7
2004-05	36,354	3.3	0.9	15.9	3.3	11.5	65.0	91.3
2005-06	38,141	2.5	0.7	15.1	3.2	12.9	65.5	91.1
2006-07	40,171	2.6	0.7	15.0	3.1	12.7	65.8	91.0
2007-08	38,712	2.4	0.7	13.7	3.3	13.1	66.9	90.7

1/: Includes graduates (high school diploma only) for the years 1984-85 through 1988-89. High school completers (high school diplomas + state certificates + local certificates) were collected for the years of 1989-90 forward.

2/: Includes high school completers/graduates who enrolled in college (4-year + 2-year + Technical College A.A/A.S. programs).

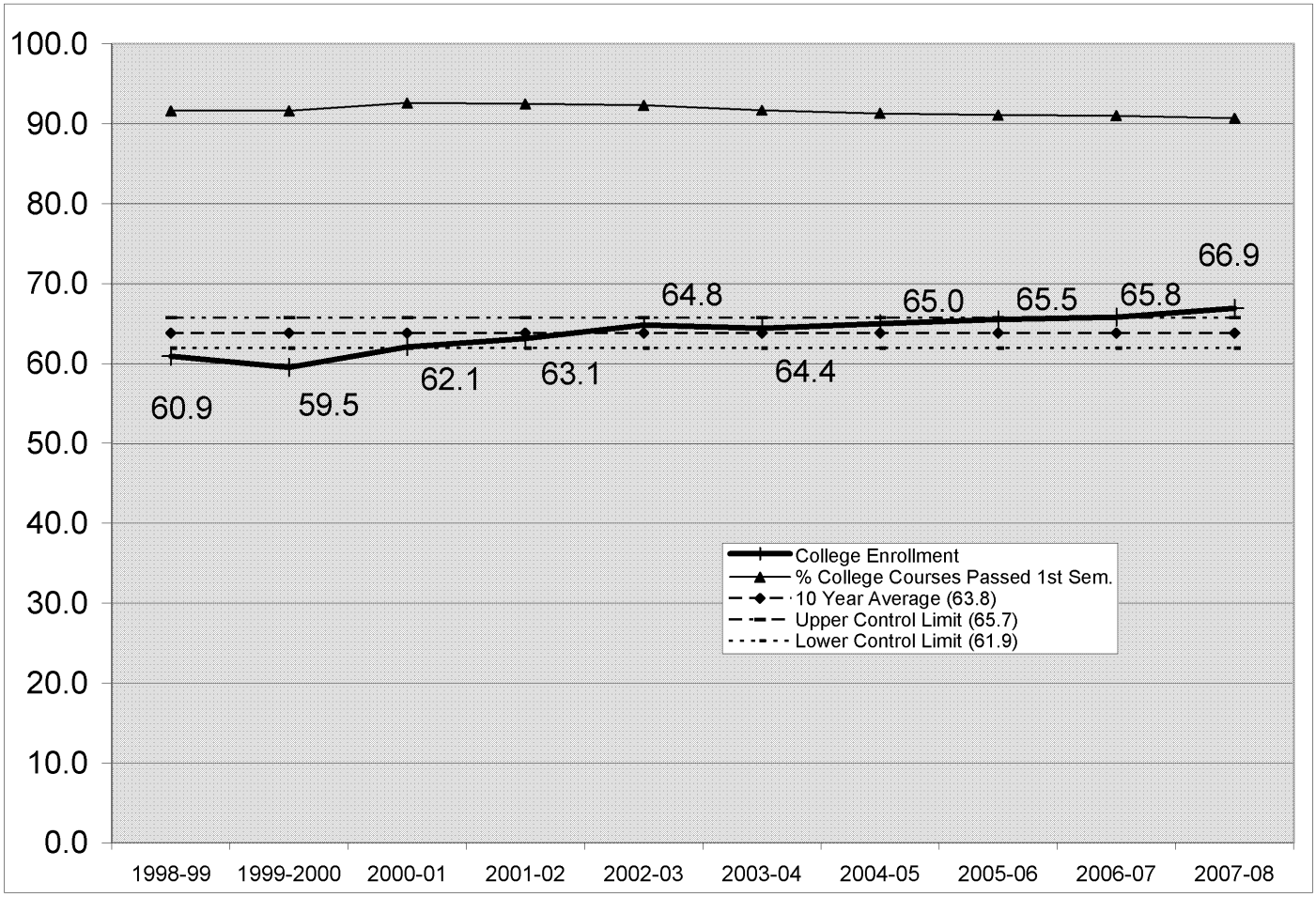
3/: Includes high school completers/graduates who enrolled in technical college degree/certificate programs (masonry, auto mechanics, etc).

4/: Includes high school completers/graduates who enrolled in proprietary colleges

5/: Includes high school completers/graduates whose activities were unknown, pregnant, incarcerated, etc.

Source: S.C. Department of Education, "Summary of All South Carolina High School Completers Enrolled in College Freshman Classes in S.C. and Other States," 1984-85 through 2007-08.

South Carolina Percentage of High School Completers Enrolling in College and
Percentage of College Courses Passed at the End of the First Semester or Quarter
Ten Years with Average and Control Limits (Average Minus (Median of Ranges x 3.14))



Appendix A1J
SC INSPIRED Goals and Objectives

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

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

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

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

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

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

Objective C1.1: Key stakeholders will establish the Data Governance Committee to create and implement policies, regulations, and data-sharing agreements regarding the acquisition, storage, security, and access of data related to P-12, higher education, workforce, corrections, health and human services, social services, and child care.

Objective C1.2: The Data Governance Committee will develop and adopt data quality standards for sharing data across the agencies' disparate databases.

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

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

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

Objective C2.3: South Carolina will explore and define opportunities for interstate data sharing through participation by the Department in the SERVE Center at UNC-Greensboro.

Objective C2.4: The Department will integrate educator data into the data warehouse to facilitate the assessment of educator performance as a function of student performance, to inform teachers of their individual impact on student performance, to enable the Department to centralize and automate the matching of teacher data with certification information and teacher preparation and training programs, and ultimately improve teacher education programs and teacher and leader effectiveness.

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

Objective C3.1: Stakeholders will access SLICE through intuitive interfaces/portal and will be able to generate reports easily.

Objective C3.2: Training for all interfaces will be provided, in several formats, for all stakeholders and data entry staff to ensure that users know data exist, how to access the data, and how to use the data.

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

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

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

Objective C4.3: The Department will implement a unique program identification system to facilitate the evaluation of program effectiveness in meeting student academic needs.

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

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

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

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

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

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

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

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

Goal D3: To ensure that students in high poverty and high minority schools have access to highly effective principals and teachers in all areas, South Carolina will develop and implement strategies to attract, distribute, retain, and reward educators for work in hard-to-staff areas.

Objective D3.1: South Carolina will develop and implement strategies to attract and distribute effective teachers and principals in hard-to-staff areas.

Objective D3.2: South Carolina will reinvent its compensation system to incentivize educators to relocate, retool, and perform effectively

Objective D3.3: South Carolina will develop site-based, research-based professional development and support for teachers and leaders in high-poverty and high-minority schools.

Goal D4: South Carolina will enhance and continuously improve the State's educator preparation programs by linking to and using data that indicates their graduates' impact on student growth and achievement

Objective D4.1: A stakeholder work group will be convened to review existing reporting requirements, provide input on the timeline for linking student growth data to preparation programs, and determine what data elements can be collected and reported to best inform continuous improvement.

Objective D4.2: The Higher Education Assessment of Teachers pilot project (Project HEAT) will be expanded to all preparation programs that have graduates teaching in or leading SC TAP schools.

Objective D4.3: South Carolina will amend its current publicly-reported educator preparation program "Fact Sheets" to include information on effectiveness of program completers and to encourage increased enrollment in those programs that are most effective.

Objective D4.4: South Carolina will implement a statewide web-based data system for the collection and maintenance of principal historic professional and evaluation data.

Objective D4.5: South Carolina will amend its accreditation guidelines for educator preparation programs, subject to approval by the State Board, to incorporate the revised reporting, outline steps and timelines for improving programs that are categorized as "low-performing" or "at-risk," and revoke state approval of programs that do not improved despite adequate opportunity and support.

Objective D4.6: South Carolina will reward educator preparation programs that produce high numbers of teachers and leaders that are found to be effective using the revised teacher and principal support and evaluation systems.

Goal D5.1: South Carolina will develop the capacity of educators at the school, LEA, regional, and State levels to collaboratively and systematically identify and eliminate obstacles to student learning and to discover and develop ways to ensure that all students graduate ready for college and careers.

Objective D5.1: Through Communities Advancing Professional Practices (CAPPs) and the Regional Support System, South Carolina will help educators identify, secure, or develop resources that are customized to match the needs of their learners.

Objective D5.2: South Carolina will develop and provide an online Professional Practices Network designed to provide "right when it's needed" professional support and recommendations from educators to educators.

Objective D5.3: South Carolina will measure, evaluate, and continuously improve its educator support systems and services.

Goal E1: Each of South Carolina's lowest-achieving schools, along with its feeder schools, identified for program participation either as a SIG-funded or as a SC INSPIRED-funded school will increase student achievement by implementing an appropriate reform plan model with support, training, and technical assistance provided by the Department, its partners, or competitively selected vendors.

Objective E1.1: By the end of the 2010-11 school year, appropriate reform models will be determined and implementation plans will be initiated for all identified Tier I, Tier II, and feeder schools served through the SIG, Project 180.

Objective E1.2: By the end of the 2011-12 school year, appropriate reform models will be determined and implementation plans will be initiated for additional feeder schools funded through SC INSPIRED, while supported through the SIG, Project 180, including quarterly accountability reviews.

Objective E1.3: During regular meetings, the Turnaround Team will monitor the "health" of the school and the progress it is making towards improving student achievement (as defined by each school's implementation plan) and share those results with the school and LEA personnel.

Objective E1.4: At the end of each year of reform model implementation, fidelity of implementation and progress toward improvement will be determined for all Tier I, Tier II, and feeder schools and appropriate adjustments will be made in model implementation as approved in the SIG, Project 180.

Objective E1.5: Results of annual reports will be used to notify the public of the assessment of school intervention efforts.

Goal E2: Each of South Carolina's lowest-achieving schools, along with its feeder schools and LEA, identified for program participation either as a SIG-funded or as an SC INSPIRED-funded school will participate in training and technical assistance and other supports to build capacity and sustain turnaround efforts.

Objective E2.1: During year one, the Department's Turnaround Team will work collaboratively with the participating schools, their feeder schools, and the LEA to write an LEA application.

Objective E2.2: At the end of year one, external providers (for a specific reform model) will be chosen as approved in the LEA application, a contract written, and core components implemented as set forth in each reform model.

Objective E2.3: Ongoing monitoring of the "health" of the students and teachers attending the participating schools will be conducted and will be discussed by the Turnaround Team, the school, its feeder schools, and the LEA. Adjustments to the plan and its implementation will be made as appropriate.

Objective E2.4: By the end of year four, students attending participating schools will demonstrate significant progress toward student achievement growth goals and benchmarks established in the approved application.

Objective E2.5: At least annually, the Turnaround Team, the high school, its feeder schools and LEA will monitor the progress the school is making in decreasing its dropout rate and improving its graduation rate. Adjustments to the approved plan will be made as appropriate.

Objective E2.6: By the end of year four, each participating high school will meet the State's graduation rate objective as defined by the South Carolina Accountability Workbook, as approved by the ED.

Appendix A2A
South Carolina Department of Education (Department)
CREDENTIAL SUMMARIES of Personnel

Jim Rex, Ph.D.
Janice Poda, Ph.D.
Sandy Smith
Shelly Kelly, J.D.
Jim Foster
Mark A. Bounds
Elizabeth (Betsy) Carpentier, J.D.
John K. Cooley
Valerie Evans Harrison, Ed.D.
Theresa (Teri) Siskind, Ph.D.
Elizabeth (Liz) Jones
Gary West
Tom Olsen
Nancy Busbee
Steven M. Abbott
Courtney J. Foster
Cindy McIntee, J.D.
Kathryn (Kathy) Rulon Meeks, Ph.D.
James H. (Jim) Turner
Falicia Harvey, Ph.D.
Wendy Spivey
Allison Jacques, Ph.D.
Dennis Dotterer
Sara J. (Sally) Barefoot
M. Beth Copenhaver, Ph.D.
Susan Flanagan
Virgie R. Chambers
Joel Medley
Ginny Riga, Ph.D.
Yvonne McBride
Sabrina Moore, Ph.D.
John Lane
David Rawlinson
Amanda Burnette
James R. (Bob) Couch, Ed.D.
Benjamin T. (B. T.) Martin
Deirdre L. (Dee) Appleby
Marlene Metts
Robin Rivers
John T. Holton, Ph.D.
Pamela Wills
Pat Branham
Gloria W. Allen
Cherlyn G. Anderson
Clavis Anderson
Doris H. Barnes
Marie Crawford Jo Anne Solesbee
William Cue
Janet Files, Ph.D.
Alice H. Gilchrist
Leigh Haltiwanger
Margaret S. Lorimer
Gregory D. MacDougall
Virginia Manning
Suzanne Phillips
Darren Prevost
Jo Anne Solesbee
Jennifer Young

State Superintendent of Education – Jim Rex, Ph.D. – As South Carolina's 16th superintendent of education, Jim Rex is working to accelerate innovation, reform accountability to ensure its success, expand public school choices for parents and students, promote fair and equitable school funding, and elevate and reinvigorate the teaching profession. Rex has made public education his life's mission, having served as a high school English teacher, football coach, and higher education leader. He was dean of education at both Winthrop University and Coastal Carolina University, served as president of Columbia College, and both vice president for Development and Alumni Relations and vice president of University Advancement at the University of South Carolina. A published author, Rex has served as a top consultant to education advocacy organizations.

Deputy Superintendent for Administration and Chief of Staff – Janice Poda, Ph.D. – With broad experience in management and educator human resources issues at the district, state, and national levels, Janice Poda is uniquely qualified to oversee implementation of changes to South Carolina's systems for preparation, alternative certification, evaluation, and compensation. During her service as deputy of the Department's Division of Educator Quality & Leadership, *Quality Counts* ranked the state as # 1 and #2 (two consecutive years each) in the nation. Poda was executive director of the state's Center for Educator

Recruitment, Retention, and Advancement (CERRA) at Winthrop University. She began her career teaching social studies and children with disabilities and has worked at the district level in human resources, testing, research, and evaluation. A current member of the NCATE/TEAC redesign team, Poda is a board member for SERVE-REL and has served on NCATE's Unit Accreditation Board and as a faculty member for the Apsen Institute. She holds a Ph.D. in elementary education from the University of South Carolina and an M.Ed. in learning disabilities from the University of Georgia.

Deputy Superintendent, Policy and Legislation – Sandy Smith – Fourteen years as a teacher and three years as a principal well prepared Sandy Smith to advocate for public education. Prior to her role at the Department, she served as research director for the House Education and Public Works Committee of the SC General Assembly, where she helped draft major K–12 legislation. Smith is very adept at explaining the impact that state policy decisions are likely to have at the local level. Her ability to draft legislation and explain its impact will be tapped as the state revises its statutes and regulations to implement the comprehensive reform plans in SC INSPIRED.

General Counsel and Director – Shelly Kelly, J.D. – Shelly Kelly has served as an education and procurement lawyer and leader for 18 years and is well-recognized throughout the state for her expertise in education, procurement, and contract law. Kelly conducts annual training for the SC Association of School Administrators and is a frequent speaker on education law topics. For SC INSPIRED, she has worked with the SC Attorney General to ensure the accuracy of certifications concerning statements of law and has guided the State teams on appropriate competitive bidding for vendors under the grant. Kelly holds a J.D. from the University of South Carolina School of Law.

Director, Office of Communications – Jim Foster – After more than a decade of reporting and editing at two of South Carolina's top newspapers, as well as several years teaching journalism ethics and First Amendment law courses at the University of South Carolina, Jim Foster has served almost 20 years as Director of the Office of Communications and chief spokesperson for the Department. Under his leadership, the agency has built an excellent reputation for honesty and accuracy in communications and has increasingly shifted its emphasis to electronic media. His responsibilities include marketing agency programs and events. Foster will lead the plans for marketing and communicating the changes to the state's education system that will occur as SC INSPIRED is implemented. He holds an M.S. in journalism from Columbia University.

Deputy Superintendent, Division of Educator Quality and Leadership (DEQL) – Mark A. Bounds – Since October 2006, Mark Bounds has overseen the educator preparation system, educator certification system, teacher induction and support programs, teacher recruitment, teacher recognition, and educator leadership programs for the Department. Previously, Bounds directed the Department's Office of School Leadership and served as State Director for Communities in Schools of South Carolina, Inc. Prior to his career in education, Bounds rose through the ranks of the United States Army to Lieutenant Colonel, commanded a Basic Training Battalion, and served as Deputy Chief of Staff at Fort Jackson, which houses the Army's largest training and education organization. He holds an M.S. in administration and an M.A. in national security and strategic studies and is a certified administrator for both middle and high schools. (Faculty 10%)

Deputy Superintendent, Division of Innovation & Support – Elizabeth (Betsy) Carpentier, J.D. – Betsy Carpentier is the team leader for all American Recovery and Reinvestment Act (ARRA) projects involving the Department, including SC INSPIRED. For SC INSPIRED, she will coordinate reporting, internal controls, and data quality (approximately 10 days per quarter). Carpentier has extensive experience in managing projects, monitoring compliance, and meeting reporting requirements both from her years of practicing law and her prior service as director of the SC Department of Revenue. She holds a J.D. from the University of South Carolina School of Law.

Chief Financial Officer and Deputy Superintendent, Division of Finance & Operations – John K. Cooley – In his roles with the Department, John Cooley provides agency leadership for the functions of finance, procurement, human resources, and internal technology. He prepares the annual PK-12 budget and presents it to legislative committees. Of his more than 37 years of leadership experience, 24 years have been in government finance and accounting management. He holds an MBA from the University of South Carolina. Cooley will provide functional support, ensure appropriate grant financial management, and will play a leadership role in South Carolina's efforts to craft fiscal policy to sustain programs after the grant period ends.

Deputy Superintendent, Division of Standards and Learning – Valerie Evans Harrison, Ed.D. – In managing the Division of Standards and Learning at the Department, Valerie Harrison oversees implementation of rigorous standards for all subjects from PK through adult education, curriculum development and implementation, virtual school courses, and regional professional development. Her prior experience includes terms as a district superintendent, assistant superintendent, curriculum coordinator, and classroom teacher. Harrison holds an M.Ed from South Carolina State University, and an Ed.D in curriculum and instruction from the University of South Carolina.

Deputy Superintendent, Division of Accountability – Theresa (Teri) Siskind, Ph.D. – The Division of Accountability at the Department includes the offices of Assessment, Data Management and Analysis, Federal and State Accountability, and Regional Services. Teri Siskind holds a Ph.D. in educational research and measurement from the University of South Carolina and has extensive experience in large-scale assessment at both the state and district levels. Her previous experience includes director of the Office of Assessment, Assessment Coordinator with the South Carolina Education Oversight Committee, professor at The Citadel and other universities, District Test Coordinator, and teacher of pre-school, middle school, high school, and adult education. Under her leadership, South Carolina has served as a lead or partner state in Enhanced Assessment Instrument Grants including: TTELL, TILSA (Web Alignment Tool), TEAELS, ELDA, AARDL, Alternate Assessment, NAAC, AVAD, and MARS. Siskind has presented at numerous conferences on local and national levels, published in nationally referred journals, and authored a book on middle level education. She currently serves on the National Assessment Governing Board Task Force and chairs the Standing Task Force on Assessment for states.

Division of Accountability

Office of Assessment

Director, Office of Assessment – Elizabeth (Liz) Jones – Liz Jones is responsible for the design, development, and administration of South Carolina's statewide testing programs for grades 3 through 8 and high school, including assessments for students with severe cognitive disabilities. She will coordinate the state's participation in consortia to develop formative, interim and summative assessments. Jones holds an M.A. in educational research and measurement from the University of South Carolina and has served in the Office of Assessment for 24 years, managing the development and administration of state and federal assessments. All of Jones' work for this project is in-kind.

Office of Data Management and Analysis

Chief Information Officer (CIO) and Director, Office of Data Management and Analysis (DMA) – Gary West – The Office of DMA's mission is to provide accurate, reliable, and timely data services for the Department and its constituent communities to enable well-informed decisions related to policy and practice. Gary West has more than 40 years experience in public education as a classroom teacher, a district-level Title I coordinator, a district-level information technology director, and a state-level director

of information technology and CIO. He holds an M.Ed. in secondary counseling and an A.B. in mathematics.

Information Technology Manager – Tom Olson – As information technology manager, Tom Olson currently serves as co-director for the Department's first SLDS grant. He supervises the department's data collection projects, EDFacts team, and application developers responsible for mainframe and web-based applications. For SC INSPIRED, Olson will hire a full time Project Director and two full-time Project Component Managers for SLICE 2013 and will supervise the SLICE 2013 team. He will assist the SLICE 2013 Project Director in identifying resource requirements; determining facility, infrastructure, and equipment needs; coordinating activities with business partners and other vendors; and with hiring and supervising SLICE 2013 staff. Olson has 28 years of experience in applications development; in 2006, he became certified as a SC State Government Senior Project Manager. Olson holds a B.A. in history from the University of South Carolina and an A.A. in computer programming from Midlands Technical College.

Office of Federal and State Accountability

Director, Office of Federal and State Accountability – Nancy Busbee – In directing federal and state accountability at the Department, Nancy Busbee oversees the Title I, the School Improvement Grant (SIG), and the state's technical assistance teams. She will ensure strong coordination between SC INSPIRED activities and existing Title I, SIG, and technical assistance activities designed to turn around struggling schools. Following 27 years of classroom teaching, school administration, and district administration experience, Busbee joined the Department in 2005 to oversee the Title I team, which expanded in 2007 to include state school improvement efforts and accreditation. She oversees an annual budget of more than $350 million in federal and state grants.

Title I Director – Steven M. Abbott – As director of Title I programs, Steve Abbot will be responsible for coordinating with the School Turnaround office to ensure the identified lowest-performing schools are served as outlined in the State's SC INSPIRED plan. Approximately 1% of his time will be encumbered by this grant. Abbott also oversees management of the School Improvement Grant and has experience with other federal programs including IDEA, Carl Perkins, Medicaid, and No Child Left Behind (NCBL). He holds an M.Ed. in Special Education.

School Improvement Grant (SIG) Project Director – Courtney J. Foster – Courtney Foster will serve as an advisor and member of the research team for this project. At the Department, she coordinates the federal School Improvement Grant program, Project 180, including creating and facilitating the subgrant process, reporting to state and federal constituencies, and providing technical assistance to all schools currently being served. Foster makes recommendations to schools based on their needs assessments and provides professional development to districts. She holds an M.Ed. in research and measurement and is writing her dissertation for a Ph.D. in educational psychology and research with a special education cognate. She has written, co-written, and served as a consultant on several federal grants.

Policy Coordinator, SERVE Center, University of North Carolina at Greensboro – Cindy McIntee, J.D. – Cindy McIntee will serve as the on-site evaluation coordinator for the Project 180 evaluation. She will be involved with data collection, qualitative analysis, and will inform the work of the Advisory Council. McIntee has served as a policy research analyst and coordinator in South Carolina for more than 10 years with responsibilities that include summarizing existing research, analysis of data, and preparation of reports. She was awarded a J.D. by the University of South Carolina.

Division of Educator Quality and Leadership

ADEPT Coordinator, Office of Educator Preparation, Support, and Assessment – Kathryn (Kathy) Rulon Meeks, Ph.D. – Kathy Meeks coordinates South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). Her responsibilities include management and ongoing development of the ADEPT system, including providing support and assistance for beginning educators, evaluating educators for certificate and contract advancement purposes, and providing continuous professional development for educators. For SC INSPIRED, Meeks will oversee the statewide implementation of the value-added and the enhanced professional development components. Her educational experience includes school, district, and university-level service. Meeks' current research efforts involve the effective use of formative and summative performance data to promote the effectiveness and satisfaction of educators. Meeks holds a Ph.D. in educational administration from the University of South Carolina and an M.A. in speech-pathology from the University of Tennessee.

Office of Educator Certification

Director, Office of Educator Certification – James H. (Jim) Turner – As director of educator certification, Jim Turner is responsible for developing, implementing, and directing systems of educator certification, alternative certification, renewal of educator certificates, and the discipline of educator certificates for statewide use in accordance with statutes, regulations and policies. In this capacity, he will oversee and support the work of the Coordinator of Alternative Certification in her work with school districts. Turner will also assist in securing State Board of Education and legislative approval for the proposed alternative certification program for principals, devoting approximately three to five percent of his time to these assignments. Turner earned an M.Ed. in secondary administration from the University of South Carolina. He has served as chief supervisor or director in educator certification for 28 years.

Coordinator, Alternative Certification – Falicia Harvey, Ph.D. – Falicia Harvey coordinates alternative certification for the Department and is the PACE Priority Project Director/PACE Program Director. Harvey has extensive experience working with schools, districts, professional organizations, higher education institutions, and she is knowledgeable about the regulations and structure governing existing certification procedures. She extensively researched alternative certification while writing her dissertation at the University of South Carolina in 2005. As Project Director, she will devote 25% of her time and will serve as the contact between the US Department of Education and our partners to ensure that the PACE Priority goals are met.

Office of Educator Information Management

Senior Information Resource Consultant, Technology Office – Wendy Spivey – The Technology Office develops and supports the technology infrastructure for the Division of Educator Quality and Leadership (DEQL), including all facets of certification; teacher preparation, support and assessment; Title II, including NCBL; the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system; the Program for Assisting, Developing, and Evaluating Professional Principalship (PADEPP) system; teacher recognition; and school leadership. Spivey will dedicate 30% of her time (11.3 hours each week) working to integrate the DEQL's data system with the existing educational SLDS. She provides support including server management, network management, web development, and regarding any technology including software and hardware associated products within or associated with the network and division. Spivey will manage and lead analysis of any new design and program enhancements that involve teacher evaluation, certification, higher education institutions, mentoring, highly qualified credentials, and principal evaluations. She holds an A.A. in accounting and information management has completed additional coursework in mainframe (COBOL, WFL, JCL, DB2, ERGO and other report writers), Unisys microcomputer systems, and Microsoft software and operating systems.

Office of Preparation, Support, and Assessment

Director, Office of Educator Preparation, Support, and Assessment – Allison Jacques, Ph.D. – Allison Jacques is responsible for spearheading Department efforts to prepare and recruit teachers, coordinating pay for performance initiatives, and administering Title II, Part A of NCBL. A former South Carolina Secondary School Principal of the Year, Jacques served on the board of the National Association of Secondary School Principals. She has both university and public school classroom experience, and 12 years of experience in public schools administration. She holds a Ph.D. in educational administration from the University of South Carolina.

Executive Director, South Carolina Teacher Advancement Program (SCTAP) – Dennis Dotterer – In his role to direct the implementation, expansion, and sustainability of the state's only performance pay program, SCTAP, through the Department, Dennis Dotterer has worked with school districts across the state and directed multiple grant awards from the US Department of Education. He will continue to guide implementation and expansion as part of SC INSPIRED as well as work with the state legislation to help guide policies that will enable the incentive pay system to grow and flourish across the state of South Carolina. Dotterer will link district practices from across the state to further increase the success of TAP and other incentive pay systems. Having served as a teacher, an assistant principal, and principal at both the elementary and middle levels, as well as in two TAP schools, he has first-hand experience with common problems and issues school leadership teams face and strategies that have proven successful. Dotterer holds an M.A. in gifted and talented education from Converse College and an Ed.S in administration and supervision

Office of School Leadership

Director, Office of School Leadership – Sara J. (Sally) Barefoot – Sally Barefoot is responsible for management and delivery of the South Carolina Leadership Development Continuum. The Leadership Continuum is a range of fourteen long-term developmentally appropriate programs for educational leaders from those that are aspiring (teacher leaders) to those that are career leaders (experienced superintendents and principals.). Each program helps build the skills and competencies needed to succeed in that phase of the educational leader's development. Barefoot will oversee the development and implementation of the Transformation Leaders Academy and the Alternative Principal Certification Program. Her educational career spans 35 years; prior to joining the Department, she was a classroom teacher, maximum security lead teacher, guidance counselor, and high school principal at the SC Department of Juvenile Justice. At the department, Barefoot has coordinated leadership programs including the Principal Apprentice Program, the Principal Evaluation Program, the New Principals' Academy, the Principal Assessment Center, and the Tapping Executive Educators program for aspiring superintendents. She earned an M.A.T in social studies and an M.S. in criminal justice from the University of South Carolina. She is a certified Myers-Briggs Personality Inventory facilitator, a National Association of Secondary Schools Principals trainer and developmental program facilitator and an ETS reader for the School Leaders Licensure Assessment test. Barefoot is certified by the Center for Creative Leadership to deliver their 360° instruments and is an Institute for Educational Leadership South Carolina Education Policy Fellow.

Education Associate, Office of School Leadership – M. Beth Copenhaver, Ph.D. – As an Education Associate, Beth Copenhaver is responsible for shepherding the revised principal evaluation regulation and the alternative principals' certification regulation through the SC General Assembly, as well as coordinating the revised principal evaluation program, software application, and statewide training. She will also assist with program planning of the Transformational Leadership Academy and the Alternative Principals Certification Program. Copenhaver has more than 34 years of experience in education, including terms as a teacher, principal, curriculum director, and assistant superintendent. She holds a Ph.D. in educational administration from Purdue University.

Division of Finance and Administration

Office of Finance

Manager of Project Accounting, Office of Finance – Susan Flanagan – Susan Flanagan supervises eight project accountants and one data coordinator who are responsible for monitoring the allocations and budgets for all state and federally funded grant programs, processing reimbursements for expenditures submitted by subgrantees, drawing down federal cash reimbursements, participating in subgrantee financial technical assistance, and working with all external audit teams in grant audit processes. She oversees more than 75 grant programs with annual authorizations of approximately $1,000,000,000.00. Flanagan directly completes or supervises the completion of all financial reports for the Department's federal grants. She holds a B.S. in business administration from the University of South Carolina.

Division of Innovation and Support

Office of Public School Choice and Innovation

Director, Office of Public School Choice and Innovation – Virgie R. Chambers – Virgie Chambers will be responsible for coordinating and providing technical assistance and support to LEAs and schools in developing intra-district public school choice plans and creating sustainable cultures of innovation. With more than 25 years of experience in legislative advocacy, program administration, and government financing, Chambers has created, managed, and provided training on the state level for both state-wide and school-based programs. She has assisted the Department and school districts in identifying and maximizing revenues to sustain important functions. Chambers holds an M.P.A. from the University of South Carolina.

Charter and Magnet Associate, Office of Public School Choice and Innovation – Joel Medley – As Charter Associate since 2008, Joel Medley works with 37 operating charter schools, 12 planning groups of charter schools not yet open, and 96 magnet programs statewide. His experience includes managing charter schools at two state departments of education and the accompanying liaison activities with the state boards of education and general assemblies. Medley has been both a teacher and an administrator in both charter and district schools. He recently published "Planning Supports Crucial to Charter Success" in *ASCD Express*. As the state's charter specialist, he contributed to the charter school portion of SC INSPIRED and assisted in incorporating other public school choice venues into the plan. Medley holds an M.A. in American history and an M.S.A. from the University of North Carolina at Greensboro. His salary is currently 70% Federal, from the Public Charter School Program grant, and 30% state funded.

Montessori Coordinator, Office of Public School Choice and Innovation – Ginny Riga, Ph.D. – As Montessori Coordinator at the Department, Ginny Riga promotes the growth of Montessori education in the state's public schools. For SC INSPIRED, Riga will help identify and assist districts in their implementation of Montessori education. She will also facilitate the process of enrolling teachers in required Montessori training and conduct training for principals and administrators new to Montessori. A 25-year veteran teacher and administrator in Richland School District One in Columbia, SC, she was the Montessori District Program coordinator and founding principal (1999-2004) of the first total Montessori public school in South Carolina, Brockman Elementary School. She holds a Ph.D. in educational leadership and curriculum and instruction from the University of South Carolina and is a frequent presenter and keynote speaker at Montessori and other professional conferences. She currently serves as a board member of Montessori Educational Programs International (MEPI).

Office of Youth Services

Director, Office of Youth Services – Yvonne McBride – Yvonne McBride has directed the Office of Youth Services at the Department since September 2005. Her responsibilities include managing and

supervising the development and implementation of programs that support positive youth development, community volunteers, mentoring, service learning, parental and family support, afterschool programs, character education, safe and drug free schools, truancy prevention, education for homeless children, and efforts to assist students and teachers in diverse educational settings. McBride's role is to support positive behavior strategies that lead to students' academic success. Previously, the former Governor of Georgia appointed McBride to serve as director of the Georgia Governor's Office of Highway Safety. She also served as director of Legislative and Intergovernmental Affairs in the Georgia Department of Juvenile Justice. McBride has experience as a teacher and social worker and holds an M.A. in criminal justice from the University of South Carolina.

Division of Regional Improvement Services

Office of Regional Services

Director, Office of Regional Services – Sabrina Moore, Ph.D. – Since 2007, Sabrina Moore has led the Department team responsible for overseeing statewide implementation of the Education and Economic Development Act (EEDA). In this role, she is the Department's liaison to the EEDA's Coordinating Council, a group of individuals from public and private sectors (secondary education, higher education, state government, and business and industry) who serve in an advisory capacity to the Department. In collaboration with the Coordinating Council, Moore compiles the EEDA Annual Report to the Governor which details the implementation status of each component of the Act. For this project, Moore will be responsible for overseeing the activities associated with the Nine Schools Plus Project, the Regional Education Centers, and business and community involvement in the turning around of struggling schools. She holds a Ph.D. in educational leadership from Clemson University.

Education Associate for the Education and Economic Development Act (EEDA) – John Lane, Ed.D. – As a member of the EEDA team in the Office of Regional Services, John Lane provides leadership in coordinating and implementing at-risk student programs across the state. For SC INSPIRED, he will coordinate activities designed to support high schools and their feeder elementary and middle schools as they work to address issues that cause students to be at risk of school failure and dropping out (15 days per quarter). Lane has extensive experience and success in helping schools identify and implement research-proven strategies to meet the needs of at-risk students from his years as a K-12 teacher, counselor and school administrator and his experience at the post-secondary level. His research project, "Improving Reading Performance of Third and Fourth Grade Students at McCormick Elementary School" (Nova Southeastern University) has been used to significantly improve student achievement at six previously low performing schools (four elementary schools, one middle school and one high school); four of these schools progressed to award winning status as identified by South Carolina's School Incentive Award Program. Lane's experience in managing projects, monitoring compliance, and meeting reporting requirements derives from his years as a school administrator and as director of sponsored programs at Voorhees College. Lane holds an Ed.D. in education leadership from NOVA Southeastern University, an M.Ed. in guidance and counseling from South Carolina State University, and has completed additional studies in elementary education and school administration at the University of South Carolina.

Office of Special Projects

Director, Office of Special Projects – David Rawlinson – A 34-year veteran educator in South Carolina, David Rawlinson was selected by the State Superintendent to create and implement the programs that assist South Carolina's most challenged districts in improving student achievement. Rawlinson established procedures and a staff of highly qualified personnel to address the issues facing the Palmetto Priority Schools. Through Rawlinson's leadership, the Palmetto Teacher Certification Project (PTCP) can be assured that the designated Palmetto Priority Schools will meet their obligations as

outlined in the Memorandum of Understanding. Rawlinson will devote 15% of his time to the PTCP. He holds an Ed.S. and an M.A. from Winthrop University.

Project Leader, South Carolina Turnaround Schools Initiative – Amanda Burnette – Amanda Burnette manages nine pilot turnaround school models in South Carolina. Burnette has 17 years of experience in education and success as a turnaround school principal specialist at J. V. Martin Junior High School in Dillon, SC. She will work with personnel in the state Turnaround office and will work closely with the regional delivery system to ensure effective training is provided to school districts. Burnette holds an M.A. in school administration from Gardner-Webb University.

Division of Standards and Learning

Office of Career and Technology

Director, Career and Technology Education – James R. (Bob) Couch, Ed.D. – Bob Couch led his office through a strategic plan that defined and implemented career and technical programs to prepare high school graduates to enter postsecondary education and/or the workforce compete globally. He oversees a federal and state budget of approximately $30 million that supports 200,000 secondary students, 100,000 middle school students, and 6,500 teachers. Couch has teaching and administration experience in secondary and postsecondary education and spent 16 years in manufacturing health care, and business and marketing. For South Carolina's Race to the Top initiative, Couch will coordinate implementation of the 72 STEM Programs in engineering, advance manufacturing, and green engineering. In 2009, Couch secured a $200,000 Rigorous Programs of Study grant to create a seamless K-20 Pathway in STEM Engineering Cluster, through which the Department partnered with two-year technical and community colleges and four-year engineering colleges and universities to create an agreement for articulated and dual credit recognition. He holds an Ed.D. in education administration from the University of Sarasota.

Education Associate, Division of Standards and Learning – Benjamin T. (B. T.) Martin – An Education Associate in the Office of Career and Technology Education, B.T. Martin is state leader for Project Lead The Way (PLTW) and other engineering technology programs in grades 1-12. For SC INSPIRED, his responsibilities will include expanding the implementation of Green STEM Technology and PLTW pre-engineering programs in high schools and middle schools in rural and under-represented school districts. Martin has many years of experience in managing projects, monitoring compliance, and reporting requirements. Since 2000 he has coordinated implementation of the PLTW curriculum in more than 180 high schools and middle schools in the state. In addition, he coordinates the curriculum development and implementation for four Green STEM Technology pilot sites, and extra curricula activities that support STEM programs, including the First Lego League Competition, First Tech Challenge Competition, and First Robotics Competition. Martin has served on the PLTW National Advisory Board, and presented the Green STEM Technology and PLTW curriculum at the National STEM Symposium, HSTW conferences, Education & Business Summit, to businesses and industry groups, and at several colleges and universities. A life member of the National Education Association and the Association for Career and Technical Education (ACTE) and the International Technology & Engineering Association, Martin holds an M.Ed from South Carolina State University, and has completed further study at Clemson University, the University of South Carolina, and the University of Tennessee.

Office of eLearning

Director, Office of eLearning – Deirdre L. (Dee) Appleby – After receiving her M.S. in administration from Central Michigan University and becoming a Microsoft Certified Systems Engineer, Dee Appleby spent 17 years teaching at the middle, secondary, and post-secondary levels in the areas of technology support, training management, and network infrastructure. She joined the Department in 2005 where she manages statewide instructional technology programs, Instructional Television (ITV), SC

Online Professional Development (elearningSC), the South Carolina Virtual School Program (SCVSP), and the Enhancing Education through Technology federal subgrant program. Her primary focus is delivering well-researched, high content, high quality, high energy programs in an online environment. For SC INSPIRED, her role will be to oversee online activities of instructional content for students, teachers, and administrators, evaluate the effectiveness of proposed activities and report outcomes.

Office of Exceptional Children

Director, Office of Exceptional Children – Marlene Metts – Marlene Metts has directed the Office of Exceptional Children at the S.C. Department of Education since July 2009. Previously, she was a local special education director for 18 years. Metts has been a special education teacher and speech-language pathologist in South Carolina schools. As a speech-language consultant at the Department from 1988-1991, she supervised the state's plan for the Comprehensive System for Personnel Development (CSPD) as required under the IDEA, and worked with the initial team that implemented the Medicaid program in SC schools. She also initiated a statewide committee to study the shortage of speech-language pathologists in South Carolina. Metts holds an M.S.P. from the University of South Carolina and has completed graduate studies in learning disabilities at Winthrop University and in educational administration at the University of South Carolina.

Office of Standards and Supports

Director, Office of Standards and Support – Robin Rivers – As Director of the Office of Standards and Support, Robin Rivers led the development of Standards Support System (S3) which includes the S^2MART Initiative and the iCoach SC initiative to provide intensive support for high needs schools. The S^2MART Initiative currently supports more that 100 schools, including Palmetto Priority Schools, Title I schools in corrective action, and other low performing schools. River's office is responsible for creating and revising academic standards and developing supporting documents, curriculum resources, and professional learning opportunities for districts, schools, and teachers. She holds an M.A. in education from Francis Marion University.

Coordinator of the S^2MART Initiative – John T. Holton, Ph.D. – John Holton coordinates the S^2MART Initiative at the Department. In seven years, his unit has trained and supported mathematics and science coaches in 331 schools in 72 of South Carolina's 86 school districts. The S^2MART Initiative is the successor to the South Carolina Statewide Systemic Initiative and supports the implementation of standards-based curriculum, instruction, and assessment statewide. Holton's previous experience includes school district superintendent, faculty member at two universities, and public school teacher. He holds a Ph.D. in curriculum from Ohio State University.

Unit Leader, Division of Standards and Learning – Pamela Wills – Pamela Wills is the coordinator for all literacy and early learning services, including LiteracySC. For SC INSPIRED she will coordinate the implementation of all LiteracySC activities. Through her role as coordinator for the South Carolina Reading Initiative and state director of the South Carolina Reading First grant, Wills has gained extensive experience both in the development and design of large scale projects, as well as management and monitoring compliance. Wills has completed a number of post graduate hours in literacy and curriculum and holds an M.Ed in Early Childhood Education from the University of South Carolina.

Education Associate – Pat Branham – Pat Branham has worked with all phases of the implementation of South Carolina Reading First. In her six years at the Department, Branham has assisted in developing and coordinating state-wide professional development and training of the school literacy coaches. She has overseen the administration of funding for districts and the required outcome assessment, *Stanford Reading First*, as well as the development of monitoring and data-gathering instruments. A former SC Reading Initiative literacy coach, Branham holds an M.A. from the University of South Carolina plus numerous graduate hours in language arts.

Regional Coordinator – Gloria W. Allen – Gloria Allen has been the Central Savannah Regional Coordinator for the Department S^2MART Initiative since 2002. She coordinates fiscal and programmatic activities, facilitates and implements S^2MART Initiatives, conducts planning meetings with local higher education and regional K-12 communities, and provides academic standards support and professional learning opportunities for local K-12 teachers and administrators. Previously, Allen was director of the Central Savannah River Area Hub, an education instructor and a mathematics instructor at the University of South Carolina-Aiken, a mathematics specialist, a curriculum coordinator, and director of the Aiken County Summer Technical Enrichment Program. She holds an M.Ed in secondary education and is working toward a Ph.D in educational leadership.

Science Coaching Specialist – Cherlyn G. Anderson – Cherlyn G. Anderson has been a Science Coaching Specialist with S^2MART Initiative SC since August 2007. She provides support to K-8 Science Coaches and develops and delivers professional development to the Palmetto Priority Schools' Instructional Coaches, participants in the Literacy in the Content Areas Seminars, and participants in the Standards Support System (S^3) Science Curriculum Workshops. She was an Albert Einstein Distinguished Educator Fellow in the Informal Science Education Program at the National Science Foundation during the 2007-08 academic year. Anderson spent 15 years in Lexington School District Four where she taught 7th and 8th grade science and co-wrote, managed and implemented two Technology Literacy Challenge Fund grants as the district's Instructional Technology Coordinator. She has received numerous honors including the Milken National Educator Award, an Eleanor Roosevelt Teacher Fellowship, a Christa McAuliffe Teacher Fellowship, and Lexington Four Teacher of the Year. She holds a B.A. plus 30 in elementary education and is National Board Certified in early adolescent science.

Literacy Coaching Specialist – Clavis Anderson – A Literacy Coaching Specialist since July 2000, Clavis Anderson provides coaching support and professional development for school-based literacy coaches throughout South Carolina. For SC INSPIRED, she will provide professional development and on-site support for LiteracySC projects and activities. Anderson previously served as a Curriculum Resource Teacher, as a classroom teacher, and she is certified in elementary education. She holds an M.Ed. and an Ed.S. in literacy and learning from the University of South Carolina.

Literacy Coaching Specialist – Doris H. Barnes – A 25-year veteran teacher with experience at the elementary, middle, and high school levels, Doris Barnes is currently a literacy coaching specialist for the Department. For SC INSPIRED, she will provide professional development and on-site support for LiteracySC projects and activities. She has served as a middle school literacy coach and as a member of a teaching team offering professional development for middle school literacy coaches. As a regional literacy coach, she worked directly with school-based literacy coaches and supported schools and districts in planning and developing comprehensive literacy initiatives. She has been a graduate level instructor and has presented on literacy instruction at local, state, and national conferences. She holds an M.S. in curriculum and instruction and an M.Ed. in special education and administration. Certified in school administration and special education, Barnes also holds certificates in S.C. mentor training and cognitive coaching.

Professional Development Provider/Literacy Coaching Specialist – Marie Crawford – Marie Crawford has been a Professional Development Provider/Literacy Coaching Specialist for the Department S^2MART Initiative since 2003. She facilitates courses for literacy coaches and study groups for teachers, coaches literacy coaches and teachers, provides feedback and differentiated support, models appropriate instructional strategies in classrooms, observes teachers, conducts planning meetings with teachers and literacy coaches, creates plans for instruction, and works closely with the local instructional supervisor, principal and assistant principal to assess teachers' needs and student data to plan relevant professional development. For this initiative, she will provide professional development and on-site support for

LiteracySC projects and activities. Crawford was previously a Primary School Language Arts Coordinator in Nassau, Bahamas. She holds an M.Ed. in elementary education and an Ed.S.

Mathematics Coaching Specialist – William Cue – A Mathematics Coaching Specialist for the Department S²MART Initiative since 2004, William Cue facilitates courses for math coaches and study groups for teachers, coaches math coaches and teachers, provides feedback and differentiated support, models appropriate instructional strategies in classrooms, and observes teachers. He conducts planning meetings with teachers and math coaches, creates plans for instruction, and works closely with the local instructional supervisor, principal and assistant principal to assess teachers' needs and student data to plan relevant professional development. Cue is a facilitator in the South Carolina Algebra Project (SCAP) and is endorsed in Cognitive Coach training. Previously, Cue was a Computer Systems Technician for Dupont/Westinghouse SRP and a Supervisor/Quality Control Statistician for Dayco Inc. in Williston, South Carolina. He is pursuing an M.S. in educational technology.

Literacy Coaching Specialist – Janet Files, Ph.D. – Janet Files has been a literacy coaching specialist and teaching team leader for the Department's Coaching Initiatives since May 2000. Her responsibilities have included creating and delivering curriculum and instruction for coaches K-8 at the state level, creating syllabi that accompanied this training for graduate courses offered as part of the training, and creating and delivering differentiated professional development to participating schools and for regional study with coaches. Files also offered support as a Regional Coaching Specialist to participating schools and coaches in monthly site visits. She has presented on coaching and best practice in literacy at state and national conferences. For this grant, she will provide professional development and on-site support for LiteracySC projects and activities. As a classroom teacher, Files worked with elementary through middle school struggling readers in special education, preschool, and kindergarten. As the Writing Project Director, she taught undergraduate and graduate education courses specializing in writing/reading instruction. Files has been a trained facilitator of the Center for Courage and Renewal since 2001. She holds a Ph.D. in elementary education.

Science Specialist – Alice H. Gilchrist – A Science Specialist at the Upper Savannah S²MART Center since June 1996, Alice H. Gilchrist works with mathematics and science coaches in schools around the state, provides professional development to teachers across the state, serves on the writing team for the revision of the South Carolina Science Standards, and provides statewide professional development on the Standards Support System (S^3) curriculum. Previously, Gilchrist was an elementary educator. She holds an M.Ed. plus 30 in elementary education.

Mathematics Coaching Specialist – Leigh Haltiwanger – Leigh Haltiwanger is the Mathematics Coaching Specialist for the Upper Savannah S²MART Center. In this role since July 2006, she plans, develops and implements state-wide professional learning experiences for South Carolina Mathematics and Science Coaches; supports K-5 Mathematics Coaches in a ten district region; trains all South Carolina Mathematics, Science and Literacy coaches in Cognitive Coaching℠; and presents at state and national conferences. Haltiwanger's previous experience includes teaching both high school and middle school mathematics and state-wide mentoring efforts. She holds an M.A. in education with an emphasis in mathematics.

Mathematics Specialist – Margaret S. Lorimer – Margaret S. Lorimer has been a Mathematics Specialist with the Midlands S²MART Center since July 2008, where she assists math coaches as they work in their schools to positively impact student achievement. She assists low performing schools in assessing needs, planning and implementing strategies for improvement; works with a team to plan and deliver trainings to district staff, principals, and coaches involved in the iCoach SC Coaching Initiative; and designs and delivers professional development for the Standards Support System (S^3) mathematics curriculum to educators and curriculum instructional leaders. Previously, as a middle school mathematics

coach in Orangeburg District 3, Lorimer provided building level, embedded professional development for math teachers in Elloree and Holly Hill, SC. She holds a B.A. in elementary education and is certified in elementary education and middle school mathematics.

Science Specialist – Gregory D. MacDougall – A Science Specialist for the Department since March 2003, Gregory D. MacDougall works with six suburban and rural school districts to improve science education in the Central Savannah River Area, where he plans, implements, and assesses a major state-wide coaching initiative designed to increase student achievement. MacDougall was previously the High School Science Coordinator for Virginia Beach City Public Schools. He worked in various capacities as a doctoral student at the University of Virginia and taught science (life science, physical science, earth science, physics, and AP physics) in grades seven through twelve in Virginia Beach City Public Schools for eight years. He holds as B.S. and an M.Ed. from Worcester State, and is certified in general science, earth science, and physics.

Literacy Coaching Specialist – Virginia Manning – Virginia Manning is a Literacy Coaching Specialist and teaching team leader for the Department's Coaching Initiatives. She was a member of the first South Carolina Reading Initiative Teaching Team and has been involved in various capacities since May 2000. Her responsibilities have included creating and delivering curriculum and instruction for coaches K-12 at the state level, creating and delivering differentiated professional development to participating schools and for regional study with coaches, and offering support as a Regional Coaching Specialist to participating schools and coaches on monthly site visits. She has presented on coaching and best practice in literacy at numerous state and national conferences. For five years, she worked as a professional development consultant in K-12 schools across the state and as a writer-in-residence for the Writing Improvement Network (WIN), a statewide professional development agency funded by the legislature. As a classroom English and French teacher for 18 years, Manning taught Advanced Placement, College Prep, and struggling readers in middle and high school. As co-director of the Coastal Area Writing Project, she taught graduate education courses specializing in writing/reading instruction. Manning's honors include a National Endowment for the Humanities Fellowship and being named South Carolina Exemplary Writing Teacher; she has received LEAP grants, Advanced Placement grants in French and English, and several Pee Dee Education Center grants to promote writing in the classroom. For SC INSPIRED, she will provide professional development and on-site support for LiteracySC projects and activities. She holds an M.A. plus 30 in secondary education.

Coaching Specialist for S^2MART Initiative – Suzanne Phillips – Suzanne Phillips has been a Coaching Specialist for the Lowcountry S^2MART Center since July 2007, where she assists on-site and virtual school-based coaches, responds to weekly reflections, conducts reflecting and planning conversations on monthly plans, and plans, implements and presents monthly, regional, and summer trainings. Phillips was a liaison to the National Mathematics Panel and a member of the state planning team. Phillips was a Mathematics Teacher Specialist with the Department from 2002 – 2007, where she served on-site at Morningside Middle and Brentwood Middle Schools in Charleston County. She served one year as an ADEPT Evaluator in Berkeley County, one year as a Curriculum Coordinator in Charleston County, and 13 years as a middle school mathematics teacher at Westview Middle School. She holds an M.Ed. in elementary education and is National Board Certified in early adolescent mathematics.

Regional Coordinator for S^2MART Initiative – Darren Prevost – Darren Prevost has been the Regional Coordinator for the Lowcountry Regional S^2MART Center since March 2006, where he supervises the work of staff within the region, develops and manages center budgets, coordinates the first year of coach training (including Cognitive Coaching^{SM}), and works collaboratively with other Regional Coordinators and the Department to ensure that S^2MART Initiative goals are met. Prevost previously served as a Mathematics Specialist at the Berkeley/Dorchester and Charleston M/S Hubs, and as a

Teacher Specialist with the Office of School Quality where he provided direct support to instructional coaches and teachers. Before his work as a specialist, Prevost taught upper elementary/middle school. He holds an M.Ed. and a B.S. in elementary education.

Intervention Specialist – Jo Anne Solesbee – An Intervention Specialist for South Carolina Reading First since July 2005, Jo Anne Solesbee's responsibilities include providing professional development and support for reading interventionists in Reading First schools. She also collects and analyzes progress monitoring data and supports School Leadership Teams charged with implementing systematic reading interventions. For this initiative, she will provide professional development and on-site support for LiteracySC projects and activities. Solesbee previously served for 15 years as a Reading Recovery Teacher Leader for the Charleston County School District, where she provided training and support to reading teachers across the county and served two terms as secretary of the Reading Recovery Council of North America. She has experience as a classroom teacher and Title One reading teacher. Before entering the education field in 1987, Solesbee was an evaluator for the SC Department of Vocational Rehabilitation. She is currently a Ph.D. candidate in language and literacy at the University of South Carolina.

Intervention Specialist – Jennifer Young – Since July 2004, Jennifer Young has served as an Intervention Specialist for South Carolina Reading First. Her responsibilities include developing systems for training and supporting reading interventionists in Reading First schools, supervising and supporting reading interventionists, supporting School Leadership Teams charged with implementing systematic reading interventions, and developing electronic systems for data collection to monitor progress. She has been responsible for collecting and reporting progress monitoring data for all SC Reading First schools since the beginning of the initiative. Prior to serving in this position, she was a Reading Recovery Teacher Leader for the Department and supported reading interventionists in 15 school districts around the state. Young previously served as a District Language Arts Coordinator for the Chester County School District, where her responsibilities included program development, grants, professional development, materials development, and supervision. She also served concurrently as the district's Reading Recovery Teacher Leader, district coordinator for the South Carolina Reading Initiative, and coordinator for ESL. She is currently a Ph.D. candidate in language and literacy at the University of South Carolina. Her work for SC INSPIRED will include data collection, professional development, and on-site support for LiteracySC projects and activities.

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

GENERAL INFORMATION

Position Number: | | | | | | | | |
Agency Code: H 6 3
Agency Name: S.C. Department of Education
Division / Section / Unit: SC INSPIRED
City / County:
Employee Name: New
County Code: 4 0
Is Position in Central Office ? Y Y/N
Current State Title: New
Alphanumeric Code: C B 0 5
Slot:
Band: 0 7
Full / Part Time Indicator: 0 5 2
Supervisor State Title: Program Manager II
Alphanumeric Code: A H 5 0
Slot:
Hours Per Week: 0 3 7 5 0
Base Hours: 1 9 5 0

SOURCE OF FUNDING

State %:
Federal %: 1 0 0
Other %:

☐ OHR COPY ☐ AGENCY COPY

OFFICE OF HUMAN RESOURCES

Agency Code: H 6 3
Alphanumeric Code:
Slot:
Authorized Date:
☐ Delegated ☒ New Position ☐ Prototype
☐ State Title Changes ☐ Update
Approved State Title:
Approval Signature:
Date Approved:

REQUESTED ACTION INFORMATION

Requested Action: Classify new position and post.
Requested State Title: Education Associate III
Alphanumeric Code: C B 0 5
☐ FLSA Designation
Supervisor's Signature:
Date:
Other Required Signature:
Date:

THE FOLLOWING SECTION OF THE POSITION DESCRIPTION IS TO BE COMPLETED BY THE SUPERVISOR

1. What are the minimum requirements for the position? (Minimum requirements must at least meet the state minimum requirements for classified classes but may include additional requirements.)

Master's degree and four (4) years of experience in education management or business; or a bachelor's degree and five (5) years of same. Mastery of Microsoft Office applications. Excellent speaking and teaching skills. Experience evaluating programs and setting up research design for valid results.

2. What knowledge, skills, and abilities are needed by an employee upon entry to this job including any special certification or license?

Mastery of Word, Excel, and Powerpoint; familiarity with web applications. Preferred: Experience providing professional development to educators on leadership and culture change; SC teaching certificate; experience researching and evaluating new programs; experience with start-up operations; self-starter with passion for improving educational performance of K12 students. Ability to maintain high energy levels for multiple projects over time.

3. Describe the guidelines and supervision an employee receives to do this job, including the employee's independence and discretion.

The employee shall receive limited supervision and review of assigned responsibilities. The employee shall be expected to exercise sound judgment and organizational ability, and shall be expected to complete all job taks with minimal supervision and guidance.

4. Indicate additional comments regarding this position (e.g., work environment, physical requirements, overnight travel).

The work schedule may require hours worked beyond the regular workday to accomplish job functions; however, the intention is for the work week to not exceed 37.5 hours. Limited out of state travel to attend training. Likely substantial in-state travel to conduct training.

MISCELLANEOUS DATA

Employee Number:
Position Dept. Number: 1 5 2 1

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

1. Job Purpose:

Under limited supervision, provides professional development to educators on creating culture change to support sustainable innovation, conducts research and evaluation of possible innovation iniatives, designs pilot programs, and facilitates replication of successful pilots throughout the State. Oversees and works on development of implemetnation fidelity rubrics for SCINSPIRED programs, evaluation of status, evaluation of results, and determination of which programs to take to scale.

2. Job Functions:

		Essential/ Marginal (E or M)	Percentage of Time
1.	Provides training-professional development and technical assistance to districts on culture of sustainable innovation (continuous and able to endure over time), leadership, creativity, research, and evaluation.	E	20%
2.	Conducts research and evaluation of SC INSPIRED and innovation initiatives. Prepares reports for senior management with recommendations.	E	25%
3.	Oversees design of SC INSPIRED pilot programs to test proposed innovation initiatives, including fidelity implementation rubrics. Conducts professional development and technical assistance in support of pilot programs. Conducts on-site reviews and writes reports on pilot programs. Contracts for evaluation or evaluates the success of pilot programs, status of fidelity of imlementations, and return on investment. Makes recommendations to senior management concerning whether to take programs statewide or which programs generate the best return on investment.	E	30%
4.	Designs and implements programs to replicate successful pilot innovations with fidelity in other LEAs, including methods of measuring successful implementation, technical assistance, on-going monitoring, and reporting of results.	E	20%
5.	Other duties as required.	M	5%
	TOTAL		100.00%

3. Position's Supervisory Responsibilities:

If this position includes supervisory responsibilities, please indicate the state title and number of positions of the three highest subordinates.

	STATE TITLE	NUMBER
(1)		
(2)		
(3)		

Number of employees directly supervised: _____

Total number supervised: _____

4. Comments:

This is a new position in a new office that currently has no staff hired for these duties. We anticipate additional staff in the future.

5. The above description is an accurate and complete description of this job. _____ (Employee's Signature) _____ (Date)

Job Description for Regional Services Facilitator

Job Purpose:
Under limited supervision, within assigned region facilitate support for schools and districts based upon extensive needs assessment.

Job Function:
Fosters collaboration within the region and facilitates capacity building through the direction of the regional support team system.

Serves as chair of study team and coordinates the risk analyses of schools within the region.

In conjunction with the Project Manager, brokers services of Department staff members and constitutes support teams for schools within the region in order to provide targeted support based on the extensive needs assessment.

Works collaboratively with educational leaders, policy makers, and community leaders in the coordination team activities for planning, technical assistance, professional development, CAPP development, and continuous support and evaluation.

Verifies the fidelity of implementation of team assistance activities.

Directs the actions of, provides guidance to, and conducts performance reviews for team members.

Oversees the implementation of approved programs and budgets.

Provides information and data for program evaluator.

Other duties as required.

Knowledge, skills, and abilities needed by an employee upon entry to this job:
The ability to communicate effectively, especially in writing; the ability to exercise judgment and discretion working with varied organizations and constituents; the ability to establish and maintain effective working relationships with clients; the ability to interpret financial data; organizational and planning skills, research, and the Internet.

Minimum Requirements:
Master's degree and four (4) years of experience; or a bachelor's degree and five (5) years experience in education or equivalent.

Preferred: Extensive experience in at least two of the following areas: data management and analysis, leadership, Math or ELA content expertise, computer knowledge, or technical assistance for low performing schools.

Appendix A2C
Grants Administered by the Department 2009-10

Federal	1,247,617,446
State	$55,046,835
	$1,302,664,281

FEDERALLY FUNDED GRANT PROGRAMS	CFDA
U.S. Department of Agriculture:	
National School Lunch Program	10.555
State Administrative Expenses for Child Nutrition	10.560
Team Nutrition Grants	10.574
Fresh Fruit & Vegetable	10.582
ARRA-Food Service Equipment Grant	10.579
U.S. Department of Defense:	
Troops to Teachers Program	12.552
U.S. Department of the Interior:	
SC Environmental Education School Network	15.608
U.S. Department of Justice:	
Juvenile Justice & Delinquency Prevention Congressional Earmark Programs	16.541
ARRA – South Carolina Mentoring Project	**16.808**
WIA Incentive Grants - Section 503 Grants to States:	
Passed through Department of Commerce	
Workforce Development Grant Childcare Pathway Pilot	17.258
WIA Incentive Grants - Section 503 Grants to States:	
Passed through Department of Commerce	
WIA Federal Incentive Grant	17.267
Federal Incentive Grant - Curriculum Development	17.267
ARRA-WIA Summer Program	17.259
U.S. Environmental Protection Agency:	
SC Clean School Bus Initiative	66.036
U.S. Department of Education:	
Adult Education - State Administered	84.002
Title I Grants to LEAs	84.010
ARRA - Title I Grants to LEAs	84.389
Migrant Education - State Grant Program	84.011

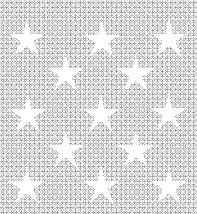
Neglected and Delinquent	84.013
Special Education-Grants to States, Part B	84.027
ARRA - Special Education-Grants to States, Part B	84.391
Vocational Education - Basic Grants to States	84.048
MEP Consortium Incentive Grants	84.144
Special Education-Preschool, Part B	84.173
ARRA - Special Education-Preschool, Part B	84.392
Robert C. Byrd Honors Scholarship Program	84.185
Safe and Drug Free Schools - State and Local Programs	84.186
Education for Homeless Children & Youth	84.196
ARRA - Education for Homeless Children & Youth	84.387
Even Start State Grants	84.213
S.C. Teen Leaders Evolving and Developing Project (Teen LEAD)	84.215
Linking School & Mental Health	84.215
Tech-Prep Education	84.243
Public Charter Schools	84.282
After School Learning Center Formula Award	84.287
Title V	84.298
National Institute on Student Achievement, Curriculum and Assessment	84.305
Teacher Quality Research: Mathematics and Science	84.305
Educational Technology State Grant	84.318
ARRA - Educational Technology State Grant	84.386
SC Modification, Accommodation, Reports and Standards (MARS)	84.326
Bridges to Early Learning	84.349
Transition to Teaching Program - Statewide	84.350
Reading First	84.357
Rural and Low-Income Schools	84.358
South Carolina Early Reading Collaborative	84.359
English Language Acquisition: State Formula Grant Program	84.365
Math and Science Partnerships	84.366
Title II, Part A - Improving Teacher Quality State Grants	84.367
Grants for Enhanced Assessment Instruments	84.368
OAASIS	84.368
State Assessments and Related Activities	84.369
Statewide Data Systems	84.372
TRIAAD	84.373
Teacher Incentive Funds	84.374
ARRA Teacher Incentive Funds	84.385
School Improvement Grant	84.377
ARRA School Improvement Grants	84.388

Rehabilitation Services Demonstration and Training Programs	
Passed through S.C. Vocational Rehabilitation	
Literacy	84.235
ARRA State Fiscal Stabilization Funds	
Passed through S.C. Governor's Office	
State Fiscal Stabilization Funds	**84.394**
Centers for Disease Control and Prevention - Investigations and Technical Assistance	
Passed through S.C. Department of Health & Environmental Control	
SC State-Based Tobacco Use and Prevention and Control Grant	93.283
Child Care and Development Block Grant	
Passed through S.C. Department of Social Services	
School Readiness Initiative	93.558
Passed through S.C. Department of Social Services	
Child Care and Development Block Grant	93.575
Centers for Disease Control and Prevention - Investigations and Technical Assistance	
School Health Programs to Prevent Serious Health Problems and Improve Education	93.938
Corporation for National and Community Service:	
K-12 School Based	94.004
K-12 School Based-CHESP	94.004
U.S. Department of Education:	
Passed through S.C. Commission on Higher Education	
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334

State Funded Grant Programs	**CFDA No.**
High School Reading Initiative	N/A
High Schools That Work	N/A
Education and Economic Development Act	N/A
Young Adult Education	N/A
Modernize Vocational Equipment	N/A
Physical Education - Nurses	N/A
Governor's Institute of Reading	N/A
Adult Education	N/A
Math and Science Coaches	N/A
CATE - Tech Prep	N/A
Arts Curricular	N/A

In Their Own Words: A Public Vision for Educational Excellence in South Carolina

A study conducted by the Riley Institute's Center for Education Policy and Leadership and underwritten by a grant from The William and Flora Hewlett Foundation.



In the increasingly globalized world of the 21st century, South Carolinians must compete for jobs not only with people from other states but also with individuals from other countries, such as China and India. Economic progress in South Carolina is closely tied to education and the effective preparation of our young people to compete for jobs in a world economy is critical.

The ability of South Carolina's public schools to adequately educate all children and prepare them for success in a global economy is in question. How, then, do we effectively redesign public schools to prepare a larger number of students to graduate, succeed in college or career training, and compete in the global marketplace? With the help of a grant from the William and Flora Hewlett Foundation, the Center for Education Policy and Leadership of the Riley Institute sought answers to this question through a comprehensive non-partisan study involving residents throughout the state. The goal was to learn what South Carolinians at the grassroots level think about issues and problems in education. We also wanted their recommendations of strategies to move our schools and students forward at this crucial time.

Between May 2005 and November 2006, the Riley Institute project team spent more than 3,000 hours meeting with nearly 800 South Carolinians to gather their opinions on public education. The team met with businessmen and women, teachers of all levels, superintendents, parents, school board members, principals and students from every county and school district in the state - large and small, rural and urban, wealthy and poor.

In each meeting the same format was followed. Four questions were asked: three open-ended discussion questions and one in-depth survey. The first and second questions asked participants to discuss the strengths and weaknesses of South Carolina's public schools. The third question asked participants to share ideas about how they would redesign public schools to address areas in need of improvement. The final question consisted of a 160-question survey, which asked respondents to weigh a list of opportunities, programs and support structures needed in the public schools to help all students succeed.

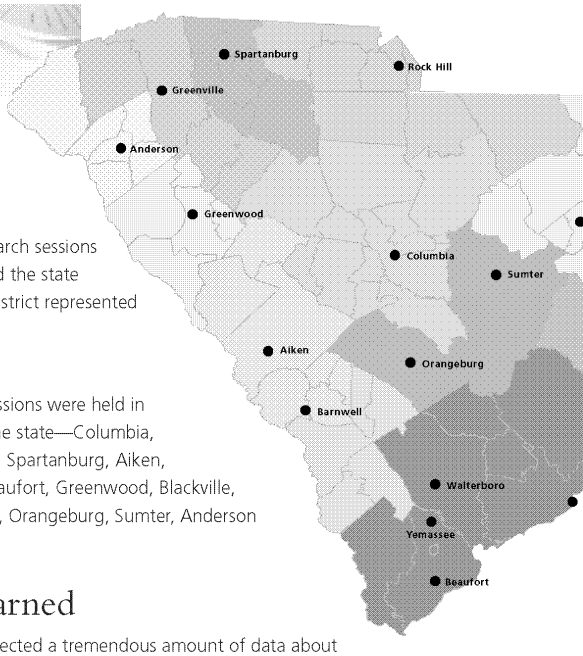
Using random sampling techniques, the project team invited superintendents, principals, teachers from all grade levels, parents, school board members, business people from both large corporations and small businesses, and students who were still in school or recent graduates to participate in the study. In order to gather lists of potential participants, the project team worked with local chambers of commerce, the office of the State School Improvement Council, school district offices, local school

Statistics

- 106 four-hour research sessions
- 16 locations around the state
- Every S.C. school district represented

Locations

The small-group discussions were held in 16 locations around the state—Columbia, Charleston, Greenville, Spartanburg, Aiken, Florence, Rock Hill, Beaufort, Greenwood, Blackville, Walterboro, Yemassee, Orangeburg, Sumter, Anderson and Conway.



What we learned

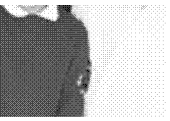
The research team collected a tremendous amount of data about what people from across the state think about the issues affecting public education and the strategies they recommend for developing effective public schools. In t pages, you will find the top grade-level specific strategies (pages 3–4), followed by nine key actio of interest among South Carolinians (pages 5–6). Under each of the nine key areas, a list of strat emerged that provides a guide for developing schools where all students succeed.

Key Action Areas that emerged from Phase I of the

- 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
- Individualizing Education for Students

What's next?

In late 2006, the Riley Institute invited all participants to take part in a second phase of research These sessions focused on the key areas listed above and asked participants to delve deeper into solutions. Each of the 24 reconstituted sessions brought together one representative from each o stakeholder groups, and groups were designed to represent geographically different locations ac South Carolina. Over 200 people participated during the two days. Data are being analyzed and about findings is forthcoming.



Creating World-Class Schools: Top strategies by grade level

dhood/Elementary

ding enrichment programs for
n reading difficulties
g opportunities for students
ggling
es to help parents get involved
s schooling
size
y of full-day kindergarten

es that are healthy and

nsure no child moves beyond
thout reading and writing

y programs
ss programs for all elementary

hildhood education programs
nd four-year-olds
es in all elementary schools
s curriculum to help prepare
middle school

Middle School

- More tutoring opportunities for students who are struggling
- Drop-out prevention programs beginning in 8th grade
- More focus on active/engaged learning techniques in all middle school classes
- Smaller class size
- Up-to-date laboratories in every middle school
- More strategies to help parents get involved in their child's schooling
- More rigorous curriculum to help prepare students for high school
- More counseling in middle school to deal with personal and family issues
- Better coordination to help transition between middle and high school
- Physical fitness programs for all middle school students
- The availability of algebra in 8th grade to help prepare students for high school math
- Opportunities to connect students to positive community role models

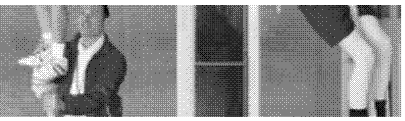
High School

- More links between high schools, technical colleges, and 2-and 4-year colleges/ universities
- Up-to-date laboratories in every high school
- More tutoring for struggling students
- A wider variety of vocational programs
- A curriculum more aligned with college coursework and job requirements
- Distance learning opportunities and opportunities to take courses at local colleges
- More counseling in high school to deal with personal and family issues
- Programs to target more parents for involvement
- Smaller class size
- Earlier guidance to prepare students to take Honors, SP, and IB courses
- More opportunities for high school students to link classroom learning with service-learning projects to help in their community
- Better stocked high school libraries

All Levels of Educ

- Effective teachers in every cl
- Availability of textbooks and resources
- Strong, well-coordinated me programs for beginning tea
- Up-to-date school buildings
- Special training and assistan working with students with difficulties
- Better pay for all teachers
- Technologically-advanced la
- Training of teachers and adm proper usage of technology
- Greater incentives for retain teachers
- More on-site support for pri with many at risk children
- More teachers in the transit and 9th) to reduce class size individualized attention
- A more streamlined process inadequate teachers from th

emerged prominently from an analysis of both the
ata and the qualitative discussion data.



Schools: Key Action Areas

ng Schools s

teracy programs to help provide
members with the skills to help
succeed
counseling services in the
o students and families deal
issues that could interfere with

s as community learning centers
ts, adults, and families learning
in their own communities
tal/family involvement and hold
es more accountable for their
and performance
/family education programs
en children are in infancy and
oughout their schooling

Preparing Students for a Global Economy

- Institute more rigorous curriculum to prepare students for next level of schooling/training
- Create a system to ensure that children don't move beyond third grade without reading and writing fluency
- Focus on active/engaged learning techniques that include hands-on learning, and working in teams
- Integrate technology throughout curriculum and provide effective training in the use of technology
- Fully implement and fund Education and Economic Development Act (EEDA), which includes exposure to career exploration at an early age and career clusters

Building Strong Leadership In Every School

- Facilitate better coordination and communication among all levels of education and among schools, districts and state agencies/government
- Increase salaries and create incentives for principals who take on more difficult assignments
- Require more training and provide on-site support for principals in schools with a greater number of at-risk students
- Create the time and expectation for teachers and administrators to collaborate to better meet student needs
- Create a system that allows administrators the ability to fire ineffective teachers

Promoting Suppo Public Education

- Work with media to increase positive news related to publ
- Work with media to provide detailed explanation of South curriculum standards, expect scores in relation to other sta
- Involve teachers of all levels i community, business, and co outside of the school, and al and national policy making e
- Implement public forums at t state levels to discuss school
- Work more closely with com organizations and business p develop and implement strat difficult problems within sch

Learning ities

ality early childhood education
ublic schools
ulum offerings such as more arts
eign language, service learning,
tness
-to-work and vocational
rovide on-the-job/skill-based
g school
fter-school programs to keep
ack for successful progression
ade level and/or graduation

Overcoming Academic Challenges

- Implement quality early childhood education programs in public schools
- Provide teachers specialized in reading for grades 1–3 and intensive reading enrichment programs for students with reading difficulties
- Create a system to ensure that children don't move beyond third grade without reading and writing fluency
- Enforce student discipline measures
- Provide adequate education and support to

Maintaining Outstanding Facilities and Infrastructure

- Maintain up-to-date school buildings and facilities
- Provide technologically-advanced laboratories
- Design schools as community learning centers to give students, adults and families learning opportunities in their own communities
- Provide safe and efficient transportation to and from all school programs
- Ensure availability of textbooks and other learning resources

Individualizing Ed for Students

- Develop small learning comm schools
- Train teachers to utilize more learning approaches based o learning styles of students
- Offer earlier guidance to help coursework needed to achie
- Provide tools for teachers to individual student progress
- Provide more choices (select schools, vocational schools, s

and support for teachers regarding the everyday challenges of helping students achieve and graduate
- Maintain small class sizes

effective methods, techniques
- Offer strong and well-coordina programs for beginning teache

This report was funded by the William and Flora Hewlett Foundation and implemented through the Center for Education Policy and Leadership, a program of the Riley Institute at Furman.

The Riley Institute® at Furman is a non-partisan organization affiliated with the Department of Political Science at Furman University. Named for former Governor of South Carolina and United States Secretary of Education Richard Riley, the institute engages students in the arenas of politics, public policy and public leadership through collaborative research, study abroad opportunities and internships.

Since its inauguration in 1999, the Riley Institute also has developed a broad array of community leadership programs, symposia and conferences designed to promote discussion and analysis of public policy issues.

Through its promotion of engaged learning, leadership development and conferences featuring internationally recognized speakers, the Riley Institute has established itself as an innovator in policy and public leadership education.

Furman University is a selective, independent, coeducational liberal arts college of 2,660 students located at the base of the Blue Ridge mountains on a 750-acre campus in Greenville, South Carolina. Furman provides a distinctive undergraduate education encompassing the humanities, fine arts, social sciences, mathematics and the natural sciences, and selected professional disciplines. Furman emphasizes engaged learning, a problem-solving, project-oriented and research-based educational philosophy that encourages students to put into practice the theories and methods learned from texts or lectures. The university is committed to the educaiton of the whole person.

Visit the Riley Institute website at <www.rileyinstitute.org> for information on future events and programs.

FURMAN

Center for Education Policy & Leadership
3300 Poinsett Highway
Greenville, S.C. 29613

WWW.RILEYINSTITUTE.ORG

Riley Institute Public Education Survey

Results Overview

Date: 5/26/2010 8:13 AM PST
Responses: Completes
Filter: No filter applied

It has been estimated that by the next decade many more jobs will require an education beyond a high school diploma. Yet in many South Carolina communities, too few of our 18 and 19 year-olds both finish high school and enroll in post-high school training or higher education. This means that we must find new and better ways to help our students learn advanced skills. Please think about what students need to be more successful and to have a higher likelihood of scoring proficiently on achievement tests, graduating from high school, and continuing in college or career training. The following survey consists of a list of strategies to achieve the above goals. Please classify them using the scale provided below. 1 = Essential 2 = Important 3 = Useful 4 = Not very important 5 = Unimportant 6 = Not sure

1. Adopt national curriculum standards

Essential	599	34%
Important	631	36%
Useful	368	21%
Not very important	76	4%
Unimportant	38	2%
Not sure	25	1%
Total	1737	100%

2. Redesign tests so they are better indicators of college and career readiness

Essential	664	38%
Important	682	39%
Useful	311	18%
Not very important	46	3%
Unimportant	17	1%
Not sure	18	1%
Total	1738	100%

3. Provide additional tools for teachers to better assess student progress

Essential	883	51%
Important	561	32%
Useful	236	14%
Not very important	33	2%

Unimportant		12	1%
Not sure		8	0%
	Total	1733	100%

4. Utilize growth models to measure teacher/leader effectiveness

Essential		565	33%
Important		615	35%
Useful		428	25%
Not very important		61	4%
Unimportant		24	1%
Not sure		43	2%
	Total	1736	100%

5. Redesign the teacher compensation system

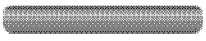
Essential		604	35%
Important		575	33%
Useful		317	18%
Not very important		118	7%
Unimportant		56	3%
Not sure		62	4%
	Total	1732	100%

6. Extend learning time for students experiencing academic difficulties

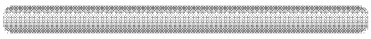
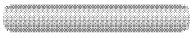
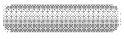
Essential		755	44%
Important		579	33%
Useful		306	18%
Not very important		52	3%
Unimportant		24	1%
Not sure		18	1%
	Total	1734	100%

7. Adopt more rigorous curriculum standards that are internationally benchmarked

Essential		374	22%
Important		614	35%

Useful		487	28%
Not very important		147	8%
Unimportant		53	3%
Not sure		59	3%
	Total	1734	100%

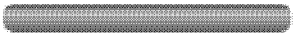
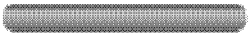
8. Offer additional early childhood education programs in schools

Essential		940	54%
Important		452	26%
Useful		252	15%
Not very important		48	3%
Unimportant		24	1%
Not sure		15	1%
	Total	1731	100%

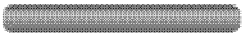
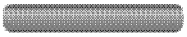
9. Restructure compensation systems to reward leaders who exceed goals for student performance/school improvement

Essential		349	20%
Important		586	34%
Useful		457	26%
Not very important		187	11%
Unimportant		102	6%
Not sure		57	3%
	Total	1738	100%

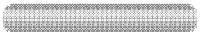
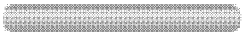
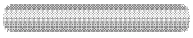
10. Provide more choices within the public schools to better meet individual learning needs

Essential		736	42%
Important		612	35%
Useful		283	16%
Not very important		64	4%
Unimportant		27	2%
Not sure		10	1%
	Total	1732	100%

11. Transform schools into community learning centers

Essential		499	29%
Important		597	34%
Useful		436	25%
Not very important		106	6%
Unimportant		31	2%
Not sure		68	4%
	Total	1737	100%

12. Develop a comprehensive, statewide data system to ensure more data driven decision-making

Essential		475	27%
Important		588	34%
Useful		445	26%
Not very important		108	6%
Unimportant		67	4%
Not sure		45	3%
	Total	1728	100%

14. With which stakeholder group do you identify (choose all that apply)?

Business Person		140	8%
Teacher		950	55%
Superintendent		30	2%
Parent		472	27%
School Board Member		46	3%
School Administrator		361	21%
Student		74	4%
Other, please specify		317	18%

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Appendix A2E
Evidence of Support

A. Educators Support for SC INSPIRED

South Carolina Teachers of the Year

(b)(6)

SOUTH CAROLINA
future minds™
INNOVATION for PUBLIC EDUCATION

South Carolina Future Minds promotes innovation for excellence in public education by equipping and advocating for educators as they prepare South Carolina students to thrive in a global community.

About The Foundation
Teacher Appreciation
SIGN RACE TO THE TOP PETITION!!
Teacher of the Year
Resources
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Contribute
Events
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Bojangles'
Famous Chicken 'n Biscuits

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Race to the Top Petition

After finishing in 6th place among 40 states, the South Carolina Department of Education is making a second try for Race to the Top, a high-profile competitive federal grant program that could provide our public schools with $175 million over four years.

South Carolina would use the money to:

- Adopt standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
- Build data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction
- Recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most; and
- Turn around our lowest-achieving schools

Broad-based support can help South Carolina's effort to win!

We, the undersigned, support and encourage South Carolina's efforts to reform in the four key areas and make our state schools even stronger.

Name *

First Last

Email *

City *

Submit

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Entry Id	Name	Last	City
1	Terry	Scaturro	Florence, SC
2	Gay	Wells	Clover, SC
3	Cathy	Stevens	Abbeville
4	Helen	Meyers	Abbeville
5	laura	O'Dea	abbeville, sc
6	David	Wach	Anderson
7	Jennifer	Kirby	Allendale
8	Debbie	Jones	Allendale
9	Christie	Hebler	FAIRFAX
10	Allison	Caldwell	Allendale, SC
11	Theodore	Mauro	Allendale
12	Eriresha	Terry-Lewis	fairfax
13	Susan	Craig	Abbeville
14	Wade	Dickens	Donalds, SC
15	Jamie	Sanderson	Abbeville
16	Jennifer	Coleman	Abbeville, SC
17	Traci	Cagle	Abbeville
18	Lee	Broxton	Abbeville
19	Beth	Binkley	Abbeville
20	Julia	kelly	Abbeville
21	Suzie	Bannister	Abbeville
22	Patricia	James	Abbeville
23	Linda	Warren	abbeville
24	Lindsey	Wallace	Abbeville
25	David	Oberst	Abbeville
26	Mary	Moser	abbeville
27	Austin	Ruedrich	abbeville
28	Sean	Bear	abbeville
29	Jeanmarie	Tankersley	Calhoun Falls
30	Michael	Jones	Abbeville
31	Bill	Valentine	Abbeville
32	Susan	Gerth	abbeville
33	Alicia	Jones	Abbeville
34	Will	Breard	Abbeville
35	Valerie	Lawrence	Due West
36	Leigh	Sloan	Due West
37	Dionne	Fleshman	Abbeville
38	Caleb	Hartsell	Abbeville
39	Brooke	Ard	Abbeville
40	Beverly	McKee	Due West
41	JOEL	JOLLY	Abbeville
42	Lizzie	Young	Abbeville
43	Meredith	McSwain	Abbeville
44	Neal	Lacey	Abbeville
45	Hilary	Riley	Abbeville
46	Sean	Watford	Abbeville

47	Michael	Allen	Donalds
48	Walt	Watford	Donalds
49	Morgan	Amick	Abbeville
50	Shanon	Green	Abbeville
51	Jessie	Chapman	Abbeville
52	Seth	Zissette	Abbeville
53	Pamela	Love	Abbeville
54	Meredith	Porter	Abbeville
55	Bettie	Caldwell	Abbeville
56	Jim	Head	abbeville
57	Zoe	Trock	Abbeville
58	Jan	Davis	Abbeville
59	Stacey	Spence	Due West
60	Wendy	Woods	abbeville
61	Donna D	Sullivan	greenwood
62	Don	Gordon	due west
63	Brandy	Rollins	Honea Path
64	Eliza	Bell	Belton
65	tom	young	Abbeville
66	Courtenay	Williams	Abbeville
67	Casey	Frick	Abbeville
68	Kimberly	Canada	abbeville
69	Annette	Graham	Abbeville
70	Karen	Childress	Abbeville
71	J. Scott	Ross	Anderson, SC
72	Caroline	Herlong	Abbeville
73	Elizabeth	Holloway	Abbeville
74	Becca	Turcotte	Abbeville
75	april	gordon	Abbeville
76	Lee	Bundrick	Due West
77	Aaron	von Frank	Abbeville
78	Calhoun	Thomas	Abbeville
79	Mary	Bryant	Donalds
80	Carol	Clardy	DUE WEST, SC 29639
81	Benjamin	Johnson	Abbeville
82	Brantlee	Tinsley	Abbeville
83	Linda	Floyd	Abbeville
84	Susan	Meehan	Due West
85	Elizabeth	Ingram	calhounfalls
86	John	Gilreath	Due West
87	Jackson	Smith	Hodges
88	William	Clardy	abbeville
89	Lilly	Andorsky	Abbeville
90	Robert	Machulis	Due West
91	Paula	Weis	Donalds, S.C.
92	Amy	Chang	Abbeville
93	Teresa	Marshall	Honea Path, SC

94	Elaine	Delk	Abbeville
95	Barbara	Masaki	abbeville
96	Eric	Lawson	Abbeville
97	Pam	McGowens	Abbeville
98	Diana	Fincher	Abbeville
99	Paige	Allen	Calhoun Falls
100	Telva	Elwell	Calhoun Falls
101	Caitlin	Orr	Abbeville
102	Amanda	Medlock	Abbeville SC
103	James	Manning	Abbeville
104	Sheneka	White	Abbeville
105	John	Hoyt	Abbeville
106	Ashley	Tankersley	Abbeville High - Abbeville SC
107	Kelley	Golden	Abbeville
108	Maggie	Oliver	Abbeville
109	Andrew	Curtis	Due West
110	Debbie	Whiten	Calhoun Falls,SC
111	Lauren	DeSplinter	Calhoun Falls
112	Alvin	Shifflett	Due West
113	Denise	Cothran	Abbeville
114	Cynthia	Cantrell	Ware Shoals
115	Rachel	Beeson	Abbeville
116	Derek	Priester	Donalds
117	Angie	Buchanan	Graniteville
118	Meredith	Melven	Aiken
119	MaryAnn	Stephens	North Augusta
120	Patricia	Boatwright	Aiken
121	Rachel	Ulmer	Orangeburg
122	benny	walker	Sumter
123	Jordana	Megonigal	Chapin
124	Mike	Bressler	Irmo
125	Taylor	Marsh	irmo
126	Sarah	Coyle	aiken
127	Katie	Wharton	Easley, SC
128	MeChelle	Fulbright	Greenville
129	Elizabeth	Smith	Piedmont
130	Shirley	Metts	Williamston
131	Elizabeth	Medlin	Anderson
132	Angela	Morris	Pelzer
133	Sandra	Lewis	Williamston
134	Lee Anne	Godfrey	Williamston
135	Pat	Truluck	Piedmont
136	Jason	Godfrey	Piedmont
137	Nancy	Langford	Williamston
138	Deborah	Thomas	Honea Path
139	Calder	Ehrmann	greenville
140	Luis	Baquiran	Piedmont

141	Alison	Walker	Easley, SC
142	sandy	reid	Williamston
143	shelia	jones	Greenville
144	Debra	Kelley	Piedmont
145	JOan	Bondor	Easley
146	Jeff	Tate	Easley
147	Lana	Pack	Piedmont
148	Kevin	Thorn	Williamston
149	Emily	Bowerman	williamston
150	Dorianne	Norwood	Williamston
151	Beth	Waters	Piedmont
152	Judy	Griggs	Piedmont, SC
153	Kelly	Ryan	Powdersville
154	Matthew	Tolbert	Easley
155	Barbara	Garlinger	Williamston
156	Jana	Burdette	Greenville
157	Jason	Ridlehoover	Easley
158	Dea	Baldwin	Pelzer
159	Teresa	Garrett	Easley
160	Tooi	Carson	Pelzer
161	Sandra	Mickens	Piedmont
162	Rick	Whiten	Williamston
163	Debra	Limbaugh	Piedmont
164	Iris	Aschenbrand	Easley/Powdersville
165	Lindsay	Jameson	Easley, SC
166	Amy	Lanford	Piedmont
167	Rachel	Foster	Williamston
168	beverly	murphy	Easley
169	Gaye	Morgan	Williamston
170	Angela	Johnson	Piedmont
171	Jean	Rauton	Easley
172	Anya	Stewart	Piedmont
173	Betty	Leonardi	Greenville
174	Fran	Mooneyham	Anderson, SC
175	Tamara	Cox	Williamston, SC
176	Kristen	Thor	Anderson
177	Karen	Ashley	Piedmont
178	Syracuse	Elizabeth	Williamston
179	Kenia	Warren	Greenville
180	Judy	Henderson	Easley
181	Linda	Rudisill	Piedmont, SC
182	Diane	Teal	Williamston
183	Becky	Ross	Piedmont
184	Keira	Shufelt	Piemont, SC
185	Marguerite	Jones	Easley
186	Hannah	Davis	Central
187	Angela	Sykes	Piedmont

188	Terry	Walling	Piedmont
189	Courtney	Rossley	Piedmont
190	Shannon	Everhart	Easley
191	laurel	brown	Easley
192	Patty	Moody	Piedmont
193	Ann	Bishop	Piedmont
194	Lisa	Shevey	Anderson, SC
195	Lou Anne	Rowland	Pelzer
196	Rebecca	Bridges	Piedmont
197	Julie	Maynard	Pelzer
198	David	Bridges	Piedmont
199	Lori	Randall	Anderson
200	Tori	Tompkins	Piedmont
201	BJ	Tompkins	Peidmont
202	Bron	Kelley	Williamston
203	Linda	Tolleson	Easley
204	Joan	Smith	Easley
205	Amy	Moral	Easley
206	Elizabeth	Wittebort	Piedmont
207	Jo	Banks	Easley
208	Jacqueline	Reeves	Piedmont
209	Stacey	Turner	Piedmint
210	Jessica	Preisig	Piedmont
211	Gloria	Kohler	Belton, SC 29627
212	Dian	Ford	Anderson
213	Sherri	Barry	Honea Path
214	John	Pruitt	Greenville
215	Kylie	Georgeone	Pelzer, SC
216	Cynthia	McWhite	West Pelzer
217	Amie	Humphreys	Piedmont
218	Becky	Mann	Greenville, SC
219	Marie	Moon	Anderson
220	Shane	Thompson	Williamston, SC
221	Kelli	Lowe	Greenville
222	Sevena	Upton	Williamston
223	Monique	Sprowl	Williamston
224	Chris	Rogers	Piedmont, SC
225	Jennifer	Smith	Williamston
226	Jennifer	Smith	Easley
227	Jan	Dawkins	Williamston
228	Frank	Smith	Anderson
229	Linda	Flores	Piedmont
230	Sandy	Rogers	Greenville
231	Janna	Davis	williamston
232	Carol	Justice	Williamston, SC
233	Ashley	Pearson	Piedmont
234	brenda	holder	williamston

235	Mary	Bowman	Greenville
236	Martha	Reubert	Williamston
237	Daniel	Ellis	Piedmont
238	Kim	Johnson	Piedmont
239	k	johnson	Williamston
240	Ashley	Burgess	Greenville
241	Krista	Thompson	Williamston
242	Glynn	Zeigler	Easley
243	Kathleen	Nugent	Piedmont
244	Jack	Black	Williamston
245	Debra	Tripp	Anderson
246	Karen	Scott	Williamston
247	Robin	Callicott	pelzer
248	Melissa	Tollison	Easley, SC
249	Donna	Morrell	Easley
250	Timothy	Ervolina	Belton, SC
251	Lynne	Phillips	Starr
252	Patrick	Booth	Clemson
253	Robert	Huff	Anderson
254	Brooke	Culclasure	Anderson SC
255	Joni	McDaniel	Anderson
256	Alisa	Caricofe	Anderson
257	Allan	Johnson	Anderson
258	Margie	Vest	Anderson
259	Deborah	Simmons	Anderson
260	Tanya	Richbourg	Anderson
261	Marsha	White	ANderson
262	Toni	Case	Anderson
263	Paula	Kirkland	Anderson
264	CHuck	Niemeyer	Anderson
265	Debra	Sanders	Anderson
266	Robin	Duncan	Anderson
267	Susan	Tolbert	Anderson, SC
268	Linda	Brownlee	Anderson
269	Libby	Litts	Anderson
270	Hannah	Titus	Anderson
271	Tammie	Collins	Williamston
272	Pat	Habersham	Piedmont
273	Muchell	Moore	Anderson, SC
274	Brian	Couch	Anderson, SC
275	Katherine	Cord	Anderson
276	April	Finley	Anderson
277	Pamela	Sauls	Anderson
278	lori	eller	florence
279	Kristen	Hearne	Florence
280	Leah	Cochran	Florence
281	Casey	Edwards	Chapin

282	Lynn	Ellison	Williamston
283	Susan	Roderer	Summerville
284	Lora	Kline	Chapin
285	Alfreda	Harris	Chapin
286	Lauri	Yeargin	Spartanburg
287	Harold	Ehnhuus	Aiken
288	Robin	Patterson	Easley, SC
289	Anita	Mills	Easley, SC
290	Peggy	Chamblee	Williamston
291	Steve	Hanvey	Bluffton, SC 29909
292	Trip	DuBard	Simpsonville
293	Jhan	Nixon	Pamplico
294	Kate	Kaup	Pamplico
295	Carol	Loyd	chapin
296	Melonie	Foster	Marion
297	Teresa	Crowther	Greenville
298	Delia	Istrate	Columbia
299	Kathy	Perry	Little Mountain. S.C.
300	Rebecca	Ivester	Columbia
301	susan	hilley	Charleston
302	Ted	Mann	Lexington, SC
303	Lora	Bridges	Florence
304	mary	campbell	Columbia
305	jeanette	dunlap	Lexington
306	Tammy	Sutherland	Sumter
307	Scott	Sutherland	Leesville
308	Carolyn	Mills	Lexington
309	Stan	Yarborough	Blythewood
310	ROGER	MILLS	GREENVILLE
311	LeCinda	Jennings	Myrtle Beach
312	carolyn	Harris	North Myrtle Beach
313	sean	mascaro	Galivants Ferry
314	Phyllis	Davis	greer
315	terri	smith	Greenville
316	Amanda	Thompson	Liberty
317	SHEILA	MARTINEZ	Charleston
318	Dana	Wiley	Pelzer
319	S.	Peeples	Gilbert
320	Kathy	Davis	Columbia
321	Mary	Pridgen	Clemson
322	Sheryl	Crook	Clover
323	Joey	Nimmer	Taylors
324	Lisa	Johnson	Charleston
325	Sandra	Royal	Marion
326	Gem	Poteat	Columbia
327	Lotashia	Polite	West Columbia
328	Pam	Granata	Columbia

329	Barry	Granata	Greer
330	James	Richardson	Latta
331	Brent	Burchill	Hilton Head Island
332	Connie	Cooper	West Columbia
333	Debbie	Jacks	Greenville
334	Maria	Leitner	rock hill
335	Linda	Price	Ladson
336	Christyn	Price	Easley, SC
337	Renee	Cain	Mt. Pleasant
338	Andra	Looper	Ridgeland
339	Sherry	Dowdy	Bluffton
340	Paige	Wall	Greer
341	Mary	Gilstrap	Bishopville, SC
342	sandra	anderson	Columbia
343	Sherry	Smith	Florence
344	Ginger	Bishop	Tega Cay
345	Kathy	Brown	Bluffton
346	Michele	Mouyeos	Liberty, sc
347	Amy	Bell	greenville
348	Fallon	Melanie	columbia
349	Michelle	Krupke	pendleton, sc
350	Devin	Porter	Hilton Head
351	Mary Jo	Schneider	Santee
352	Stevie	Dennis	Florence
353	Karen	Reynolds	Piedmont
354	Debbie	Thompson	Chapin
355	Rachael	Blackburn	Little Mountain
356	Kim	Capps	Pamplico
357	Amy	Graham	Columbia
358	Lynette	Pannell	Chapin
359	Joshua	Spencer	Columbia
360	Emilie	LeGoff	Clemson
361	randy	alexander	columbia
362	Lee	Rawl	Florence
363	Patricia	Atkinson	Columbia
364	Melissa	Fulmore	Florence, SC
365	Ellen	Sanford	Florence
366	Edna	Styles	Greer
367	Margaret	Hicks	Charleston
368	Richard	Gaines	Columbia
369	Maria	Fernandez	Aiken
370	Brandi	Spencer	Columbia
371	Ashley	Hughes	Moore
372	Amie	Davis	Charleston
373	teresa	crews	Pendleton
374	Marsha	Sexton	Mount Pleasant
375	Patricia	Davis	Bamberg

376	Zlata	Steere	Bamberg
377	Evelyn	Murphy	Bamberg
378	Brenda	Cothran	bamberg
379	Bruce	Weeks	Denmark
380	Rene	McCormick	blackville
381	Carol	Asalon	Ehrhardt
382	Nancy	Graham	Blackville
383	Chad	Allen	blackville
384	Karen	Baumgarner	blackville
385	Teresa	Reed	blackville
386	Debra	Evett	Blackville
387	Peggy	Dulaney	Blackville, SC
388	John	Duncan	Blackville
389	Erin	Atkins	Blackville
390	Todd	Binnicker	Blackville, South Carolina
391	Nori	Gale	Blackville
392	Marcy	Mynatt	Blackville
393	mike	holmes	Blackville
394	Sandra	Milford	Barnwell
395	Donna	Long	Barnwell
396	Abe	Emery	piedmont, sc (anderson county)
397	Jennifer	Simmons	Blackville
398	Erin	Crumley	Beaufort
399	Ashley	Clune	Beaufort
400	Kelli	Clune	Beaufort
401	Victoria	DeCroes	Beaufort
402	david	edwards	Beaufort
403	julie	edwards	Beaufort, SC
404	Alfreda	Cooper	Beaufort
405	Reagan	Cox	Beaufort, SC
406	Abbie	Parks	Beaufort
407	joanne	sowinski	Beaufort
408	Courtney	Grimes	beaufort
409	Cindy	Gibson	Beaufort
410	Joy	Losee	bluffton
411	Jeffrey	Breunsbach	beaufort
412	Ray	Callaham	Beaufort
413	Ben	Saul	Folly Beach
414	Carol	Carmichael	Florence
415	Glenn	Barber	Florence
416	Ellen	Grbic	Aiken
417	Jimmy	Brown	Aiken
418	Laura	Rives	Columbia
419	Benton	Wise	Florence
420	Marshall	Vingi	Florence
421	William	Vingi	Piedmont
422	Malone	Vingi	Easley

423	Elizabeth	Vingi	Greenville
424	Lex	Smith	Anderson
425	Robert	Vingi	Westminster
426	Linda	Vingi	Honea Path, SC
427	Catharine	Kappauf	Piedmont
428	John	Wells	Anderson
429	Jennifer	Dekock	Easley, SC 29640
430	Kaleigh	Ward	Columbia
431	Lisa	Johnson	Columbia, SC
432	Mel	Johnson	Blythewood
433	renee	king	Blythewood
434	Caleb	Blackwell	Belton
435	Nan	Ford	Columbia
436	Sam	Watson	Whitmire
437	Cindy	Watson	Whitmire
438	Sabrina	Bostian	Whitmire
439	nyree	henderson	Aiken, SC
440	kandee	shelor	Anderson
441	Charlotte	Gantt	Lake Wylie
442	Janice	Poda	Folly Beach
443	Becci	Brown	Goose Creek
444	LESLIE	cook	Irmo
445	Robert	Black	Pacolet Mills
446	Katherine	Pate	Irmo
447	Cheryl	Ballew	Greenville
448	Judy	Walls	Marion
449	Nancy	Kennedy	Clifton (Spartanburg)
450	Stefanie	Wherry	Greenville
451	Anna	Farr	Columbia
452	Melissa	Austin	Piedmont
453	Nicole	Walker	Spartanburg
454	Guy	Boudreaux	Greenville
455	Marta	Burgin	Six Mile
456	Sandra	Collins McWaters	Spartanburg
457	Rick	Blanchard	Greer
458	Delores	Pluto	Lugoff
459	Marcella	Wine-Snyder	Central
460	Catherine	Giddens	Central
461	Libby	Ortmann	Easley S.C. 29642
462	Charles	Bradberry	Columbia, SC
463	Dean	Owens	North Charleston
464	Ginny	Riga	Summerville
465	April	Dorroh	charleston
466	Sheila	Brown-Young	Columbia
467	David	Patterson	Simpsonville, SC
468	baron	holmes	Columbia
469	Bryan	Burgin	charlotte

470	David	Rawlinson	Florence
471	Laura	Kelley	Piedmont
472	Mary	Payson	Marion, SC
473	Debra	Fortenberry	Marion, SC
474	Holly	Battenhouse	Marion, SC
475	Tonya	Crosby	pvdemarco@bellsouth.net
476	Dianne	Turgeon	union,.sc 29379
477	Willie	Frazier	Goose Creek, SC
478	Judy	Daigle	Columbia
479	Deb	Huggins	Goose Creek
480	Betty	Black	Hanahan
481	Pamela	Jones	Moncks corner
482	Jennie	Rakestraw	Moncks Corner
483	Kimmy	Varner	Charleston, SC
484	Mamie	Banks	Goose Creek
485	Robert	Burras	Summerville
486	Alice	McMahan	Goose Creek
487	Diane	Tracy	Summerville
488	Dawn	Blaum	Moncks Corner
489	Randy	Blain	Ridgeland
490	Cathy	Bryant	Ridgeland
491	Emily	Hoffman	Anderson, SC
492	Gina	Stevenson	Anderson
493	TERRI	CRAFT	Piedmont, SC
494	Alley	Zimmer	Roebuck
495	Ashley	Murrah	St. Matthews
496	Audrey	Shifflett	St. Matthews
497	Patrina	Dease	St. Matthews
498	Ronda	Rosbury	Charleston
499	Lisa	Jumper	Summerville, SC
500	Lisa	Pound	Charleston, South Carolina
501	Victoria	Garrick	North Charleston
502	Odelta	Sebazco	Charleston
503	James	Garrick	Mt. Pleasant
504	Elizabeth	Chandler	Charleston
505	Matt	Pound	Charleston
506	Kathleen	Ortlund	Charleston, SC
507	Dorothy	Edgerton	simpsonville
508	Danielle	Vinson	Greenville, SC
509	Michael	Hill	Belton
510	Jesse	Hawkins	Greenville, SC 29615
511	Laura	Rowell	Greenville
512	Marion	Berry	Travelers Rest
513	Sheial	Graybeal	Easley
514	Karen	Manley	Abbeville
515	Jason	Kinsey	Anderson
516	Monica	Rappe	Union

517	Eilzabeth	Looney	Clinton, SC
518	Barbara	Solomon	Spartanburt, SC 29306
519	Jaci	Bearden	Blacksburg
520	Andreana	Allen	Simpsonville
521	Bernadette	Houghton	The Dalles, OR
522	Ashley	Dawkins	Greenville
523	Charley	McIntyre	Belton, SC
524	Alex	Corder	Abbeville
525	Bonnie	McBride	Abbeville
526	Tricia	Zambito	Rock Hill
527	Lynda	Tilley	Chester, SC
528	Nicole	Randolph	Chester
529	Margie	Rish	Chester
530	Bruce	Field	Chester
531	Latasha	Smart	Great Falls
532	Kimberly	Smoak	Chester
533	Dawn	Smith	Chester
534	Alexis	Sprogis	Chester
535	Laura	Hart	Chesterfield
536	Fran	Guinn	Cheraw
537	Robin	Gerzema	Sumter, SC
538	Frances	Major	Manning
539	Terri	Pope	Summerton
540	Stacey	Shakley	Florence
541	Amanda	Nix	Chapin
542	Lori	Smith	Chapin
543	Wesley	Parker	Greer
544	Linda	Hains	Clover
545	Joseph	Williams	Chapin
546	Amy	McCaskill	Batesburg
547	Tom	Fletcher	Chapin
548	Emmie	May	Clemson
549	Vandy	McFaddin	Greenwood
550	Laura	Johnson	Clover
551	Dalinda	Randolph	Clover
552	Barbara	Humphries-Fletcher	clover
553	Mary	Major	York
554	Pamela	Gowan	Clover
555	Jennifer	Madden	Rock Hill
556	Charlene	Heard	Hanahan
557	Melanie	Becht	Walterboro
558	Louise	Amos	Walterboro
559	Deiana	Kozareva	Walterboro
560	Chris	Finney	Walterboro
561	FINLEY	MCLELLAN	Walterboro
562	Kelly	Moses	Walterboro
563	Gail	Cote	charleston

564	Jerry	Douglas	North Augusta
565	Tamara	Douglas	Charleston
566	Cindy	Clark	Charleston
567	Elizabeth	Powers	Charleston
568	Anne	Hood	Goose Creek
569	Kim	Kennington	Goose Creek
570	James	Frady	Goose creek
571	Linda	Schoen-Giddings	goose creek
572	Ben	Killian	Ladson
573	Will	Green	Beaufort
574	Julie	Whitman	mount pleasant
575	Jessica	Chamberlain	Charleston, SC
576	Rachel	Wyka	Charleston, SC
577	Karen	Chamberlain	Lancsater
578	Amanda	Alford	Tega Cay, SC
579	Rachel	Wyka	Fort Mill
580	Cory	Tressler	Fort Mill
581	Lisa	Wilson	Rock Hill, SC
582	Ruth	Nodine	Fort Mill, SC
583	Sheila	Sturgis	Van Wyck
584	Shane	Canup	Lancaster, SC
585	Brian	Winn	Lancaster
586	Lizzi	Eargle	York, SC
587	Joe	Timmons	Rock Hill
588	Alex	Dabney	Fort Mill
589	Edi	Calwell	Lancaster SC
590	Alane	Mills	Hartsville
591	Marianne	Palladino	Florence
592	Jeffery	Faulkenberry	Darlington
593	Karen	Burgan	Darlington, SC
594	Danielle	Kuras	Hartsville
595	linda	sowell	Columbia
596	Cindy	Powell	columbia
597	Debra	Gardner	columbia
598	Lauren	Adams	Lexington
599	Mary	Barry	columbia
600	Don	Cantrell	Lexington
601	Melissa	Collins	Dillon
602	Pam	Skiles	Dillon, SC
603	Brittany	Money	Dillon
604	Peggy	cook	Neeses
605	Thad	Money	Gaston
606	HENRIETTA	Shaw	Summerville
607	Catherine	Neff	Summerville
608	Marvelle	Ulmer	Summerville
609	Steven	Case	Summerville
610	Meme	McCampbell	Summerville

611	Alina	Hendricks	Summerville
612	Judith	Dellicolli	Simpsonville, SC
613	Rob	Tomalis	Charleston
614	Crystal	Baxley	Greenville
615	Richard	Boan	Greenville, SC
616	Tonia	Freeman	Piedmont
617	Larry	Baxley	leslie.cook@duke-energy.com
618	Nathan	Baxley	Pelion
619	Caley	Crull	Greenwood
620	Meg	Faile	Lexington
621	Joseph	Dever	beaufort
622	Josh	King	Florence
623	Zachary	Aaron	Lexington
624	Audrey	Ogletree	Summerville
625	Kari	Furtick	Charleston
626	Donnis	Finet	Columbia
627	Richard	Rickborn	Columbia,S.C.
628	LaTracey	McDowell	Columbia
629	Ethel	Johnson	Columbia
630	Melody	Buzalewski	Lexington
631	Dellann	Boland	Columbia
632	Greg	Bunner	Columbia
633	Alexis	Bolton	Columbia
634	Robert	Nunnery	Charleston
635	Daniel	Payne	Lexington
636	Karen	Lowe	Columbia
637	Raquel	Barbary	Columbia
638	Barbara	Nesbitt	Lexington
639	Rita	Beard	Columbia
640	William	Baker	Columbia
641	Steve	Davis	Columbia
642	jennie	neel	Columbia
643	Kristin	Sigalas	Central, SC
644	Deborah	Seyffert	columbia,sc
645	Cheryl	Bowers	Columbia
646	Selena	Adams	columbia
647	Kathy	Cantrell	Columbia
648	Chad	Brammer	Columbia
649	Jude	Hunt	Columbia, SC
650	Donna	Hooks	Lexington
651	kathy	brazinski	Columbia
652	Shanitra	Singleton	Columbia
653	Lauren	Carwile	Lexington
654	ERWIN	MADDREY	Columbia
655	Mildred	Knight	Columbia, SC
656	Laura	Bentley	Columbia
657	Shannon	Carrigan	Columbia

658	Brenda	Thrift	Columbia
659	Kim	Poston	Columbia
660	Jolynn	Kuhn	Columbia
661	Teresa	Rimmer	columbia
662	Anne	McGirt	Columbia
663	Penny	Danielson	Pendleton
664	Elizabeth	Nickle, PhD	Edgefield
665	Andrew	Baeli	EDGEFIELD
666	Eva	Chiphe	Charleston
667	Marsha	Hathcock	Charleston
668	Melodie	Edwards	Charleston, SC
669	Josh	Patterson	Lexington/Charleston, SC
670	Peggy	Scruggs	Charleston
671	Melissa	Waskiewicz	Charleston
672	Ansley	Brown	Greenville
673	Yvonne	Barnes	Charleston, SC
674	Gabrielle	Gunter	Columbia
675	Susan	Hartwig	Charleston, SC
676	Mary	Masse	Charleston
677	Angelia	Lown	Summerville, SC
678	Doug	Lown	Elgin
679	Monica	Speaks	Cayce
680	Cecelia	Rogers	Chapin
681	Tauna	Johnson	Lexington
682	Peggy	Bozard	Pelzer
683	Paula	McIntire	greenville
684	Carol	neuburger	Lancaster
685	Sara	Scapellato	Greenwood
686	Meghan	James	beaufort
687	Doug	James	Beaufort
688	Jane	James	greenwood
689	Ian	James	Simpsonville
690	Anna	Smith	Columbia, SC
691	Theresa	Blitch	Due West
692	Pam	Kinsey	Due West, South Carolina
693	DOROTHY	EARLE	Due West, South Carolina
694	Kimberly	McAbee	columbia
695	Jaime	Karner	Pamplico
696	Eileen	Filyaw	Lake City
697	Dr Shannon	Robinson	Lake City
698	Janet	Lawson	Lake City
699	Beth	Selander	Lake City
700	Becca	Stein	Olanta
701	Alex	James	Lake City
702	John	Niles	Lake City, South Carolina 29560
703	Robin	Parker	Lake City
704	Helen	Mcgough	Lake City, SC

705	Lisa	Brownlee	Lake City
706	Nils	Regnell	Timmonsville
707	Phyllis	Nykiel	Timmonsville
708	Delores	Campbell	Florence, South Carolina
709	Bunny	Beckham	Anderson
710	Patrick	Burnett	Fort Mill, SC
711	Jessica	Spalding	Fort Mill
712	Dianna	Floyd	Fort Mill
713	Leigh	Unterspan	Florence
714	Amy	Lott	Florence, SC
715	Chris	Bail	Florence
716	Carolyn	Williams	Florence
717	Alice	Majkrzak	Florence
718	robin	davis	Florence
719	Mark	Adams	Florence
720	Sandra	Benfield	Florence
721	Butch	Dutton	Florence
722	Rhett	Harris	Florence
723	Jane	Sluder	Florence
724	Joan	Grimmett	Florence
725	tonya	thompson	Florence, SC
726	JOYCE	GERALD	Flornence
727	Lynn	Wilson	Florence
728	Tama	Price	Florence, SC
729	Elaine	DeCastro	Florence
730	Pam	Bowers	Florence, SC
731	Kelly	Gilstrap	Florence
732	Brent	Odom	Florence
733	Anne	Pillow	Florence
734	Jason	Owens	Florence
735	Ginny	Macasek	Florence
736	Thomas	Ritchie	Florence
737	William	Grantham	Florence
738	Sherry	Duncan	Florence
739	Donna	Rombauer	Florence
740	Sabrina	Thomas	Florence
741	Dave	Walker	Florence
742	Kathy	Morrison	Florence
743	Meghan	Gilsenan	Coward, SC
744	Kim	Kuhn	Sumter, SC
745	Valerie	Scalf	Lake City
746	Joy	Mazur	Sumter
747	Tara	Dean	Sumter, SC
748	Ruth	Rish	Greenville
749	Cyndi	Teeguarden	Greenville
750	Patricia	Buis	Rock Hill
751	Sherry	Jones	greenville

752	Stella	Carmody	Greenville
753	Theresa	Morelli	Greenville, SC
754	Shawn	Hagerty	Greenville
755	Brent	Bernier	Greenville
756	Anna	Sistare	Greenville
757	Niki	Goodale	Greenville
758	Sarah	Scott	Charleston
759	Bliss	West Baxley	Chapin
760	Becky	Zeigler	Greenville
761	David	Zeigler	Georgetown
762	Alice	Coleman	Georgetown
763	Jane	Livingston	Mt. Pleasant
764	Julie	Johnson	Aiken
765	Alicia	Weeber	Georgetown
766	Christine	McMahon	Columbia
767	Cynthia	Parker	Georgetown
768	Angela	Thoele	Charleston
769	Brian	Moss	Greer
770	Mary	Oxendine	Charleston
771	Jeff	Antioho	Chapin, SC
772	Pansy	Ezekiel	Columbia
773	Diane	Hackett	columbia
774	Carole	Ward	Powdersville
775	Teresa	Reed	Greer
776	brenda	bryant	Columbia
777	Pearlie	Lawson	Charleston
778	Jennifer	Canfora	Columbia
779	Spencer	Rhea	Charleston
780	Laurie	Barfield	Chapin
781	Marty	McKenzie	Greenville
782	sarah	raia	Piedmont
783	Brenda	Ingram	Florence
784	Amanda	Dysinger	Summerville
785	Jean	Powell	Columbia, SC
786	Carolyn	Hughes	Piedmont
787	Debby	Jordan	Easley
788	Laura	Brown	Easley
789	Traci	Mayfield	Abbeville
790	Elizabeth	Samples	Anderson
791	Gretta	Gore	Columbia
792	Martha	Altman	Aiken
793	Deborah	Wimberly	Liberty
794	Johna	Finley	Anderson
795	Rhonda	Thompson	Chapin
796	Lyn	Wolfe	Aiken, SC
797	Sharon	King-Hanley	Anderson
798	Angela	Flowers	Anderson

799	Latasha	Goodwin	Greenville
800	Kathy	Calamas	Pickens
801	Marsha	Meetze	greenwood
802	Cassandra	Campbell	Columbia
803	Shannon	Toole	Anderson
804	Lisa	Brundrett	Charleston
805	Del	Burton	easley
806	Don	Bramblett	Charleston
807	Melody	Barbour	chapin
808	ferlondo	tullock	Camden
809	courtney	makis	Simpsonville
810	Jamie	May	Piedmont
811	Colleen	Dorn	Columbia
812	Phyllis	McBride	North Augusta
813	Shirley	Glancy	Columbia
814	Lisa	Houser	Columbia
815	Louise	Rogers	Gaston
816	Sharon	Lothridge	Gaston SC
817	sherri	McCoy	Hopkina
818	John	Bonaparte	Blythewood
819	Nancy	Treisch	West Columbia
820	Emile	Stafford	Columbia
821	Sharon	Buddin	fort mill
822	Wayne	McIntosh	Rock Hill
823	Joshua	Zola	Lancaster
824	Melissa	gant	Lexington
825	Amanda	Avery	Beaufort
826	Rhonda	Beckey	summerville
827	Brian	Gregory	Anderson
828	Mark	Szymanski	Folly Beach
829	Lee	Ashe	Folly Beach
830	David	Burdette	Summerville
831	Sherrie	Jeffries	hardeeville
832	Sharly	Ross	Mauldin
833	Debbie	Griggs	Hilton Head Island
834	Alexandra	Neubauer	Columbia
835	Chris	Harris	Spartanburg
836	Adena	McDaniel	Myrtle Beach
837	Robin	Smith	Spartanburg
838	ken	spitzer	Jackson, South Carolina
839	Rhonda	Robinson	Chapin
840	Elizabeth	Whisennant	Charleston
841	April	Cone	Simpsonville
842	Sherry	Thomas	Columbia
843	Joy	Powers	Irmo
844	Lesley	McAbee	Travelers Rest
845	Becca	Jopling	Orangeburg

846	Ann	Bowden	Sumter, SC
847	Mary	Joines	Williston
848	Donna	Holliday	Winnsboro
849	Teresa	Parks	Columbia
850	Debra	Nickles	Columbia
851	monica	connelly	Goose Creek
852	Vance	Stine	Columbia
853	joyce	hale	goose creek
854	Martha	Jollie	Sumter
855	Miriam	Humphries	Rock Hill
856	Marlene	Jacobs	Simpsonville
857	Cherae	Talbert	Moncks Corner
858	Melanie	Dukes	Greenwood
859	Kama	Staton	Bluffton
860	Margene	Nelson-Willis	Beaufort
861	Krisila	Foster	Lake City
862	Delaney	Frierson	Columbia
863	Jan	Barnes	St Helena
864	Marleen	Hygema	Pawleys Island, SC
865	Jennifer	Wilsom	Beaufort, SC
866	Ladson	Berry	Pickens
867	Helen	Lukow	Greer
868	Donna	Peden	Greenville
869	Edwinna	Spencer	Columbia, SC
870	mary	phillips	Charleston
871	Dianne	Rutherford	West Union
872	Tanya	Godfrey	bluffton
873	Matt	Baker	Greenwood
874	Laura	Reames	abbeville
875	Barbour	Bordogna	abbeville
876	Lisa	Loftis	Florence
877	Robert	Barth	Abbeville, SC
878	Pat	Earl	Irmo
879	Diana	Bozzuto	Columbia
880	Patricia	Malphrus	Columbia
881	Benita	Hutchins	Chapin
882	Roland	Cabading	Greenville
883	Drew	Atkinson	Charleston
884	Cynthia	Nycum	Irmo
885	Julie	Wellons	North Augusta, SC
886	Alice	Kirby	Columbia
887	Patricia	Huff	Charleston
888	Linda	McElveen	Columbia
889	Jean	Mintz	Gilbert
890	Samantha	Simmons	Lexington, SC
891	Debra	Waldron	Irmo, SC
892	Martha	Best	Warrenville

893	Connie	Lowe	Aiken
894	Maralyce	Eubanks	greenville
895	Shawn	Clark	Union
896	Jill	Altman	Greenville
897	Harriet	Zwart	Pickens
898	Dr. Arlene	Bakutes	Greenville
899	Alvin	Maynor	Greenville
900	Tina	Sparks	Greenville
901	Martha	Strickland	Greer
902	Caitlin	Creagan	Greenville
903	Mary	Pell	Greenville
904	Cheryl	Deaver	Simpsonville
905	Laura	Burdick	Greenville, SC 29605
906	Bobbie	Lorick	Greenville
907	Jennifer	Marcengill	Greenville
908	Janet	Kuntz	Greenville
909	Curtis	Matthews	greer
910	Jane	Pence	Greenville
911	Cara	Morris	Greer
912	Randi	Cogswell	Greenville
913	Denise	Clark-Wilson	Greer
914	Melissa	Rawl	greer
915	Joyce	Davis	Greenville, SC
916	willie	davis	Greenville
917	Christin	Smith	Greenville
918	Teresa	Cusaac	Greenville
919	Chandra	Wilkins	Greenville
920	Jennifer	McClung	Travelers Rest
921	Eileen	Shultis	Taylors
922	Claudia	Wolverton	Greer
923	David	Sartain	greer s.c 29651
924	Linda	Brown	Greer
925	Shelly	Meyers	mauldin SC
926	Carolne	LeMay	greenville
927	Jill	Erwin	greenville
928	davis	angela	TAYLORS
929	brenda	willis	Taylors
930	Linda	Soyars	Greer
931	Susan	Milliken	Greer, SC
932	Karen	Addison	Taylors
933	David	Havird	Taylors
934	Margaret	Lee	Greenville
935	Marian	Gilree	Simpsonville
936	Erica	Markunas	Taylors
937	Cindy	Jennings	taylors
938	Christi	Carson	Mauldin, SC
939	Tracy	Goldman	Greer

940	Rosa	Craig	greer
941	Nick	Isaksson	Greer
942	Kerry	Cromer	Easley, SC
943	Nan	Aycock	Greer
944	Kevin	Sontag	Greenville
945	suzanne	shinn	Greenville
946	Lisa	Wilkins	Greenville
947	Teresa	Richardsons	Simpsonville
948	Cynthia	Downs	Greer
949	Stacey	Prosser	Greenville
950	Rebecca	Richardson	Greer
951	Lesley	Nichols	Greenville
952	Lisa	Ruth	Greenville
953	Georgette	Richards	Greenville
954	Anne	Smeaton	Greenville
955	paula	bartholomew	Ninety Six
956	Pamela	Smith	Aiken
957	Jeffrey	Phillips	Easley
958	Nieves	Lehmann	gaffney
959	Debra	Barber	Gaffney,
960	Joan	Carter	Gaffney
961	Daniel	Compton	Gaffney
962	Jodi	Shepard	Blacksburg
963	Jane	Nicol	GAFFNEY
964	Elissa	Blosser	Gaffney
965	Terri	Goodman	Greenwood SC
966	Miranda	Hash	Greenwood
967	Kathy	Kearse	Greenwood
968	Katherine	Habat	Greenwood
969	Cynthia	Pitts	Greenwood, SC
970	Nathan	Stewart	Greenwood
971	Glenda	Green	greenwood
972	Ronnie	Blackburn	Greenwood
973	Vicki	McCartha	Greenwood, SC
974	Aubrey	Groeber	Greenwood
975	Billie	Crawford	Greenwood
976	Joseph	Bath	Greenwood
977	Sharon	Randall	Greenwood
978	Lynda	Robinson	Greenwood
979	Betty	Strange	Greenwood
980	Lisa	Fagan	Greenwood
981	Linda	Aragon	Greenwood
982	Nona	Kerr	Greenwood
983	Pansy	Green	Greenwood
984	Paula	McCallister	Greenwood
985	Kathryn	Shope	greenwood
986	Barbara	Rackes	Greenwood

987	Lucille	McQuilla	Greenwood
988	Kim	Roper	Greenwood
989	April	Worley	Greenwood
990	Eric	Roper	greenwood
991	Robin	Newton	Greenwood
992	Mary Beth	Hill	Greenwood, SC
993	Teresa	Dale	Greenwood
994	Paige	Pennington	Greenwood
995	Dawn	Searson	Greenwood
996	sarah	jackson	Greenwood
997	Bettye	Boone	Greenwood
998	Robert	Hines	Greenwood
999	Belinda	Speaks-wilson	Greenwood
1000	Melissa	Pruitt	greenwood
1001	Keith	Nelson	Greenwood
1002	Leighann	Butler	Greenwood
1003	Dana	Terry	Greenwood
1004	Carlina	Earhart	Greenwood
1005	Ellen	Hudson Holweg	Greenwood
1006	Nancy	Allen	grenwood
1007	Sheila	Gordon	Greenwood
1008	Shelley	Hood	Ware jShoals
1009	Amanda	Ryan	Varnville
1010	Scott	Thomas	Varnville
1011	Ken	Ryan	Hampton
1012	Michelle	Gastreich	Hampton
1013	Bradley	Smith	Estill
1014	ASHLEY	HENDERSON	beaufort
1015	Kim	Saunders	beaufort
1016	ophelia	mcclary	BLUFFTON
1017	judy	pittman	Bluffton
1018	nolan	pittman	Bluffton
1019	Kathryn	Wright	Beaufort
1020	Jodi	Niles	bluffton
1021	Ruth	Warren-Goldston	Bluffton
1022	Delsie	Simmons	Easley
1023	CINDY	PARKER	Daniel Island
1024	Cindy	McClendon	ridgeville
1025	Claudia	Boyd	Pinopolis
1026	Jane	Anderson	Myrtle Beach
1027	Kathleen	Davis	Longs, SC
1028	Dan	Jepson	little river
1029	Valerie	Winans	Myrtle Beach
1030	Debra	Bishop	Conway
1031	Jane	Reavis	Myrtle Beach
1032	Lauren	Narduzzi	Myrtle Beach
1033	Sara	Broome	Myrtle Beach

1034	Wall-Mitchell	Mary Ellen	Myrtle Beach
1035	Kathy	West	Conway
1036	tomeshia	washington	Myrtle Beach
1037	Sheila	Lenz	Conway
1038	taylor	johnson	Myrtle Beach, SC
1039	katelyn	robinson	Myrtle Beach, SC
1040	Marguerite	Canty	myrtle beach
1041	brianna	mcmillon	Loris
1042	miranda	spader	Myrtle Beach
1043	Linda	Vaughan	Myrtle Beach
1044	kisyria	kennedy	Myrtle Beach
1045	Beverly	Gary	Myrtle Beach
1046	Lisa	Hallman	Myrtle Beach
1047	jovan	weston	Little River
1048	Elliott	Thomas	Myrtle Beach
1049	Betty	Lowery	myrtle beach
1050	bryan	evans	Myrtle Beach
1051	Joyce	Stover	Myrtle Beach
1052	Carol	Bright	North Myrtle Beach
1053	Elizabeth	Thomas	Myrtle Beach
1054	David	Almonte	Myrtle Beach
1055	David	DeWeese	Loris
1056	chip	tinsley	Murrells Inlet
1057	Lila	Abraham	Conway
1058	Pam	Laursen	Conway, SC
1059	Ralph	Macdonald	Conway
1060	Karen	Neal	Myrtle Beach
1061	Alex	Canty	Aynor
1062	Danny	Scruggs	Myrtle Beach, SC
1063	Joyce	Dearing	Myrtle Beach
1064	Angie	Nelson	Conway, SC
1065	Kristen	Nunn	Myrtle Beach
1066	Ulysses	Simpkins	Myrtle Beach
1067	Gloria	McFadden	Myrtle Beach, SC
1068	Frankie	Latham	Surfside Beach
1069	Karen	Flynn	conway
1070	Tim	Mullis	Conway, SC
1071	Lessie	Penn	Conway, SC
1072	Hallie	Carde	Myrtle Beach
1073	Deborah	Bobo	Myrtle Beach
1074	Beth	Berrien-Clark	myrtle beach
1075	Heather	Ulmer	Myrtle Beach
1076	Jim	Harpe	Myrtle Beach
1077	Butler	Walter	Conway
1078	Claude	Alewine	North Myrtle Beach
1079	Joan	Dickinson	Myrtle Beach
1080	Carolann	Groshans	Myrtle Beach, SC

1081	Elena	Rush	Charleston
1082	Trista	Abernethy	Alexandria, VA
1083	Pegge	Shaughnessy	Estill
1084	Jody	Smith	Irmo
1085	Deborah	Gardner	Columbia
1086	Phillip	Jackson	Greenville
1087	Linda	Pratt	Greenwood, SC 29646
1088	Lottie	Barnes	spartanburg
1089	Janet	Collins	Greenville
1090	Candace	Kirby	Abbeville
1091	Vanessa	Ray	PELZER
1092	Clara	Harris	Sumter
1093	Karen	Parker	west union
1094	Candace	Chapman	Marion, SC
1095	Wren	Wilson	Abbeville
1096	Kathryn	Smoak	Irmo
1097	Beverly	Dawkins	Columbia
1098	Julie	Fowler	Columbia
1099	Janet	Ayers	Hilton Head Island
1100	Julie	Shippy	Sumter
1101	Barbara	Booth	Easley
1102	Regina	DiBona	Lancaster
1103	Elizabeth	Arnold	Marion
1104	Dean	Byrd	Sumter
1105	Sharmen	Oswald	Newberry
1106	Sherwin	Johnson	Sumter, SC
1107	Jennifer	Weishaar	cassatt
1108	Shana	van Hoff	Simpsonville
1109	Kathryn	Metzinger	irmo
1110	Angel	Skinner	Greenville
1111	Nathan	van Hoff	Greer
1112	Beth	Collins	columbia
1113	April	Tuten	greenwood
1114	Ann Marie	DeMarte	Myrtle Beach
1115	Jessica	Cauthen	Hampton, SC
1116	Patricia	Ulmer	Fort Mill
1117	mary jane	sullivan	Lancaster
1118	Ginny	Cartee	Lancaster
1119	Kathryn	Burgess	Greenville
1120	Tara	Cunningham Cantey	Goose Creek
1121	Gerrita	Postlewait	cHESTER
1122	Teresa	Nirenstein	Orangeburg
1123	jason	postlewait	Myrtle Beach
1124	Rebecca	Osborne	orangeburg
1125	Michelle	Altman	Lexington
1126	Jamie	Collins	Florence
1127	Gladys	Lemon	Charleston

1128	Lori	Glenn	Pinewood, SC
1129	Kim	Dixon	charleston
1130	Brenda	Madden	Beaufort
1131	Paul	Carboni	Anderson
1132	Lucy	Ledgerwood	Cayce
1133	Amanda	Bryant	Charleston
1134	Cherie	Nobrega	Columbia
1135	Nancy	Mankin	Beaufort
1136	Kelly	Reese	Columbia
1137	Erin	Patterson	Allendale
1138	Timothy	Patterson	Columbia
1139	Frank	Murph	Calhoun Falls
1140	Jeriah	Owens	Florence
1141	HELEN J	MAXWELL	Kansas City
1142	Susan	Buchholz	Charleston
1143	Teresa	Carter	Darlington
1144	Everette	Dean	Florence, SC
1145	Missy	Ateyeh	Abbeville
1146	Melanie	Aga	Ware Shoals, SC
1147	Robert	Brown	Abbeville
1148	Deborah	Cooper	Iva
1149	Ray	Miller	Central
1150	Joan	Miller	Calhoun Falls
1151	Edna	Searson	Columbia
1152	Stephanie	Bridges	neeses
1153	Julie	Hiott	Lexington
1154	Kathy	Hunt	fountain inn
1155	Tracy	Lopez	Columbia
1156	Scott	Becker	Prosperity
1157	Carole	Freeman	Greer
1158	Cameran	Davenport	Surfside Beach
1159	Tamisha	Varn	Beaufort
1160	Rushton	Linda	Beaufort
1161	Nancy	Huntley	Beaufort
1162	Dana	Depew	yemassee
1163	Cindy	Hamlett	Hardeeville
1164	Tara	Park	Hardeeville
1165	Jean	Thomas	Hardeeville
1166	Donna	Walters	Hardeeville
1167	Debi	Boliner	Hardeeville
1168	Charlina	Carter	Ridgeland
1169	Linda	Gordon	Ridgeland
1170	Douglas	Carter	Hardeeville
1171	Kathy	Carter	ridgeland
1172	T	Edwards	RIDGELAND
1173	jane	turner	Ridgeland
1174	bruce	stines	Ridgeland

1175	anna	bazzle	Hardeeville
1176	Tommy W	Farmer	Ridgeland
1177	Jessie	Robinson	Bluffton
1178	Helen	Brown	Ridgeland
1179	Elizabeth	Sullivan	Easley
1180	Melissa	Reeves	Woodruff
1181	Angela	Griffin	Myrtle Beach
1182	Jeannie	Eidson	Hanahan
1183	Travis	Glasper	Charleston
1184	John	Dozier	Columbia
1185	Beverly	Gurley	lake view, SC
1186	Gloria	White	Greenwood SC
1187	lauren	maher	Pendleton
1188	Mary Jo	Walker	Latta
1189	Carson	Walker	Laurens
1190	Amy	Lee	Laurens
1191	David	Corder	Laurens
1192	Ginger	Hicks	Laurens
1193	Michelle	Ratliff	Laurens
1194	Janelle	Rivers	Laurens
1195	Jennifer	Prince	Laurens
1196	Annette	Harrison	Laurens
1197	Christina	Snider	Laurens
1198	Kathy	Walters	Laurens
1199	Wadell	Muhammad	Laurens
1200	Donna	Darby	Laurens
1201	Debbie	Miller	Laurens
1202	Valerie	Davis	Laurens, SC
1203	Maytee	Stephens	Laurens
1204	Shelley	Struble	Laurens
1205	Cassandra	Jenkins	Clinton
1206	Stephanie	Rush	Clinton
1207	Cynthia	Infinger	Clinton
1208	Alla	Polatty	Laurens, SC
1209	Paula	Harris	Indian Land
1210	Kevin	Black	Lancaster
1211	cynthia	query	Kershaw
1212	Tara	Waldhauer	Kershaw
1213	Kathleen	Houser	Kershaw
1214	Wesley	Hodgin	Lancaster
1215	Norma	Grant	Kershaw, SC
1216	Mildred	Brown	Kershaw
1217	Bernetha	Scarborough	Lancaster
1218	Barbara	Johnston	Kershaw
1219	shawne	cassidy	Kershaw, SC
1220	Betty	Woodward	Kershaw
1221	Mary	Eckbreth	Lancaster

1222	Louise	Taber	Kershaw
1223	Mahaley	Windham	Kershaw
1224	Teresa	Sowell	Kershaw
1225	Sylvia	Gale	Lancaster, SC
1226	Esther	Rogers	Heath Springs
1227	Dione	Ashley	Heath Springs
1228	Judy	Myers	Lancaster
1229	margaret	adams	Lancaster
1230	Robert	Shortt	Kershaw
1231	Anita	Zucker	Lancaster
1232	Travis	Allen	Lancaster
1233	MaryEllen	Greene	Lancaster
1234	Cecilia	Bell	Clinton
1235	Kelly	Gabriel	Clinton
1236	Melanie	Johnson	Easley
1237	uday	pudota	Bishopville, S. C.
1238	Debra	Burnett	Bishopville
1239	Janet	Hodge	Bishopville
1240	Pamela	Varnish	West Columbia
1241	Todd	Bedenbaugh	Lexington
1242	Norma	Coote	Lexington
1243	Melissa	LaBerge	Irmo
1244	Barbara	DUCharme	West Columbia
1245	Karen	Fowler	West Columbia
1246	Carolyn	Freeman	Lexintgon, SC
1247	Monica	King	Cayce
1248	Alicia	Root	Columbia
1249	Susanne	Teague	Batesburg-Leesville
1250	Bowen	Kenneth	Chapin
1251	Robin	Morris	Irmo
1252	Tammy	Cheely	Chapin
1253	Jackie	Furr	Irmo
1254	Angel	Yock	Chapin
1255	Terri	Blackwell	Chapin
1256	Janis	Sparks	Chapin
1257	Mary	Wingard	chapin
1258	Wendy	Spears	Columbia
1259	Lisa	Carlton	Chapin
1260	sean	cowley	Newberry
1261	Scott	Douglass	Chapin
1262	Cheryl	Herman	Columbia
1263	Blondelle	Gadsden	newberry
1264	Marguerite	Lavigne	Columbia, SC
1265	Roy	Holloway	chapin
1266	Michelle	Gibbs	Chapin
1267	Karen	Sweat	Irmo
1268	Christa	Franklin	Chapin

1269	Angie	Raymond	Lexington
1270	Betty	Bell	Lexington, SC
1271	Nicole	Abbott	Lexington, SC
1272	Allison	Jacques	Lexington
1273	Ora Susan	Hughes	Lexington
1274	Patricia	Allen	Lexington
1275	Virginia	Bishop	Lexington
1276	jennifer	powlas	Lexington, SC
1277	paula	pridgen	Leesville
1278	Helen	Conroy	Lexington
1279	Deborah	Holmes-Gamble	Lexington
1280	Joye	Taylor	lexington
1281	Diane	Smith	Lexington
1282	Connie	Williamson	Lexington, SC
1283	Carolyn	Logue	Lexington
1284	Holly	Miller	swansea
1285	Donna	Lynch	Lexington
1286	Virginia	Reijners	Lexington
1287	Lindsay	Harris	SWANSEA
1288	Bonnie	Byrd	Swansea
1289	Wendy	major	Swansea
1290	Debra	Palmer	Swansea
1291	Pam	Fralick	West Columbia
1292	Elizabeth	McKenzie	Swansea
1293	karen	hill	orangeburg
1294	Dan	Smeaton	Lexington
1295	Lisa	Kosier	Columbia, SC
1296	Jessica	Bohn	Gaston
1297	Mary	Godwin	Columbia
1298	georgia	heckman	swansea
1299	Christie	Reid	Columbia
1300	Norman	Culclasure	Gaston
1301	Elizabeth	Nagy	Neeses
1302	Steve	Hebler	Swansea
1303	Jonathan	Phillips	Swansea
1304	Crystal	Goins	swansea
1305	Pat	karabees	Gaston
1306	McKenzie	Loudermilk	Swansea
1307	Margaret	Emery	Gaston
1308	Angela	Bolin	Lexington, S. C.
1309	Emily	Jolly	Lexington
1310	Debra	Wilkinson	Swansea
1311	Beth	Rogers	swansea
1312	Dena	Hendrix	Gaffney
1313	Vicki	Shockley	Chapin
1314	Lori	Albertson	Lexington
1315	Bruce	Parker	Lexington

1316	jeannie	epps	sumter
1317	Emily	Kelly	Camden
1318	mary	gulledge	Hanahan
1319	Leigh Ann	Bane	Spartanburg
1320	Mary	Hutto	Greenville
1321	Ginnie	Ponder	Goose Creek
1322	Jack	hutto	Charleston
1323	Diane	Dasher	Walterboro
1324	Terri	Collins	walterboro
1325	Patricia	Woods	Walterboro
1326	Jennifer	Valenti	Walterboro
1327	Elizabeth	Pannell	Walterboro
1328	Karen	Beaman	Walterboro
1329	shelley	floyd	Walterboro, SC
1330	Terry	Bennett	Walterboro
1331	Nicholas	Western	Walterboro
1332	Catherine	Smith	St. George, SC
1333	Glover	Smiley	St. George, SC
1334	carol	Morrissey	st.george
1335	Julie	Edwards	Dorchester
1336	Danielle	Major-Murphy	Dorchester
1337	Kim	Hayes	Harleyville
1338	Virginia	Boney	Latta
1339	christine	crawford	Latta, SC
1340	Michelle	Black	Latta
1341	Natalie	Cloninger	Latta
1342	Barbara	Helms	Marion
1343	Emily	Robertson	Latta
1344	Anne	Godbee	Latta
1345	sherril	pelli	Elloree
1346	Linda	Greenwood	Columbia
1347	Alice	Atkins	Columbia
1348	Kim	Volek	Columbia
1349	Laura	Eggers	Marion
1350	Tammy	Law-Wright	Marion
1351	Megan	Heuse	Marion
1352	Sarah	Dagenhart	Marion
1353	Melodye	Van Volkinburg	Florence
1354	James	Shinn	Marion, South Carolina 29571
1355	Shannon	Gaetke	Marion, SC
1356	Marilyn	Gower	Marion
1357	Esther	Weidenhof	Marion
1358	tamula	helmuth	Marion
1359	Debbie	Maddox	Mullins
1360	nicole	smalls	Johnsonville
1361	Teresa	Patterson	Florence
1362	Carolyn	Peters	Rains, SC

1363	Randall	Dixon	Britton's Neck
1364	Frances	Morant	Clio
1365	teresa	sconzo	Bennettsville
1366	windsor	faulkenberry	Bennettsville
1367	Sundae	Cora	Bennettsville
1368	Helena	Chutjian	Bennettsville
1369	Elizabeth	Wiley	Clio
1370	beverly	dore	Clio
1371	Becky	Whilden	Hamer, SC 29547
1372	sherri	payne	Clio
1373	Will	Payne	Bennettsville
1374	Tina	Pateracki	Clio S.C.
1375	Susan	Filler	McCormick
1376	anne	sbrocchi	McCormick
1377	William	Stevens	Greenwood
1378	D	VOLK	Irmo
1379	Patricia	Smith	Rock Hill
1380	Marti	Kuntz	Columbia
1381	Caroline	Schuler	Lexington
1382	Kim	Abron	Fort Mill
1383	Donna	Smith	Woodruff
1384	Helen	West	Inman
1385	Shannon	Rindt	Spartanburg
1386	Linda	Linke	Columbia
1387	Margaret	Baxley	Lake City
1388	Janice	McDowell	Columbia
1389	Tina	Boyle	Dillon
1390	Larry	Saye	Lexington, SC
1391	Lerlisa	McKnight	Chapin
1392	Ruth	Dechant	Charleston
1393	Kevin	Sandusky	Greenwood
1394	Tracie	Gardner	Greenville
1395	Robert	Clark	Newberry
1396	Elizabeth	Callaham	Newberry
1397	Anita	Wheeler	Newberry
1398	Janice	Young	Newberry
1399	Margaret	Proffitt	Newberry
1400	Angela	Rowe	Moore
1401	Julie	White	Abbeville, SC
1402	Jim	White	Santee
1403	Amy	Trask	Holly Hill
1404	Kim	Cheney	Greer
1405	Alexander	Cobb	Walhalla
1406	Susan	Thrasher	Walhalla
1407	Tanya	Dean	West Union
1408	Rachel	Catalano	Seneca
1409	Terri	Catalano	Walhalla

1410	Tim	Spence	seneca
1411	Colleen	Johnston	Walhalla
1412	MaryAnne	LaFontaine	Walhalla
1413	Amy	Buckingham	Seneca, SC
1414	Patricia	Hutchinson	Walhalla
1415	Charmane	Freeman-Greene	Seneca
1416	Christie	Wyatt	Westminster
1417	Bridget	Sitarski	Seneca
1418	Evelyn	Towns	Tamassee, SC 29686
1419	Mary	Ellenberg	Orangeburg
1420	Susan	High	Orangeburg
1421	Tammy	Bowman	Orangeburg, SC 29115
1422	Amanda	Wilson	Orangeburg
1423	jacqueline	walsh	Orangeburg
1424	Mary	Heflin	Lexington, SC
1425	Katherine	Smith	Cope
1426	Clara	Ford	Orangeburg
1427	Sylvia	Scott	orangeburg
1428	Barry	Atkinson	Orangeburg
1429	Sonya	Bryant	Cordova, SC 29039
1430	Donna	Catton-Johnson	Orangeburg
1431	anna	moore	Cordova
1432	kimberly	solomon	Cordova, SC
1433	Charlotte	Hagood	North
1434	Lisa	Andrews	North
1435	Delia	Brownlee	Orangeburg, South Carolina
1436	Eartha	Holmes	Orangeburg
1437	Wally	Meggs	Orangeburg
1438	Allison	Shanahan	Orangeburg
1439	gloria	singleton	Orangeburg, SC
1440	Cynthia	Brodie	Columbia, SC
1441	Albert	Pressley	Columbia
1442	Bryant	Connie	Columbia
1443	Janice	Holland	Columbia
1444	Linda	Lavender	Columbia
1445	Scott	Little	Columbia
1446	John	Zedek	Swansea
1447	Leah	Ortega	Florence
1448	Emma	Caldwell	Abbeville
1449	Peggy	Johnson	Pendleton, SC
1450	Elizabeth	Earle	Piedmont
1451	Jody	Penland	Easley
1452	Jason	Bushnell	pickens
1453	Shirnetha	Belk	Easley
1454	Patricia	Carter	Easley
1455	Mary	Brown	Easley
1456	Susan	Allen	Pickens

1457	Karen	Hall	Easley
1458	Woodrow	El-amin	Easley
1459	Deborah	Ehlers	Charleston
1460	Althea	Aiken	Charleston
1461	Angela	Huggins	Columbia
1462	Barbara	Allen	Columbia
1463	Pat	Flora	Florence, SC
1464	Mary	Morgan	Laurens
1465	Michele	Freeman	York
1466	Clara	Thompson	Hilton Head Island
1467	Anna	Okupinski	Columbia
1468	Rebecca	Marino	Columbia
1469	Angela	Simmons	Columbia, S. C.
1470	Renee	Shiflet	Columbia
1471	Melissa	Holt	columbia
1472	sharron	Williams	Columbia, SC
1473	Elizabeth	Humphrey	Columbia
1474	Lindsey	Toomer	Columbia, SC
1475	Marilyn	Milam	Columbia
1476	Sheneque	Jackson	COlumbia
1477	Kriss	Kirkindoll	Columbia
1478	Shelia	Myers	Rock Hill
1479	Mary Jo	Fox	Rock Hill
1480	William	Cue	Saluda
1481	Carol	Goodwin	Saluda
1482	Kim	Spigener	saluda
1483	Denise	Gartrell	Saluda
1484	terrie	williams	Saluda
1485	Jacki	Martin	Saluda
1486	Suzette	Greiner	Saluda
1487	Leigh	Haltiwanger	Saluda
1488	Peggy	Hawkins	Saluda south carolina
1489	Gloria	Caldwell	saluda
1490	Melissa	Lewis	Saluda
1491	Lisa	Fowler	Columbia
1492	Tommy	Stokes	Columbia
1493	Brandi	Shepherd	Columbia
1494	Beth	Hill	Columbia
1495	Dustin	Lewis	Florence
1496	Betty	Richardson	florence
1497	Thelma	Sojourner	Florence
1498	Julie Anna	Hartwell	Florence
1499	Craig	Stine	Columbia
1500	Alice	Armstrong	Florence
1501	Mike	Carmical	Columbia, SC
1502	Kate	Olin	Orangeburg
1503	Megan	Selman	Columbia, SC

1504	John	Fallon	Florence
1505	Christy	Berry	West Columbia
1506	Julie	Sprinkles	Marion
1507	Amanda	Smith	Marion
1508	Lawrence	Armstrong	Florence
1509	Wanda	Edwards	Effingham
1510	Teresa	McDuffie	Effingham
1511	Anna	Miller	florence
1512	iris	meeker	Florence
1513	Willie	Scott	Florence
1514	Mary	Bates	Columbia
1515	scott	wille	Irmo, SC
1516	Marvette	Washington	Columbia
1517	Kate	Bailey	Myrtle Beach
1518	Suzanne	Wates	Myrtle Beach
1519	Leah	Bias	Lexington
1520	Patricia	DeLeone	North Myrtle Beach
1521	Emily	Smith	Columbia
1522	Lynn	Ferguson	florence
1523	Beverly	Haynes	Orangeburg
1524	sheila	evans	Florence
1525	CAROLYN	SANDERS	Irmo
1526	Emily	Hatcher	Summerville
1527	Amy	Dills	Columbia
1528	Leslie	Skinner	Florence
1529	Jay	Wolfe	Florence, SC
1530	Ruby	Pinnex	Florence
1531	Jeannette	Wilcox	Florence
1532	laura	hamm	Florence
1533	laura	hamm	Florence
1534	Diane	Dunsmore	Florence
1535	Judy	Couch	Columbia
1536	Karen	Rex	gaston, sc
1537	sumesh	nair	chapin
1538	Eunice	Cornelius	Bishopville
1539	Betty	Gregory	Orangeburg
1540	Angela	Breci	Columbia
1541	Geneva	Thompson	Little River
1542	Morgan	Brown	Conway
1543	Kelly	Eldridge	LITTLE RIVER
1544	Sherry	Lybrand	Columbia
1545	Georgene	Hightower	COLUMBIA, SC
1546	Amanda	Rumsey	Elgin
1547	Carol	Alberto	Columbia
1548	Marybeth	Doucette	Florence
1549	Bob	Rindt	Columbia
1550	Tamika	Shuler	Clinton

1551	Denis	Yongue	Sumter
1552	Marian	Cobb	Gable,
1553	Georgette	Best	Sumter
1554	Jabari	Quarles	Dalzell
1555	Xavier	Best	Sumter
1556	LaRhonda	Stoney	Sumter
1557	TyKendran	Creech	Sumter
1558	Tamequa	Maner	Sumter
1559	Erica	Ciucci	Spartanburg
1560	GRETTA	GORE	Columbia, SC
1561	Jacqueline	Pelzer-Shuler	Columbia
1562	Monica	Kelly	Abbeville
1563	karen	buchanan	Greenville
1564	Betty	Stone	Woodruff
1565	Caroline	Faber	Laurens,SC
1566	FELICIA	KINARD	Spartanburg
1567	Marybeth	Mahrer	Spartanburg
1568	Deloris	Elliott	Spartanburg
1569	Veronica	Jackson	Spartanburg
1570	Devon	Hughes	Spartanburg
1571	Keith	Nix	Spartanburg, SC
1572	Shakir	Nailah	Greer
1573	Sarah	Gullick	Spartanburg
1574	Merry	Valkenburg	spartanburg
1575	Jennifer	Hines	Spartanburg
1576	Elizabeth	Hyman	Spartanburg
1577	Patti	Campbell	Spartanburg
1578	Jennifer	Harper	Spartanburg
1579	Jennie	Baldwin	Spartanburg,SC
1580	Jean	Smith	Spartanburg
1581	ADRIENNE	WELLS	Spartanburg
1582	Christopher	Land	Spartanburg
1583	Skip	Hopkins	Spartanburg
1584	James	Smith	Spartanburg, SC
1585	Rose	Capell	spartanburg
1586	Patricia	Stanley	Spartanburg
1587	Rebecca	McDowell	Spartanburg
1588	Angie	Ferguson	Spartanburg
1589	Mary	LaVerne	Spartanburg
1590	Claudette	Leary	Spartanburg
1591	Elizabeth	Henderson	Spartanburg
1592	Anthony	Quarles	Spartanburg
1593	Timothy	Hall	Spartanburg
1594	marge	hoover	Spartanburg
1595	James	Cox	Glendale S.C.
1596	susan	stewart	Spartanburg
1597	Mark	Horne	Spartanburg

1598	Elise	Pauley	Spartanburg
1599	Sam	Gilliam	Spartanburg
1600	Evelyn	Richburg	Spartanburg
1601	Johnny	Chard	Spartanburg
1602	Gaye	McKee	Spartanburg
1603	wileene	gunnells	Spartanburg
1604	Jim	Pearman	Chesnee SC
1605	Robert	Devore	Boiling springs
1606	Amy	Powell	Boiling Springs
1607	Vicki	carter	Inman, South Carolina
1608	P	Fusco	Spartanburg, SC
1609	Sandra	Welch	Spartanburg
1610	Karen	LaLonde	spartanburg
1611	Amanda	Raniszewski	Woodruff
1612	Steve	Garrett	Spartanburg
1613	Carla	Summersett	Greer
1614	Jeanne	Price	Moore
1615	Shannon	Carter	Sparteanburg
1616	Lyuda	Bentsiy	Spartanburg
1617	Tammi	Mentis	Irmo
1618	Dare	Morris	Spartanburg
1619	Lori	Glace	Aiken, SC
1620	Jeff	Chatlosh	chapin
1621	Jan	Schultz	myrtle Beach
1622	Shane	Cox	Sumter
1623	Joni	Wilson	Sumter
1624	robin	rosenberg	Sumter
1625	Larry	Duncan	Sumter
1626	Betsy	Dutton	Sumter
1627	Clare	Horne	sumter
1628	Kim	Lollis	Sumter, SC
1629	Nicholas	Hyduke	Sumter
1630	Gina	Drebenstedt	Sumter
1631	Julie	Williams	Sumter
1632	Travis	Harris	Sumter
1633	David	Perry	Sumter
1634	Elizabeth	DuBard	Florence
1635	Annette	Stone	Florence
1636	David	Mudd	Greensboro
1637	Rebecca	Snider	Beech Island
1638	Lynette	Cobb	Union
1639	Tracey	Bowie	Anderson
1640	Mary	Winn	Aiken
1641	mal jean	THOMAS	rock hill
1642	Jerry &Gertie	Carroll	Columbia
1643	Kevin	Smith	Greenville
1644	beth	kelly	Abbeville

1645	Deannie	McCord	Andrews
1646	KAREN	KIRKHAM	Lake City
1647	Katrina	Hilton	Kingstree
1648	Brooks	Hogan	Kingstree
1649	Jamie	Hilton	Hemingway
1650	Taylor	Hilton	Kingstree
1651	Janice	Howard	Abbeville
1652	Frenchie	Moser	Abbeville
1653	Collins	Moser	Abbeville
1654	Linda	Arnold	Abbeville
1655	Emily	Busby	abbeville
1656	Tamela	Ward	Iva, SC
1657	Philip & Gwen	Martin	Abbeville
1658	Adrienne	Padner	Abbeville
1659	MERRY	COX	Abbeville
1660	brenda	loftis	Abbeville
1661	Ann	Nichols	Abbeville, SC 29620
1662	Sandra	McNeill	Calhoun Falls, SC
1663	ronald	rhodes	Abbeville
1664	Michelle	Rose	Abbeville
1665	Teresa	Shippy	Abbeville
1666	Sue	Matthews	Abbeville
1667	Amanda	Ferguson	Abbeville, S.C.
1668	Cheryl	Rose	Due West, SC
1669	Ben	DeMarco	Abbeville
1670	Debbie	DeMarco	Marion
1671	Grace	DeMarco	Timmonsville SC
1672	Paul	DeMarco	Williston
1673	Theodore	DuBose	Williston
1674	Holly	Lee	Williston
1675	Brenda	Chadwick	Williston
1676	Stephanie	Smothers	Barnwell
1677	Katina	Davis	Williston
1678	Nakita	Griffin-Hanna	Williston
1679	Alice	Drozdowicz	Willistion
1680	Maria	Bolen	Lexington
1681	MELISSA	MCLEAN	Lexington
1682	sallie	poole	Kershaw
1683	Mickie	Ellis	Inman
1684	Robert	Sherer	Rock Hill
1685	Madeleine	McGee	Rock Hill
1686	Kerry	Murphy	Rock Hill
1687	Margaret	Davis	Rock Hill
1688	Eva	Gamble	Rock Hill
1689	Kevin	Henderson	rock hill
1690	V. Keith	Wilks	Charleston
1691	Nora	Johnson	North Augusta

1692	Madison	Howard	Eutawville
1693	Rebecca	Elkins	Furman
1694	Nikkie	Callahan	York
1695	Kathleen	Wilkins	Barnwell
1696	Grosse	Sarah	Johnston
1697	Brooke	Doolittle	Chapin
1698	Katherine	Hoffman	North Augusta
1699	Sandra	Milford	Williamston
1700	Kaileen	Yeh	Columbia, SC
1701	Joseph	Fulmer	Cope
1702	Lanis	Young	Florence
1703	Ellen	McDuffie	Chapin
1704	CHARITY	ADAMS	Piedmont
1705	Rachel	Fogle	Greenwood
1706	Anna	Williams	Piedmont
1707	Pamela	Varnish	Greenville
1708	Joe	Nickles	Anderson
1709	Hannah	Reynolds	Easley
1710	Cheryl	Bannister	Anderson
1711	Elise	Hind	Abbeville
1712	Lauren	Freeman	Irmo
1713	Susan	Glenn	Marion
1714	Earlene	Milford	Columbia
1715	Marrita	Gamble	Piedmont
1716	Varonica	Crawford	Charleston
1717	Melinda	Davis	florence
1718	Sara	Harding	Camden
1719	Jeanette	Ellis	Piedmont
1720	Smith	Deloise	Irmo
1721	Kay	Mitchum	Saluda
1722	Lesa	Thomas	Columbia, SC
1723	Debbie	Johnson	West Columbia SC
1724	Elizabeth	Birch	Walterboro
1725	Brenda	Tolbert	Columbia
1726	Amanda	Finney	Orangeburg
1727	Justin	Edwards	Orangeburg
1728	Felicia	Finney	Florence
1729	Wanda	Thomasson	Greenville
1730	Larry	Hartsell	Blythewood, SC
1731	Taylor	Tsuboi	Columbia
1732	Allison	Braun	Irmo
1733	Nella	Barkley	Heath Springs
1734	bridget	hakes	Columbia
1735	mary	bouch	Lexington
1736	Cassie	Sturdivant	Rock Hill, SC
1737	Cailen	Sniker	Bluffton
1738	Sarah	McLeod	Summerville, SC

1739	McKenzie	Monts	lyman
1740	Lisa	Carmikle	Rock Hill
1741	Deree	Ward	Chesnee
1742	Lynn	Kuykendall	Ruffin
1743	Lily	Hunt	Greenville
1744	Catherine	Sennyey	Charleston
1745	Herbert	Harrison	Columbia
1746	Kristen	Burghardt	surfside beach
1747	Margaret	Jameson	Mt Pleasant, SC
1748	Sarah	Sherwood	Greer, SC
1749	Mathew	Sherwood	Swansea
1750	Robin	Bessenger	Longs
1751	cynthia	lawson	Columbia, SC
1752	Betty	Ware	Sumter
1753	Katharine	Catania	greer
1754	Laura	Bodie	Greer
1755	margaret	farner	Summerton, SC
1756	Eric	Rice	Mt. Pleasant
1757	Thomas	Fitzpatrick	Spartanburg
1758	Taylor	Till	Leesville
1759	Charles	Thomas	Chester
1760	Marian	Mackey	Olar
1761	Rion	Tapp	Greenville
1762	amanda	brown	Atlanta
1763	John	Sheppard	greer
1764	Michele	Davenport	greer
1765	Eloise	Smith	Sumter
1766	Stephanie	Sturkie	Columbia, SC
1767	Felicia	Goins	COnway
1768	Eliza	Ballou	sumter
1769	Richard	Newcomb II	sumter
1770	James	Gettys	sumter
1771	Sandra	Gettys	Sumter
1772	Rebecca	Elkins	sumter
1773	Yvonne	Hill	sumter
1774	David	Stone	sumter
1775	B	lewis	Lexington
1776	Sandy	Scott	Greenwood
1777	Don	Chappell	Walterboro, S. C.
1778	LARRY	DUNCAN	Clemson
1779	Jennifer	Rutledge	Easley
1780	Robin	Ashley	Sumter
1781	Frankie	Taylor	Conway
1782	ALICIA	SHOCKLEY	Summerville
1783	Kristen	Turner	Easley
1784	Sarah	Lewis	Ware Shoals
1785	Crystal	Crocker	Smoaks

1786	Donna	Shockley	Greenwood.S.C. 29649
1787	Alison	Stone	Due West
1788	Belinda	Johnson	Marion
1789	Cindy	Markward	Gilbert
1790	Alice	Rodriguez	Charleston
1791	John	Koumas	Greer
1792	Charllie	Hind	Lake City
1793	Terry	Hogston	Columbia
1794	Louis	Olivier	Moore
1795	Jewell	Bounds	Summerville
1796	Shirley	Seawright	cheraw
1797	Erick	Figueras	Abbeville
1798	runelle	weeks	Irmo
1799	Heather	Gaston	new zion
1800	Phil	Jones	Beaufort
1801	Rachel	Stephens	Saint Helena Island
1802	Dorothy	Emery	Columbia
1803	Ross	Hill	Bluffton,
1804	Kimberly	Mack	Bluffton
1805	Dottie	Schaefer	Beaufort
1806	Monica	Key	Rock Hill
1807	Linda	Botts	beaufort
1808	Jeannine	Franco	Spartanburg
1809	Becky	Montrose	columbia
1810	KIM	LONODN	Beaufort
1811	charlotte	campbell	Beaufort
1812	Mary	Grantham	Beaufort
1813	Michael	Watts	Bluffton
1814	Marsha	Johnson	summerville
1815	Judy	Vitters	Bluffton
1816	Christine	Fisher	Columbia
1817	Amanda	LeeVan	Greenville
1818	Roy	Stehle	Williston
1819	Dee	Appleby	Bluffton
1820	Allen	Wutzdorff	Lake City
1821	Schanen	Smith	Beaufort
1822	Richard	Murdach	Lady's Island
1823	Michael	Allen	Blackville, SC
1824	Oliver	McCurry	beaufort
1825	Dana	Jones	Columbia
1826	Pat	Lowder	Walhalla
1827	John	Lane	Blythewood
1828	June	McCall	Indian Land
1829	Teresa	Jacks	Georgetown
1830	Lisa	Rix	Irmo
1831	Ray	Davis	Marietta, Georgia
1832	Lane	Peeler	Columbia

1833	Shelia	Grant	Mt. Pleasant
1834	Kelly	Hayden	Orangeburg
1835	Susan	Frillici	St. Matthews
1836	Teresa	Payne	Allendale
1837	Radine	Tate	Allendale
1838	Jason	Coakley	Allendale
1839	Ron	Webber	Barnwell, SC
1840	Scot	Hockman	Allendale
1841	bryan	dubose	Abbeville
1842	Kyle	Hoover	Laurens
1843	LaTonya	Johnson	Abbeville
1844	Velma	English	Abbeville
1845	G. E.	Harding	Greenwood, SC
1846	David	Bailey	Anderson
1847	Andrew	Londergan	DUE WEST
1848	Ute	Aadland	Chapin
1849	N.	Crider	Rock Hill
1850	Dibbie	Shealy	Spartanburg
1851	Roselyn	Snell	Abbeville
1852	Nicole	Haigler	irmo
1853	Stacey	Ray	columbia
1854	Constance	ST.Onge	Charleston
1855	Cynthia	Phillips	Florence
1856	Carrie	Fuller	donalds
1857	Kathy	Brown	rock hill
1858	Ophelia	Darby	ABBEVILLE
1859	Zachary	Polin	Calhoun Falls
1860	Brittany	Batchler	Honea Path
1861	Lisa	Jones	Charleston, SC
1862	darby	chrishawn	Aiken
1863	Tanner	Swain	Abbeville
1864	Lawrence	Darby	timmonsville
1865	Lila	Jamison	Saluda
1866	chrishawn	darby	Orangeburg
1867	Pamela	Londergan	Orangeburg
1868	Debbie	Thompson	orangeburg
1869	Donald	Tudor	neeses
1870	Cynthia	Riley	Abbeville
1871	Barbara	Elliott	Cordova
1872	Stepehn	Whiteley	Columbia
1873	Mary B.	Dantzler	Lexington
1874	Beth	Mackinem	York

Race to the Top Petition

After finishing in 6th place among 40 states, the South Carolina Department of Education is making a second try for Race to the Top, a high-profile competitive federal grant program that could provide our public schools with **$175 million** over four years.

South Carolina would use the money to:

- Adopt standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
- Build data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction
- Recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most; and
- Turn around our lowest-achieving schools

Broad-based support can help South Carolina's effort to win.

We, the undersigned, support and encourage South Carolina's efforts to reform in the four key areas and make our state schools even stronger

Name	City	Email
(b)(6)	Florence	(b)(6)
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	
	FLORENCE	
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	
	FLORENCE	

SOUTH CAROLINA future minds™
INNOVATION for PUBLIC EDUCATION

Name	City	Email
(b)(6)		(b)(6)
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	
	Florence	

SOUTH CAROLINA future minds
INNOVATION for PUBLIC EDUCATION

Name	City	Email
(b)(6)	Spartanburg	(b)(6)
	Columbia	
	Cola.	
	Greenville	
	Columbia	
	Orangeburg	
	Orangeburg	
	Charleston	
	Columbia	
	COLUMBIA	

Race to the Top Petition

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Name	City	Email
(b)(6)		

SOUTH CAROLINA future minds
INNOVATION for PUBLIC EDUCATION

Name	City	Email
(b)(6)		

SOUTH CAROLINA
future minds
INNOVATION for PUBLIC EDUCATION

May 18, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex,

We support South Carolina's comprehensive Race to the Top reform plan. As educators of note, we know that the state has assembled a strong group of stakeholders who have worked closely with the South Carolina Department of Education to improve education outcomes for South Carolina through this proposal.

Our work, as educators, has been recognized nationally by *Education Week's Quality Counts*, where South Carolina continues to be ranked first in the nation for improving teacher quality. In addition, Princeton Review has ranked South Carolina's testing system eleventh in the nation and named the state's academic proficiency standards among the nation's most rigorous. Our teachers and administrators have received national accolades for their work, including National Secondary Principal of the Year, a National Drop-out Prevention educator, and numerous Blue Ribbon Schools.

South Carolina is also a national leader in service-learning programs. Last year, more than 100,000 students volunteered more than a million hours of community service. In addition our state ranks third in the nation in the number of teachers certified by the prestigious National Board for Professional Teaching Standards. Our state is also a leader in innovative classrooms of choice. Through mentoring, professional development, and the growth of regional teacher forums, we are, in fact, transforming public education in South Carolina—welcoming and embracing the 21st Century.

The South Carolina Race to the Top proposal incorporates a comprehensive and integrated approach in addressing the visionary requirements of Race to the Top. The proposal includes

- adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- building data systems that measure student growth and success and informing teachers and principals about how they can improve instruction;
- recruiting, developing, rewarding, retaining, and distributing effective teachers and principals, especially where they are needed most; and
- turning around our lowest achieving schools.

We know that South Carolina will push forward to embrace the change needed to create students excited to live and work in an international community. We support this collaborative effort and pledge to participate and celebrate South Carolina's Race to the Top.

As educators, we are determined to help shape the development and delivery of these action plans. Together, we can and will make the state's Race to the Top proposal a reality for the future of our students and state.

South Carolina Teachers of Excellence *

Jennifer (Buffy) Murphy – Co-chair - 2007 SC Teacher of the Year
Malinda Taylor – Co-chair – 2001 SC Milken Award Recipient
Jonna Adcox – 2002 SC Milken Award Recipient
Cherlyn Anderson – 1997 SC Milken Award Recipient
Mary Nell Anthony – 2005 SC Milken Award Recipient
Nancy Elizabeth (Libby) Baker – 1999 SC Teacher of the Year
Heather Bass – 2008 SC Milken Award Recipient
Dr. Cliff Barrineau – 2003 SC Milken Award Recipient/2006 SC Honor Roll Teacher
Kathy Clark – 2007 SC Honor Roll Teacher
Bryan Coburn – 2010 SC Teacher of the Year
Angela Cooper – 2005 SC Honor Roll Teacher
Dr. Traci Young Cooper – 2002 SC Teacher of the Year
Lucia Dantzler – 2007 SC Honor Roll Teacher
Linda Dowling – 2008 SC Honor Roll Teacher
Christine Fisher – 1998 SC Teacher of the Year
Jay Forrest – 2001 SC Milken Award Recipient
David Foster – 1994 SC Milken Award Recipient
Jason Fulmer – 2004 SC State Teacher of the Year, 2004 National Finalist
Yvonne J.D. Griffin – 1999 Milken Award Recipient
Jenna Hallman – 2009 SC State Teacher of the Year
Dr. Frances Hardy – 2008 SC Honor Roll Teacher
Katherine Henderson – 2009 SC Milken Award Recipient
Christina Hunter – 2004 SC Milken Award Recipient
Dr. Zona Jefferson – 1996 SC Milken Award Recipient
Melody Johnson – 2011 SC Honor Roll
Amelia Kinard – 2005 SC Honor Roll Teacher
Arthur Lader – 1997 SC Milken Award Recipient
Mary Lostetter – 2000 SC Teacher of the Year
Dr. Peggy Makins – 2002 SC Milken Award Recipient
Derenda Marshall – 2010 SC Honor Roll Teacher
Julia Marshall – 2011 SC Honor Roll Teacher
Kelly McCalla – 1997 SC Teacher of the Year/2000 SC Milken Recipient
Amanda McKee – 2010 SC Honor Roll Teacher
Deborah Moore – 2010 SC Honor Roll Teacher
Kelly Nalley – 2011 SC State Teacher of the Year
Rona Neely – 2009 SC Honor Roll Teacher
Robert Ondere – 2009 SC Milken Award Recipient
Kathy O'Quinn – 2006 SC Honor Roll Teacher
Libby J. Ortmann – 2011 SC Honor Roll Teacher
Jeanie Reed – 2009 SC Honor Roll Teacher
Dodie Burns Rodgers – 1993 SC Teacher of the Year, 1994 National Finalist
Renee Sanders – 2009 SC Honor Roll Teacher
Ann Shaw – 2000 SC Milken Award Recipient
Dawn Smith – 2008 SC Honor Roll Teacher
Dywanna Smith – 2010 SC Honor Roll Teacher
Josie Stratton – 2009 SC Honor Roll Teacher
Ann Marie Taylor – 2008 SC Teacher of the Year
Kim Taylor – 2006 SC Honor Roll Teacher
Ruth Taylor – 2005 SC Honor Roll Teacher
Debra Templin – 1996 SC Teacher of the Year
Genia Webb – 2007 SC Milken Award Recipient
Barbara Weston – 1995 SC Milken Award Recipient
Eric Wilkinson – 2007 SC Milken Award Recipient
Shay Willimon – 1998 SC Milken Award Recipient
Linda (Cookie) Winburn – 2005 SC Teacher of the Year

*Teachers of Excellence is a distinguished coalition composed of South Carolina's award-winning State Teachers of the Year, Honor Roll teachers and Milken Family Foundation Award recipients.

South Carolina School Improvement Council Online Petition

SCHOOL IMPROVEMENT COUNCIL SUPPORT FOR SC'S RACE TO THE TOP APPLICATION

SC is applying for a $175 million grant to implement four key reforms as outlined in the letter from the SC School Improvement Council.

A key method of garnering points is to have broad stakeholder support for the plan among parents, educators, and community members.

As an entity composed of those stakeholders and one charged with overseeing school improvement and innovation, the School Improvement Councils are the perfect vehicle for demonstrating that support.

Please indicate whether your School Improvement Council commits to support the State's Race to the Top plan as outlined in the letter

- ○ Yes, our school improvement council agrees.
- ○ No, our school improvement council does not agree.
- ○ Our school improvement council is undecided.

Your school's name:

Your district:

Your name:

Your contact information (phone or email):

Thank you for taking time to support our State's education reform efforts, and for your volunteer participation in SIC school improvement and innovation efforts.

School Improvement Council Online Petition Supporting SC INSPIRED

Your school's name:	Your district:	Your name:
Chapin Middle School	School District Five of Richland & Lexington Counties	Lisa Corning
Robert Smalls Middle School	Beaufort	Nicholas Western
Lockett Elementary School	Orangeburg CSD 4	Hercules Busby
Carolina Elementary	Darlington County	Nique Knockemus
Lemira Elementary School	District #17	Cassandra Castleberry
Whale Branch Elementary/JJ Davis ELC	Beaufort	Tamiko Gingles
Ridgeland Middle School	Jasper County School District	Cathy G. Morgan
St. Helena Elementary	Beaufort County School District	Melissa Murray
Burke Middle High School		20 Shawnicqua Hanna
Burke Middle High School		20 Genita Hanna
Burke Middle High School		20 Genita Hanna
Irmo High School	School District Five of Lexington and Richland County	Eddie Walker
Berea Middle School	Greenville County Schools	Lynn Edwards
Burgess Elementary School	Horry County Schools	Mark Mitchell
Bethune-Bowman Elementary School	Orangeburg Consolidated District Five	Salley R. Houser
Blue Ridge Middle School	Greenville COunty	Andrew Batman
Bethune-Bowman Elementary School	Orangeburg Consolidated District Five	Dyrease Jackson
Summit Drive Elementary School	Greenville County	Mary E. Miller
Oaklland Primary	Sumter School District Two	Jamma Bradford
Oakland Primary	Sumter School District Two	Jamma Bradford
Rivers Oaks Middle School	Dorchester District Two	Tyrone Sanders Sr
Oakview Elementary	GReenville	Starr Boone
W.C. SULLIVAN MIDDLE	YORK 3	MICHAEL WAIKSNIS
W.C. Sullivan Middle		
Brunson Elementary School	Hampton 1	Mary P. Hutto
Maryville Elementary School	Georgetown County School	Stephanie S. Bell, Principal
Airport High School	Lexington #2	Mitchell Yell
Academy for the Arts, Science, and Technology	Horry	Don Poland
Oakview Elementary School	Greenville County	Whitney Whitehill
Oakview Elementary	Greenville County,SC	Charles P. Jolley
Branchville High School	Orangeburg Consolidated School District 4	David B. Hess
Edisto Elementary School	Orangeburg Consolidated #4	Belinda Johnson
Oakview Elementary	Greenville	Sharman Armstrong
Pickens Elementary School	Pickens County	Scott Kelley
Oakview Elementary	Greenville County	Ruth Daly
Lakewood Elementary	Horry	Ozell J. Newman, P.E.
Allendale-Fairfax High School	Allendale County Schools	Gloria Hamilton
Edisto Primary School	Orangeburg Consolidated School District 4	Susan A. Zeigler
Okatie Elementary	Beaufort	Nan Faciszewski
Edisto High School	Orangeburg 4	Merriell Smith
Oakview Elementary School	PTA DiSTRICT 1	L. Williams
Marlboro County High School	School District of Marlboro County	LTC(R) Justin F. Blum
Hilton Head Island Middle School	Beaufort	David Long
St. Helena Elementary School	Beaufort County	Michelle Singleton
Hunter-Knard-Tyler Elementary School	Orangeburg Consolidated Four	Debra W. Norman
Lakeforest Elemantary	Greenville County	Siria Harrison
Carver-Edisto Middle School	Orangeburg Consolidated 4	Jeannie Monson
Polo Road Elementary School	Richland Two	James Manning
Easley High School	Pickens	Macario Acosta
Stone Academy of Communication Arts	Greenville County Schools	Ed Holliday
Bethune Bowman Elementary School	Orangeburg Consolidated School District 5	Wanda E. Shuler

School Improvement Council Online Petition Supporting SC INSPIRED

McCormick Elementary	Marion 2	Mrs. Lou Bame
Hilton Head Island High School	Beaufort County	Roberta Foss, HHIHS SIC Chair
Northside Middle School	Lexington Two	David Sims
Lemira Elementary School	Sumter 17	Michelle DuBose-Schmitt
St. Helena Elementary School/ Early Learning Center	Beaufort	Tomeka Watson
Whale Branch Middle School	Beaufort	Deeni Everly
Robert Smalls Middle School	Beaufort	Anna Edwards
Hillcrest Middle School	Sumter School District Two	Robert Barth
Ridge VIew High	Richland Dist# 2	Colien Stephens
Lee Central Middle School	Lee County	Mary W. Randall
Mellichamp Elementary School	Orangeburg Consolidated School District 5	Beverly Stroman
Lemira Elementary School	Sumter School District 17	Leslie Dowling
White Knoll High School	Lexington School District #1	Bill McCarter
Bethel-Hanberry Elementary	Richland Two	Jeff Williams
Colleton County HS	Colleton	Patricia R. Pawlak
Northwood Middle School	Greenville County Schools	Susan Scarborough Smith
Mossy Oaks Elementary	Beaufort	Walt Gnann
H.B. Rhame Elementary	Richland One	Darlene Stroman
Bethune-Bowman Elementary	Orangeburg Consolidted Five	Sally Houser
Bethune-Bowman Elementary	Orangeburg Consolidated Five	Tunisha Summers
Bethune-Bowman Elementary	Orangeburg Consolidated Five	Julie Dicks
Bethune- Bowman Elementary	Orangeburg Consolidated Five	Audrey Felder
Bethune-Bowman Elementary	Orangeburg Consolidated Five	Vincent Pendarvis
Bethune-Bowman Elementary	Orangeburg Consolidated Five	Shaundra Sellers, SIC Secretary
Blythe Academy	Greenville County	Katy Smith, SIC Co-Chair
Bethune-Bowman Elementary	Orangeburg Consolidated Five	Tanya Ayers
Bethune-Bowman Elementary	Orangeburg Consolidated Five	Rosenda Starling
Bethune-Bowman Elementary	Orangeburg Consolidated Five	Betty Hameen
Bethune-Bowman Elementary School	Orangeburg Consolidated School District 5	Karen Wimberly
Rice Creek Elementary School	Richland District 2	Michelle Lockhart
McKissick Elementary School	Pickens	Jeannie Hommerding, SIC Chairperson
JV Martin Junior High School	Dillon 2	Frankie Camp
Liberty Elementary School	Pickens	Anna Esuary, SIC Chairperson
Crestwood High School	Sumter School District #2	Candace J. Leggett
Pine Tree Hill Elementary	Kershaw	Lisa Shannon
Central Elementary School	School District of Pickens County	Elliott Southard
Hardeeville Elementary School	Jasper County	E. Tedd Moyd
Cane Bay High School	Berkeley	Lee Larrew
Sue Cleveland Elementary	Greenville Co.	Karen Chambers
St. Andrews Middle School	Richland One	Professor veronica Green-Strong, SIC Chair
Oakland Primary School	Sumter Two	Shirley G. Tomlin
Lake City Elementary	Florence 3	Renee Kirby
Eagle Nest Elementary School	Dorchester Dist 2	Joyce Becwar
Academic Magnet High School	Charleston	susan staub
Centerville Elementary School	Anderson 5	Kory Roberts
St Helena Elementary	Beaufort County School	Nicole Townsend
Augusta Circle Elementary	Greenville	Kim McFall
Pineview Elementary	Lexington 2	Sue Walton
Lady's Island Middle School	Beaufort	Robert White
F. J. DeLaine Elementary	Sumter SChool District Two	Dr. Roosevelt O Miott
East Aiken Elementary	Aiken	Mary Robinson
Strom Thurmond High School	Edgefield County	Matthew Schilit
Heyward Career & Technology Center	Richland One	Sherry Rivers
The Governor's School for the Arts and Humanities		John Hunter

School Improvement Council Online Petition Supporting SC INSPIRED

Bethune-Bowman Elementary	Orangeburg Consolidated Five	Sharon D. Boatwright
Aiken High School	Aiken County Public Schools	Amy Conkelton
Pickens Elementary School	Pickens	Dr. D. H. Freitag
Rudolph Gordon Elementary	Greenville County	Robin Marlar
Blaney Elementary	Kershaw	Susan Surratt
Bethune-Bowman Elementary School	Orangeburg Consolidated 5	Charlene Stokes
Webber Elementary School	Richland County School District One	Yvonne Hall
Griggs Road Elementary School	York #2	Pamela L. Cato
Concrete Primary	Anderson One	Sherry Padgett
Holly Hill Roberts Middle	Orangeburg Consolidated School District Three	JoAnn B. Lawton
Battery Creek High School	Beaufort County	Betty Shell
Dent Middle School	RSD2	Marty Roth
sumter high school	sumter 17	rutledge dingle
Forest Hills Elementary School	Colleton	Bridget Runyon
Garrett Academy of Technology	Charleston County	Marzel Thomas
Brookland-Cayce High School	Lexington 2	Scott Newman
Spring Valley High School	Richland District Two	Dr. Gregory Owings
Kensington Elementary School	Georgetown County School District	Fedrick Cohens
Robert Smalls Middle School	Beaufort County School District	Ada A McDonald
Fairfield Magnet School for Math and Science	Fairfield County	Tracie A. Davis
Savannah Grove Elementary	Florence School District One	Chandar Anderson
Kershaw Elementary	Lancaster County	Jennifer C. Etheridge
Oakridge Middle School	York # 2	William H. Largen
Woodruff Primary School	Spartanburg District Four	Kimberly W. McAbee
Paul Knox Middle School	Aiken County	John Murphy

The
S·C·E·A
THE SOUTH CAROLINA EDUCATION ASSOCIATION
Teaching for Tomorrow

421 Zimalcrest Drive • Columbia, South Carolina 29210-6899
803-772-6553 • 1-800-422-SCEA • FAX 803-772-0922

January 12, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 702
Columbia, South Carolina 29201

Dear Dr. Rex:

On behalf of The South Carolina Education Association (The SCEA), the professional association for educators PK-12 in South Carolina, I am pleased to express our overall general support for South Carolina's grant application to further our States comprehensive educational reform plans with Race to the Top funding. South Carolina's plan could propel educational advancement across our state by: (1) encouraging the use of data to promote effective instruction and to guide decisions; (2) promoting equitable distribution of effective educators; (3) transitioning to enhanced 21st century, internationally benchmarked standards and assessments; and (4) working to turn around our struggling schools. Our organization appreciates the opportunity to have provided input and comment on these plans at the September and October 2009 partner meetings.

The SCEA understands the need to build upon South Carolina's existing success to further drive improvements in public education. As the leading advocate for educational change in South Carolina and with offices across the state, The SCEA provides instructional development, technology innovation, recertification assistance, legal services, political action, legislative initiatives, leadership growth and development, and educator benefits to our members. Our membership includes: classroom teachers, guidance counselors, media specialists, principals, superintendents as well as bus drivers, teaching assistants, lunch room operators, maintenance engineers, clerks and secretaries. Such a diverse and broad membership means that The SCEA can provide access and training to a large number of staff in our schools with the assistance from our national affiliate, the National Education Association.

If the grant is funded, The SCEA will work in good faith and collaborate with the South Carolina Department of Education and other partners to improve teaching and learning in our public schools. We look forward to working on specific implementation and policy issues or concerns as they arise at the state and local level, to determine the best course of action for our schools. We pledge to work and to ensure the active involvement of educators in advancing the reform goals, and to meet the needs of public school students and employees across our state. The SCEA looks forward to participating in the implementation of South Carolina's comprehensive reform plan to create a *Great Public School for Every Student*.

Sincerely,

Sheila C. Gallagher

Sheila C. Gallagher
The SCEA President

Aaron Wallace, Executive Director

Sheila C. Gallagher, President
Ray James, Vice President
Joyce R. Wilson, NEA Director

May 17, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex,

Thank you for the opportunity to attend the partners meetings on Race to the Top and to provide input in September and December on our State's comprehensive educational reform plans. On behalf of the Palmetto State Teachers Association (PSTA), I endorse the State of South Carolina's grant proposal for Race to the Top funding. As an independent statewide teachers' organization committed to providing each child a quality education, PSTA fully appreciates the advancements our State will experience when teams use data to promote effective instruction and to guide decisions; when effective educators are equitably distributed; when the State transitions to enhanced, 21st century, internationally benchmarked standards and assessments; and when our struggling schools have the necessary supports to turnaround persistently low achievement. All of these efforts will require a consistent and clear message to our State's educators, and PSTA can assist with communicating the needs for change.

PSTA applauds our plan to build upon our existing successes and to drive further innovation in public education. As a proponent for evidence-based educational change, and with a board and leadership composed of teachers from six regions across South Carolina, PSTA provides professional development, promotes certification with the National Board for Professional Teaching Standards, and advocates for our membership. PSTA can provide access and training to a large number of staff in our schools and can assist with the change management that any reform effort requires.

PSTA supports the transfomational vision in the SC INSPIRED grant proposal and is excited about participating in the development and delivery of this comprehensive reform plan

Thanks for all you do to move South Carolina forward

Sincerely yours,

Kathy Maness

Kathy Maness
Executive Director

Palmetto State Teachers Association
2015 Assembly Street • Columbia, SC 29201 • 803-256-2065 • 1-800-849-7782

We, the undersigned, represent the building level (principal) leadership for each of the thirty (30) schools (public and charter) in Beaufort County, South Carolina. Each day we are responsible for the education, health, safety and future of 19,584 Beaufort County students. As parents and educators, we are committed to providing the highest quality and most effective educational experience possible.

Each signature below represents our support of, and commitment to, South Carolina's application for the federal Race to the Top funds. Specifically, we support the four critical reform areas and regardless of the outcome of the Race to the Top we will continue our efforts to advance our students, teachers and schools in these areas. In our respective roles as parent and building level leaders we fully support and are committed to:

- rigorous standards that will help us prepare students for success in post-secondary education and the global workforce;
- recruiting, developing, rewarding and retaining highly effective teachers—each student has a right to;
- *using* effective data systems to measure student growth and achievement AND to inform teachers and administrators in a timely manner about opportunities to improve instruction
- turning around out lowest performing schools by increasing growth among each and every student in our care

We will do everything possible to continue to advance student achievement among each and every student entrusted to our care.

Valerie Truesdale — 5/2/2010

Dr. Valerie P. Truesdale, Superintendent — Date

Dr. Sean Alford, Chief Instructional Officer — 5/14/10

Date

Elementary Schools

Beaufort Elementary School
1800 Prince Street
Beaufort, SC 29902

Jennifer Morillo, Principal

Bluffton Elementary School Early Childhood Center
150 H. E. McCracken Circle
Bluffton, SC 29910

Christine Brown, Principal

Broad River Elementary School
474 Broad River Road
Beaufort, SC 29906

Constance Goodwine-Lewis, Principal

Coosa Elementary School
45 Middle Road
Beaufort, SC 29907

Carmen Dillard, Principal

Daufuskie Island School
P.O. Box 54
Daufuskie Island, SC 29915

Brooke Rowe, Principal

Hilton Head Early Childhood Center
165 Pembroke Drive
Hilton Head Island, SC 29926

Adrienne Sutton, Principal

Hilton Head International Baccalaureate Elementary
30 School Road
Hilton Head Island, SC 29926

Jill McAden, Principal

Hilton Head School for the Creative Arts
10 Wilborn Road
Hilton Head Island, SC 29926

Gretchen Keefner, Principal

James J. Davis Early Childhood Education Center
364 Kean Neck Road
Seabrook, SC 29940

Don Doggett, Principal

Joseph S. Shanklin Elementary School
121 Morrall Drive
Beaufort, SC 29906

Mark Mansell, Principal

Lady's Island Elementary School
73 Chowan Creek Bluff
Beaufort, SC 29907

Molly Kingma , Principal

Michael C. Riley Elementary & Early Childhood Center
172 Burnt Church Road
Bluffton, SC 29910

Joshua Parks, Principal

Mossy Oaks Elementary School
2510 Mossy Oaks Road
Beaufort, SC 29902

Donald Gruel, Principal

Okatie Elementary School
53 Cherry Point Road
Bluffton, SC 29909

Jamie Pinckney, Principal

Port Royal Elementary School
1214 Paris Avenue
Port Royal, SC 29935

Jo Shirley, Principal

Red Cedar Elementary School
10 Box Elder Street
Bluffton, SC 29910

Dr. Kathleen Corley, Principal

Riverview Charter School
302 Burroughs Avenue
Beaufort, SC 29902

Wendy Randall, Principal

Shell Point Elementary School
81 Savannah Highway
Beaufort, SC 29906

Mary Ellen Parks, Principal

St. Helena Elementary School & Early Learning Center
1025 Sea Island Parkway
St. Helena Island, SC 29920

Kay Keeler, Principal

Whale Branch Elementary School
15 Stuart Point Road
Seabrook, SC 29941

Don Doggett, Principal

Middle Schools

Beaufort Middle School
2501 Mossy Oaks Road
Beaufort, SC 29902

Carole Ingram, Principal

H E McCracken Middle School
250 H.E. McCracken Circle
Bluffton, SC 29910

Phillip Shaw, Principal

Hilton Head Island Middle School
55 Wilborn Road
Hilton Head, SC 29926

Jim Shirley, Principal

Lady's Island Middle School
30 Cougar Drive
Beaufort, SC 29907

Terry Bennett, Principal

Robert Smalls Middle School
43 W. K. Alston Drive
Beaufort, SC 29906

Denise Smith, Principal

Whale Branch Middle School
2009 Trask Parkway
Seabrook, SC 29941

Mona Lise Dickson, Principal

High Schools

Battery Creek High School
1 Blue Dolphin Drive
Beaufort, SC 29906

Edmond Burnes, Principal

Beaufort High School
84 Sea Island Parkway
Beaufort, SC 29907

Dr. Daniel Durbin, Principal

Beaufort-Jasper Academy for Career Excellence
80 Lowcountry Drive
Ridgeland, SC 29936

~~Eddie Ogden, Principal~~ S. Christopher Dinkins, Director

Bluffton High School
12 H. E. McCracken Circle
Bluffton, SC 29910

Robert Anderson, Principal

Hilton Head Island High School
70 Wilborn Road
Hilton Head, SC 29926

Elizabeth O'Nan S/ Shawn Collyer, Interim Principal

Abbeville County School District

Leader of local educators' association (if applicable):

Joyce Cunningham 5/11/10

Signature/Date

Joyce Cunningham President

Print Name/Title

Abbeville County Education Association

Print Organization's Name

Leader of local parent-teacher organization (if applicable):

Signature/Date

Print Name/Title

Print Organization's Name

Abbeville County School District

Leader of local educators' association (if applicable):

Signature/Date

Print Name/Title

Print Organization's Name

Leader of local parent-teacher organization (if applicable):

Angela B Sykes 5-13-10

Signature/Date

Angela Sykes / President

Print Name/Title

School Improvement Council

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Rene Richey 5-12-10

Signature/Date

Rene Richey, PTO Pres.

Print Name/Title

PTO Marshall Primary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Teresa Phillips 5-12-10

Signature/Date

Teresa Phillips PTO Board Member

Print Name/Title

PTO

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Crystal Key 5-12-10

Signature/Date

Crystal Key, SIC member

Print Name/Title

SIC

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Patrick Jefferson 5-12-10

Signature/Date

Patrick Jefferson SIC Chairperson

Print Name/Title

SIC

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Hope Patterson / 5-14-10
Signature/Date

Hope Patterson / President
Print Name/Title

PTO Wright Elementary
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Christy Hughes / 5-14-10
Signature/Date

Christy Hughes / SIC member
Print Name/Title

SIC Wright Elem.
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Misti Smith / 5-14-10
Signature/Date

Misti Smith / Treas.
Print Name/Title

PTO Wright Elementary
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Laura Guthrie / 5-14-10
Signature/Date

Laura Guthrie / Sec.
Print Name/Title

PTO Wright Elementary
Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Jane F Green / 5/14/10

Signature/Date

Jane F Green / Teacher

Print Name/Title

School Improvement Council Belton Middle School

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Maxine LeCroy 5/14/10

Signature/Date

Maxine LeCroy PTO

Print Name/Title

PTO / Belton Middle School

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

5/14/10

Signature/Date

Eleanor Dean / SIC

Print Name/Title

School Improvement Council BMS

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Lester McCall / 5/14/10

Signature/Date

Lester McCall / Assistant Principal / School Improvement Council

Print Name/Title

Belton Honea Path High School / SIC

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Tammy Jo Welch 5/14/10

Signature/Date

Tammy Jo Welch / Library Assistant / PTO

Print Name/Title

Belton Honea Path High School PTO

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

[signature] 5/14/10

Signature/Date

John Snead / Principal / SIC and PTO

Print Name/Title

Homea Path Middle School

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Mary M Smith 5/14/10

Signature/Date

Mary M Smith / PTO President

Print Name/Title

Homea Path Middle School PTO

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson District Two

Local parent-teacher organization or School Improvement Council:

Traci McGaha 5-14-10

Signature/Date

Traci McGaha SIC member

Print Name/Title

Honea Path Elementary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Nan Campbell 5-14-10

Signature/Date

Nan Campbell - Member of SIC + PTO

Print Name/Title

Honea Path Elementary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Paula B Clarke 5/14/10

Signature/Date

Paula B Clarke, SIC, PTO

Print Name/Title

Honea Path Elementary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Sharon C. Jenkins 5/14/10

Signature/Date

Sharon C. Jenkins, SIC, PTO

Print Name/Title

Honea Path Elementary

Print Organization's Name

Participating LEA (type or write LEA name here):

Anderson School District Two

Local parent-teacher organization or School Improvement Council:

Paula Gilreath 5/14/10

Signature/Date

Paula Gilreath PTO Member

Print Name/Title

Parent-Teacher Organization Belton Elementary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Andrea Burriss 5/14/10

Signature/Date

Andrea Burriss School Improvement Council Mem.

Print Name/Title

School Improvement Council Belton Elementary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Participating LEA (type or write LEA name here):

Charleston County School District

Leader of local educators' association (if applicable):

Signature/Date

Print Name/Title

Print Organization's Name

Leader of local parent-teacher organization (if applicable):

Marzel Thomas
Signature/Date

Marzel Thomas
Print Name/Title

District IX PTA
Print Organization's Name

Participating LEA (type or write LEA name here):

Clarendon School District One

Leader of local educators' association (if applicable):

Viola R. Dingle 5/17/2010

Signature/Date

Mr. Viola Dingle, President

Print Name/Title

Clarendon County Association of Retired Educators

Print Organization's Name

Leader of local parent-teacher organization (if applicable):

Charnette B. Brown 5/17/2010

Signature/Date

Ms. Charnette B. Brown, President

Print Name/Title

St. Paul Elementary School Parent-Teacher Association

Print Organization's Name

Participating LEA (type or write LEA name here):

Clarendon School District One

Local parent-teacher organization or School Improvement Council:

Luetina Green 5-14-2010

Signature/Date

Luetina Green

Print Name/Title

Scott's Branch Middle School Improvement Council

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Keith Bowman 5/14/10

Signature/Date

Keith Bowman

Print Name/Title

St. Paul Elementary School Improvement Council

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Participating LEA (type or write LEA name here):

Clarendon County School District Three

Local parent-teacher organization or School Improvement Council:

Shannon K Webster 5/12/10
Signature/Date

Shannon K. Webster / Member
Print Name/Title

School Improvement Council
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Karen N. Creech 5-12-10
Signature/Date

Karen N. Creech / School Improvement Council Chair
Print Name/Title

School Improvement Council
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Kim Driggers 5/12/10
Signature/Date

Kim Driggers / Secretary
Print Name/Title

School Improvement Council / Title I Planning
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Patti McElveen 5/12/10
Signature/Date

Patti McElveen PTO President
Print Name/Title

Parent/Teachers Organization
Print Organization's Name

Dorchester Two

Leader of local educators' association (if applicable):

Signature/Date

Print Name/Title

Print Organization's Name

Leader of local parent-teacher organization (if applicable):

Susan D Strohm May 10, 2010

Signature/Date

Susan D Strohm President

Print Name/Title

SC PTA District 23 PTA

Print Organization's Name

Georgetown

Leader of local educators' association (if applicable):

Signature/Date

Print Name/Title

Print Organization's Name

Leader of local parent-teacher organization (if applicable):

E'Lane C. Rutherford

Signature/Date

E'Lane C. Rutherford, President

Print Name/Title

Waccamaw Intermediate School P.T.O.

Print Organization's Name

Participating LEA (type or write LEA name here):

Laurens 55

Leader of local educators' association (if applicable):

Signature/Date

Print Name/Title

Print Organization's Name

Leader of local parent-teacher organization (if applicable):

Kris Krystyniak 5-5-10

Signature/Date

Kris Krystyniak, Chairperson, District Advisory Council

Print Name/Title

Laurens County School District No. 55

Print Organization's Name

Participating LEA (type or write LEA name here):

Lexington County School District Three

Local parent-teacher organization or School Improvement Council:

5-7-2010
Signature/Date

Brantlee A. Taylor BLPS SIC Chairman
Print Name/Title

Batesburg-Leesville Primary School Improvement Council
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

5/7/10
Signature/Date

Jason Williams BLES SIC Chairman
Print Name/Title

Batesburg-Leesville Elementary School Improvement Council
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

5/7/200
Signature/Date

Jennifer McInnis BLMS SIC chairman
Print Name/Title

Batesburg-Leesville Middle School Improvement Council
Print Organization's Name

Local parent-teacher organization or School Improvement Council:

5-7-2010
Signature/Date

Tim Thompson BLHS SIC Chairman
Print Name/Title

Batesburg-Leesville High School Improvement Council
Print Organization's Name

Participating LEA (type or write LEA name here):

Orangeburg Consolidated School District 4

Local parent-teacher organization or School Improvement Council:

Sandi M. Templeton 5-13-10

Signature/Date

Sandi M. Templeton / SIC CHAIR

Print Name/Title

EPS

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Sandi M. Templeton 5-13-10

Signature/Date

Sandi M. Templeton / SIC CHAIR

Print Name/Title

EES

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Participating LEA (type or write LEA name here):

Orangeburg Consolidated School District 4

Local parent-teacher organization or School Improvement Council:

Joni H Whisenhunt 5-12-10

Signature/Date

Joni H Whisenhunt - President

Print Name/Title

School Improvement Council

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Signature/Date

Print Name/Title

Print Organization's Name

Participating LEA (type or write LEA name here):

School District of Pickens County

Local parent-teacher organization or School Improvement Council:

Carrie Pope 5-5-10

Signature/Date

Carrie Pope, President

Print Name/Title

Ambler Elementary School P.T.A.

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Elizabeth Fields 5-5-10

Signature/Date

Elizabeth Fields, Chairman

Print Name/Title

Ambler Elementary School S.I.C.

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Ronda Marley

Signature/Date

Ronda Marley, President

Print Name/Title

PTO - Dacusville Elementary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

5-3-10

Signature/Date

DeLynne Cox - Chair

Print Name/Title

SIC - Dacusville Middle School

Print Organization's Name

Participating LEA (type or write LEA name here):

School District of Pickens County

Local parent-teacher organization or School Improvement Council:

Griffin Hill 5/10/10

Signature/Date

Griffin Hill SIC Chairperson

Print Name/Title

East End Elementary

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Lourie Hooper

Signature/Date

Lourie Hooper - President

Print Name/Title

Parent Teacher Organization/Dacusville Middle School

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Christin Garrett 5-3-10

Signature/Date

Christin B. Garrett / PTO President

Print Name/Title

Pickens Elementary P.T.O.

Print Organization's Name

Local parent-teacher organization or School Improvement Council:

Jeannie Bramel

Signature/Date

Jeannie Bramel

Print Name/Title

School Improvement Council - PES

Print Organization's Name

Sumter School District 17

Leader of local educators' association (if applicable):

Signature/Date

Print Name/Title

Print Organization's Name

Leader of local parent-teacher organization (if applicable):

Chana Cain May 5th 2010

Signature/Date

Chana Cain SIC Chair

Print Name/Title

School Improvement Council

Print Organization's Name

York Three - Rock Hill

Leader of local educators' association (if applicable):

_____

Signature/Date

_____

Print Name/Title

_____

Print Organization's Name

Leader of local parent-teacher organization (if applicable):

Jane Allen 5/03/2010

Signature/Date

Jane N Alleva All ON Board Director

Print Name/Title

All On Board Coalition

Print Organization's Name

B. Critical Stakeholder Support for SC INSPIRED

South Carolina General Assembly

Concurrent Resolution

South Carolina General Assembly
118th Session, 2009-2010

S. 1396

Concurrent Resolution

Sponsors: Senators Courson, Setzler, Hayes, Alexander, Anderson, Bright, Bryant, Campbell, Campsen, Cleary, Coleman, Cromer, Davis, Elliott, Fair, Ford, Grooms, Hutto, Jackson, Knotts, Land, Leatherman, Leventis, Lourie, Malloy, L. Martin, S. Martin, Massey, Matthews, McConnell, McGill, Mulvaney, Nicholson, O'Dell, Peeler, Pinckney, Rankin, Reese, Rose, Ryberg, Scott, Sheheen, Shoopman, Thomas, Verdin and Williams

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Introduced in the Senate on April 27, 2010
Introduced in the House on April 28, 2010
Adopted by the General Assembly on April 28, 2010

Summary: Race-to-the-Top Award

HISTORY OF LEGISLATIVE ACTIONS

Date	Body	Action Description with journal page number
4/27/2010	Senate	Introduced, adopted, sent to House SJ-6
4/28/2010	House	Introduced, adopted, returned with concurrence HJ-19

View the latest legislative information at the LPITS web site

VERSIONS OF THIS BILL

4/27/2010

A CONCURRENT RESOLUTION

TO SUPPORT SOUTH CAROLINA IN SUBMITTING AN APPLICATION FOR A ROUND TWO "RACE TO THE TOP" AWARD, TO ASSIST THROUGH APPROPRIATE LEGISLATIVE REMEDIES TO STRENGTHEN THE STATE'S APPLICATION, AND TO ASSIST WITH IMPLEMENTATION.

Whereas, South Carolina was one of forty-one states applying for Race to the Top grants; and

Whereas, South Carolina was named one of only sixteen finalists selected to compete for round one of Race to the Top grants; and

Whereas, South Carolina was ranked number six among the sixteen finalists for Race to the Top grants; and

Whereas, South Carolina received many strong statements from reviewers related to the quality of the grant application; and

Whereas, South Carolina may apply for round two of Race to the Top grant allocations; and

Whereas, South Carolina, through a Race to the Top grant award, may receive up to $175 million if chosen in round two; and

Whereas, South Carolina will no longer be eligible for receiving American Recovery and Reinvestment Act (ARRA) funds. Now, therefore,

Be it resolved by the Senate, the House of Representatives concurring:

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

Be it further resolved that a copy of this resolution be forwarded to the South Carolina Department of Education for inclusion in the grant application and to the United States Department of Education.

----XX----

Senate Education Committee

JOHN COURSON
CHAIRMAN

SUITE 412
GRESSETTE OFFICE BUILDING
TELEPHONE: (803) 212-6250

THE SENATE OF SOUTH CAROLINA
P. O. BOX 142
COLUMBIA, SOUTH CAROLINA 29202

SALLY CAUTHEN
RESEARCH DIRECTOR
K-12

ROBIN MOSELEY
RESEARCH DIRECTOR
HIGHER EDUCATION

May 21, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

As Chairman of the South Carolina Senate Education Committee and sponsor of the Joint Resolution, I support South Carolina's application for funding under the Race to the Top program to further our comprehensive plan for reforming public education that enhances and expands upon existing innovations and successes.

I supported the Department's competitive application for State Longitudinal Data System grant funding, and likewise support the premises of the Race to the Top application that encourage our education professional teams to use data effectively to improve learning and decision making. I support adoption of enhanced, internationally benchmarked standards and assessments that prepare students to succeed in college and the global workplace, with an emphasis on expanding effective instruction in science, technology, engineering, and math from PK through 12. Building on our strong system for teacher quality and our performance pilots, this grant will assist South Carolina in recruiting and developing effective teachers and principals. I also support pilot programs to measure the impact of incentives to encourage effective educators where they are needed most and the State's plans for using a regional delivery system to build local capacity, especially as to turning around our lowest-achieving schools.

South Carolina's Race to the Top application sets forth reform plans, the results of which are critical to South Carolina's future, and I fully support SC INSPIRED.

Sincerely yours,

John Courson
SC Senator

HUGH K. LEATHERMAN, SR.
SOUTH CAROLINA STATE SENATE
DISTRICT 31, FLORENCE
AND DARLINGTON COUNTIES

111 GRESSETTE SENATE OFFICE BUILDING
COLUMBIA, SOUTH CAROLINA 29202
(803) 212-6640

FLORENCE ADDRESS
1817 Pineland Avenue
Florence, South Carolina 29501
(843) 667-1152

COMMITTEES
Chairman, Finance
Chairman, Operations and Management
Ethics
Interstate Cooperation
Labor, Commerce and Industry
Rules
State House
Transportation

May 21, 2010

The Honorable Mark Sanford, Governor
State of South Carolina
The State House
Columbia, South Carolina 29201

The Honorable Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

I would like to go on record as wholeheartedly supporting South Carolina's application to the US Department of Education for a grant under the Race to the Top program. This funding will greatly aid our state in its efforts to become the most student-focused, choice-driven, innovative public education system in the country. Given the decreasing revenues we currently face, A Race to the Top grant could be used with other federal education funds to improve student achievement, develop effective teachers and administrators and turn around low-achieving schools.

A Race to the Top Grant would be invaluable in our efforts to offer improved educational opportunities to our citizens, and I fully support South Carolina's application.

Very truly yours,

Hugh K. Leatherman, Sr.
HKL:dsm

8-RA/1

James M. (Jimmy) Neal
First Vice Chairman

Len Marini
Research Director

Merita "Rita" A. Allison
Michael A. Anthony
Don C. Bowen
Lester P. Branham, Jr.
Robert L. Brown
Joseph S. Daning
Jerry N. Govan, Jr.

D'Juana B. Wilson
Executive Assistant

Phillip D. "Phil" Owens
Chairman

Education and Public Works Committee

Donald C. (Don) Smith
Second Vice Chairman

Richard P. Fulmer
Staff Attorney

Nikki R. Haley
Harold Mitchell, Jr.
Edward H. "Ted" Pitts
B.R. Skelton
James "Jim" Stewart, Jr.
William R. "Bill" Whitmire
William T. "Bill" Wylie

Julie F. Lybrand
Research Assistant

South Carolina House of Representatives
P.O. Box 11867
Telephone: (803) 734-3053 • Fax: (803) 734-2827
Columbia, S.C. 29211
Room 429, Blatt Building

May 25, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

I appreciate the information your offices have provided me on South Carolina's Race to the Top grant funding application to support our comprehensive public education reform agenda. As Chairman of the House Education and Public Works Committee of the South Carolina House of Representatives, I support this application.

Despite our state's advances in education, we have much work to do to ensure that all of our students are provided the knowledge and skills necessary to be competitive in the global marketplace. Toward this end, I am proud of the many exciting education innovations we already have underway, and I am excited about the positive results they are showing. Our success with these efforts demonstrates our capacity and drive for implementing improvement. The Race to the Top funds we are seeking will certainly help us continue these efforts despite the fiscal crisis South Carolina, with the rest of the nation, is currently experiencing.

South Carolina is nationally recognized for our high education standards, our teacher quality, and the improvements we are showing on the SAT. I believe that, with the help of this grant, we can continue to be a leader in these and other areas of education improvement and reform.

I sincerely hope that we will have the advantage of this funding to help us continue these proven efforts for our state's children. If I can be of further assistance, please do not hesitate to contact me.

Sincerely yours,

Phillip D. "Phil" Owens, Chairman

The House of Representatives
STATE OF SOUTH CAROLINA
STATE HOUSE
P. O. BOX 11867
Columbia 29211
(803) 734-3144

DANIEL T. COOPER
CHAIRMAN
WAYS AND MEANS COMMITTEE

DISTRICT 10
ANDERSON COUNTY

HOME ADDRESS
361 BROWNING ROAD
PIEDMONT, SC 29673
(864) 260-4025
DTC@scstatehouse.net

May 17, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

Thank you for providing me with information regarding South Carolina's application to the US Department of Education for Race to the Top grant funding and I support South Carolina's application.

Our state has faced many budget difficulties as have many and these challenges have highlighted the need for advances and streamlining of our funding system. Race to the Top will enable our state, despite severe revenue shortfalls and a recession, to continue to strengthen public school choice, to turnaround low-performing schools, and elevate the teaching profession through improved preparation, training, and accountability.

South Carolina is recognized for its high educational standards and Race to the Top funding will allow the state to focus on innovative funding opportunities to enhance student learning and achievement. State leaders are committed to this process, and we will work to implement reforms required to achieve results.

Sincerely,

Daniel T. Cooper

Daniel T. "Dan" Cooper

United States Senate

WASHINGTON, DC 20510

May 20, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Dr. Rex,

Thank you for taking the time to reach out to our offices regarding South Carolina's Race to the Top application, *SC INSPIRED*. The proposed strategies and activities in this proposal will galvanize existing efforts to make our public education system one of the nation's best, and we are pleased to learn that you have already implemented many portions of this comprehensive plan.

SC INSPIRED contains multiple initiatives designed to reshape our public education and make it relevant and rigorous for students, flexible and choice driven for families, and a contributing factor in reshaping the state's economy. Our state is recognized nationally for its high standards, its systems for teacher quality, and its value-added educator performance model. This plan, and its potential for success, reflects the collective energy of stakeholders across our state: the schools and districts, higher education, technical colleges, state agencies, towns and communities, professional and community-based organizations, businesses, and families.

We applaud your efforts to create deeper, sustainable change in our education culture. It is an honor to serve you in the United States Senate. If we may be of any further assistance, please contact us.

Sincerely,

Lindsay Graham
United States Senator

Jim DeMint
United States Senator

J. GRESHAM BARRETT
THIRD DISTRICT, SOUTH CAROLINA

HOUSE COMMITTEES:
FINANCIAL SERVICES
FOREIGN AFFAIRS

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Congress of the United States
House of Representatives
Washington, DC 20515–4003

May 25, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Dr. Rex:

Thank you for contacting me about South Carolina's Race to the Top application, *SC INSPIRED*. The proposal would aid existing efforts to make our public education system more competitive nationally, and I am pleased to learn you have already implemented many portions of this comprehensive plan.

SC INSPIRED contains multiple initiatives designed to help our public education system become more relevant and rigorous for students, provide more flexibility and choice for families, and contribute to improving the state's economy. This plan's potential for success reflects the collective energy of stakeholders across our state: the schools and school districts, higher education, technical colleges, state agencies, towns and communities, professional and community-based organizations, businesses, and families.

I urge reviewers to provide serious consideration to *SC INSPIRED's* efforts to create deeper, sustainable change in our education culture. It is an honor to serve you, and please contact me if I may assist you further.

Sincerely,

J. Gresham Barrett
Member of Congress

PLEASE RESPOND TO:

☐ AIKEN OFFICE ☐ ANDERSON OFFICE ☐ GREENWOOD OFFICE

HENRY E. BROWN, JR.
1ST DISTRICT, SOUTH CAROLINA

COMMITTEES:
TRANSPORTATION AND INFRASTRUCTURE
NATURAL RESOURCES
VETERANS' AFFAIRS

Congress of the United States
House of Representatives
Washington, DC 20515–4001

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CONGRESSIONAL PORT SECURITY CAUCUS

HTTP://BROWN.HOUSE.GOV

May 18, 2010

The Honorable Marshall C. Sanford
State of South Carolina
Office of the Governor
Post Office Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex:

I am please to endorse the State of South Carolina's application, "SC INSPIRED," to the U.S. Department of Education's Race to the Top initiative of the American Recovery and Reinvestment Act. This four-year plan proposes specific strategies and activities to address four areas of education reform: equitably distributing the most effective educators; transitioning to enhanced, internationally benchmarked standards and high-quality assessments; turning around our struggling schools; and using longitudinal data to support learning and evaluation.

South Carolina's plan is designed to reshape our P-20 public education and make it relevant and rigorous for students, flexible and choice-driven for families, and a contributing factor in reshaping the state's economy:

- Early childhood education (Montessori) initiatives to help more children become ready for learning and school
- Initiatives to help students become competent in STEM subjects and careers
- Integration of student achievement and growth in teacher and principal evaluation and assessment
- Adoption of, transition to, and support for Common Core standards and assessments
- Enhancement of the State's current longitudinal data system to integrate and use data from and with colleges and universities
- Targeted, research-based interventions to turn struggling schools into successful schools.

Race to the Top funding provides the rare opportunity for innovative improvement in education statewide. The strategies and activities proposed in SC INSPIRED will galvanize existing efforts to make our public education system one of the nation's best, and I fully support these efforts.

Sincerely,

Henry E. Brown, Jr.
Member of Congress

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JAMES E. CLYBURN
6TH DISTRICT, SOUTH CAROLINA

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Congress of the United States
House of Representatives
Washington, DC 20515–4006

May 21, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex,

I enthusiastically support the work by the State of South Carolina to transform education for all students in South Carolina through the initiatives laid out in South Carolina's Race to the Top application, "SC INSPIRED."

South Carolina's students are not achieving, graduating, and going to college at the high rate needed to succeed in a highly competitive, global economy and, by extension, to maximize our state's economic success. Race to the Top gives educators, leaders, and families the rare opportunity to act boldly in a more comprehensive way to build on the State's recent advancements in education outcomes. Leveraging Title I School Improvement funding and other state and federal monies and reforms with those associated with Race to the Top, South Carolina can take a much more integrated, deeper, and more powerful approach to:

- adopt standards and assessments that prepare students to graduate and succeed in college and the global workplace;
- recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most;
- build data systems that measure student growth and success, inform teachers and principals about how they can improve instruction for high student learning, and guide decision-making; and
- turn around our lowest-achieving schools.

South Carolina leaders understand the relationships among these four objectives and the need to combine these objectives into a comprehensive strategy to improve learner performance. The reform agenda laid out in SC INSPIRED and its results are critical to South Carolina's future, and I fully support this agenda.

Sincerely,

James E. Clyburn
Majority Whip
U.S. House of Representative

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1ST & 3RD MONDAYS

21 NORTH MAIN STREET
SUMTER, SC 29150
(803) 436–2500
2ND & 4TH MONDAYS

House of Representatives
Washington, DC 20515

BOB INGLIS
4TH DISTRICT, SOUTH CAROLINA

SCIENCE AND TECHNOLOGY
FOREIGN AFFAIRS

May 18, 2010

Mark Sanford, Governor
Office of the Governor
State of South Carolina
Post office Box 12267
Columbia, SC 29211-2267

Jim Rex, Superintendent
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Mark and Jim,

South Carolina's leaders understand the critical importance of public education to the state's economic health, and I am pleased to endorse South Carolina's Race to the Top proposal, "SC INSPIRED," as a far-reaching, bold, and deliberate plan to help South Carolina become a state dedicated to learning and living well.

Through a dynamic, comprehensive reform plan, South Carolina will

- Focus resources on the collection, access, analysis and use of data to reshape instruction and the entire P-20 public education system.
- Adopt nationally shared standards and assessments that prepare students to succeed in college and the global workplace;
- Use specific student growth data and student achievement data to evaluate and assess effectiveness of teachers and principals
- Recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most

Such approaches will dramatically affect all South Carolina schools, especially those in high minority and high poverty areas such as Union County, a county devastated by the economic recession.

Improving academic achievement, rate of high school graduation, and rates of enrollment in and completion of postsecondary education are three critical keys to South Carolina's future. With funding from Race to the Top, SC INSPIRED will initiate a new day in our state.

Sincerely,

Bob Inglis
Member of Congress

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BI/BB

JOHN M. SPRATT, JR.
5TH DISTRICT, SOUTH CAROLINA

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88 PUBLIC SQUARE
DARLINGTON, SOUTH CAROLINA 29532
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May 17, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

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

Dear Governor Sanford and Dr. Rex,

I am writing to lend my strong support to South Carolina's Race to the Top application, SC INSPIRED, to transform education for all students in the state. Your application is just what Congress had in mind in appropriating these funds in the American Recovery and Reinvestment Act. "Race to the Top" will be a catalyst to innovation and improvement in our state's education system.

The Recovery Act targeted funds to Title 1, Head Start, and Special Education to train more teachers, improve their professional skills, and develop their services for the future. "Race to the Top" addresses four areas of educational reform, as identified by the U.S. Department of Education: equitably distributing the most effective educators; transitioning to enhanced, internationally benchmarked standards and high quality assessments; turning struggling schools around; and using longitudinal data to support learning and evaluate academic progress.

"Race to the Top" will give our state a great opportunity to expand your mission, which is to provide leadership and services and a system of public education through which all students become educated, responsible, and productive citizens. Turning around our low performing schools and equitably distributing our most effective educators is paramount to the fulfillment of this mission.

I wholeheartedly support our state's plan to reform our educational system in the four areas of education reform. I hope that favorable consideration will be given to SC INSPIRED and that federal funds will be granted as you request. If you have any questions, please call me or my staff at (202) 225-5501.

Respectfully,

John M. Spratt

John M. Spratt, Jr.
Member of Congress

JMSj:esg

JOE WILSON
2ND DISTRICT, SOUTH CAROLINA

ASSISTANT REPUBLICAN WHIP

COMMITTEES:
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FOREIGN AFFAIRS
EDUCATION AND LABOR
HOUSE POLICY

Congress of the United States
House of Representatives

May 20, 2010

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JASPER
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RICHLAND*
(*PARTS OF)

W. ERIC DELL
CHIEF OF STAFF
AND COUNSEL

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex,

I enthusiastically support South Carolina's Race to the Top application, *SC INSPIRED*, to transform education for all students in South Carolina. This funding will give educators, leaders, and families the opportunity to act boldly in a more comprehensive way to build on the State's recent advancements in education outcomes.

Leveraging Title 1 School Improvement funding and other state and federal monies and reforms with those associated with Race to the Top will enable South Carolina to take a deep, integrated, more powerful approach to:

- adopt standards and assessments that prepare students to graduate and succeed in college and the global workplace
- recruit, develop, reward and retain effective teachers and principals, especially where they are needed most
- build data systems that measure student growth and success, inform teachers and principal about how they can improve instruction, and guide decision making
- turn around our lowest-achieving schools.

South Carolina leaders understand the relationships among these four objectives and the need to combine them into a comprehensive strategy to improve learner performance. The reform agenda laid out in *SC INSPIRED* and its results are critical to our states' future. I fully support this agenda.

Very truly yours,

Joe Wilson

JOE WILSON
Member of Congress

JW:WW

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J. GRESHAM BARRETT
THIRD DISTRICT, SOUTH CAROLINA

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May 25, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Dr. Rex:

Thank you for contacting me about South Carolina's Race to the Top application, *SC INSPIRED*. The proposal would aid existing efforts to make our public education system more competitive nationally, and I am pleased to learn you have already implemented many portions of this comprehensive plan.

SC INSPIRED contains multiple initiatives designed to help our public education system become more relevant and rigorous for students, provide more flexibility and choice for families, and contribute to improving the state's economy. This plan's potential for success reflects the collective energy of stakeholders across our state: the schools and school districts, higher education, technical colleges, state agencies, towns and communities, professional and community-based organizations, businesses, and families.

I urge reviewers to provide serious consideration to *SC INSPIRED's* efforts to create deeper, sustainable change in our education culture. It is an honor to serve you, and please contact me if I may assist you further.

Sincerely,

J. Gresham Barrett
Member of Congress

PLEASE RESPOND TO:

☐ AIKEN OFFICE ☐ ANDERSON OFFICE ☐ GREENWOOD OFFICE

May 28, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

South Carolina is committed to reforming public education. Our leadership in high academic standards and college- and career-readiness initiatives provide a proven track record and demonstrate our commitment.

As a candidate for governor, I express my support for my state's Race to the Top application, SC INSPIRED. Although there are challenges any time gubernatorial administrations change, I express my full support for South Carolina and our application. Should we succeed in this competition, I promise to work cooperatively with state leaders and stakeholders to implement the proposals detailed in SC INSPIRED.

Sincerely,

Henry McMaster (R)
Attorney General, Former State GOP Chair,
and Former U.S. Attorney

HOLLEMAN
FOR EDUCATION

May 24, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

I served as Chief of Staff to Secretary Richard Riley and then as U.S. Deputy Secretary of Education. Currently, I am a candidate for South Carolina Superintendent of Education in the 2010 election. I am writing to express my enthusiastic support for South Carolina's Round 2 Race to the Top application, entitled SC INSPIRED.

As you know, South Carolina finished sixth in Round 1. From my work in education in South Carolina, I can attest that in South Carolina, we have education, civic, and business leaders who have been working hard to improve and reform public education here and who are committed to raising academic achievement for all students.

If elected, I will work hard and commit myself to see that South Carolina succeeds in carrying out the initiatives supported by this application. We will work enthusiastically to ensure that this application achieves its goals and is a success for South Carolina and the nation.

Sincerely,

Frank Holleman

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NELSEN

REPUBLICAN *for* EDUCATION

May 25, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am a candidate for State Superintendent of Education in South Carolina and have been asked by the current superintendent, Dr. Jim Rex, to write a letter in support of the Palmetto State's Race to the Top Phase 2 application, SC INSPIRED.

While I have not, of course, been part of the application development process, nor have I yet seen a copy of SC INSPIRED, I can certainly say that I support major reform efforts in South Carolina public schools. I am a strong proponent of offering more choices—especially charter school choices—to parents wishing to individualize and customize education for their children. I also support teacher accountability programs that include pay-for-performance. To the extent that the proposal encourages these reforms and others like them, I support the application and will work to implement it when I assume office in January.

Thank you for your service to our country and its children.

Sincerely,

Brent Nelsen
Professor of Political Science, Furman University

South Carolina Music Educators Association

www.scmea.net

"SCMEA ... We Bring Music to Life!"

May 28, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan,

As a teacher currently completing my 36th year in the classroom, I understand first-hand the importance of public education. As a candidate for the office of SC State Superintendent of Education, I am writing to express my support for South Carolina's Race to the Top application, **SC INSPIRED**. Earlier this year, our state ranked sixth in Phase 1 of the competition, and we were the only finalist whose application was not helped by private foundations or corporations.

South Carolina is recognized as a national leader for its rigorous academic standards, its college and career readiness initiatives, and teacher quality efforts. The SC INSPIRED plan is leveraged upon our track record in these areas. With Race to the Top funding, the Palmetto State can better implement planned reforms and more quickly improve the competitiveness of our state and its workforce.

I am extremely hopeful that South Carolina will succeed in Phase II. If I am elected, I will work with members of the General Assembly, state leaders, and educators to bring about positive, systemic change in the area of education reform.

Sincerely,

Glenn C. Price

Glenn C. Price, President
South Carolina Music Educators Association
Candidate for SC State Superintendent of Education

President
Glenn C. Price
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May 28, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

As a candidate for the Democratic nomination for South Carolina's State Superintendent of Education, I believe that we have a responsibility to fuel the dreams of every student. And as a professional educator who has made it my mission to enrich, empower, and enhance the lives of young people, I know the state's education system well. I also believe that the ideas set forth in SC INSPIRED, the Race to the Top application, will help our young people reach their fullest potential.

I was impressed by the Palmetto State's sixth-place ranking in Round 1 of the Race to the Top competition—a reflection of our proven track record and potential to expand our reform efforts. This new phase of funding will help us to build upon our strengths and meet the challenges we face as we work toward improving our education system and workforce competitiveness.

Be assured that if I am elected, I will work with educators and stakeholders from other segments of the community to implement the goals and plans set forth in our state's application.

Sincerely,

Tom Thompson (D)
Former Higher School Teacher, South Carolina Department of Education Staff Member, Higher Education Dean

South Carolina Education and Economic Development Act Coordinating Council
Memorandum of Understanding
Race to the Top
(Phase 2 Application)

This Memorandum of Understanding ("MOU") is entered into by and between the State of South Carolina by and through the South Carolina Department of Education ("State") and the members of the Education and Economic Development Act Coordinating Council in its role of advising the South Carolina Department of Education on the implementation of the Education and Economic Development Act of 2005. The purpose of this agreement is to articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top ("RT3") grant project.

I. **VISION:** All of South Carolina's public school students will graduate from PK-12 education ready for college and careers. To ensure dramatic student achievement growth, followed by students' success in higher education, in careers, and as global citizens, South Carolina will rapidly evolve into the most student-focused, choice-driven, innovative public education system in the country.

To accomplish this vision the State, the Education and Economic Development Act Coordinating Council, the Participating LEAs, and its educators will:

- Move urgently and persistently to create sustainable transformation;
- Build upon our dramatic and innovative state reforms;
- Engage and prepare "next generation" life-long learners and citizens;
- Immerse learners in a culture of personalized instruction; and
- Create choices for students, teachers, leaders, and other educators that improve student achievement, speed up growth, and promote educator efficacy.

In planning activities to meet this vision the State and the Education and Economic Development Act Coordinating Council will act to ensure that:

- The activities meet the comprehensive reform vision;
- The course offerings prepare graduates for college and careers;
- The activities promote a shift to developing 21st century next generation learners;
- The plan and activities integrate with other grant-funded projects and resources, including re-purposing of existing resources to better support the vision;
- The activities have a reasonable likelihood of increasing scores, and closing achievement gaps, on NAEP, PASS, WorkKeys, HSAP, and/or EOCEP, and other summative assessments, including any state-level assessments adopted as part of this State Plan;
- The activities have a reasonable likelihood of increasing on-time credentialing and graduation rates;
- The activities have a reasonable likelihood for reducing achievement gaps;

- The activities have a reasonable likelihood of preparing graduates for entry into the workforce;
- The activities have a reasonable likelihood of increasing successful completion of at least one year of higher education within two years of K12 completion;
- The activities better prepare effective teachers and leaders to ensure students graduate prepared for college and careers;
- Root causes of problems have been identified, and the activities are evidence- and research-based and evaluated to have a reasonable likelihood of addressing and remedying the root cause issue; and
- The proposed activity gives priority to high-need schools and students.

II. SCOPE OF WORK

The Education and Economic Development Act Coordinating Council agrees to support through advocacy and policy making the State Plan, as defined and determined by the State. The role of the Education and Economic Development Act Coordinating Council is to:

A. Actively participate in all relevant convenings that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
B. Support the Regional Education Center coordinators working with the Regional Service Delivery Team to connect business and education;
C. Provide research on effective methods of increasing the on-time graduation rate through projects for at-risk students;
D. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
E. Be responsive to State or ED requests for information including those on the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
F. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the RT3 grant period, and (d) other matters related to the RT3 grant and associated plans.

The members of the Education and Economic Development Act Coordinating Council, by this agreement, show they are supportive of South Carolina submitting an application for a round two Race to the Top award and are fully committed to assist to strengthen the state's application and to assist with implementation.

A copy of this agreement will be forwarded to the South Carolina Department of Education for inclusion in the grant application and to the United States Department of Education.

III. SIGNATURES

Education and Economic Development Act Coordinating Council Chair:

Dr. Harry C Stille Chair-EEDA Coordinating Council

Signature/Date

Dr Harry C. Stille Chair-EEDA Coordinating Council

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the Education and Economic Development Act Coordinating Council as a partner.

Signature/Date
Dr. Jim Rex, State Superintendent of Education

Education and Economic Development Coordinating Council
May 2010

Name	*Title*	*Address*	*Phone*	*Fax*	*Email*	*Representing*
1. Dr. Harry C. Stille	Council Chair	P. O. Box 203 Due West, SC 29639-0203	(W) 803-734-3066 (b)(6)	864-379-2167	hstille@erskine.edu	Business/Industry Rep Appointed by Governor/Recommended by Statewide Organization
2. The Honorable Joan Brady	SC Representative	414B Blatt Bldg Columbia, SC 29201	803-734-3027		BradyJ@schouse.org	Legislators
3. Dr. Richard Chapman	Provost	Francis Marion University P.O. Box 100547 Florence, SC 29501	843-661-1281	843-661-4688	rchapman@fmarion.edu	Four-Year College President/Provost Appointed by SCCHE Chair
4. Mr. Paul Crandall	Career Center Director	Marion County Technical Education Center P. O. Box 890 Marion, SC 29571	843-423-1941	843-423-1943	(b)(6)	State Superintendent Appointee
5. Mr. Michael W. Fields	Executive Director, SC Petroleum Marketers Association	1716 Willingham Drive Forest Acres, SC 29206	803-254-1476	803-254-1362	michael@scpma.com	Business/Industry Rep Appointed by Governor/Recommended By Statewide Organization
6. The Honorable Chauncey K. Gregory	SC Senate	P. O. Box 700 Lancaster, SC 29721	803-283-8481 803-283-4715		SFG@scsenate.org	Designee of the SC President Pro Tempore
7. Mr. Toney Farr	Director, South Carolina Occupational Information System	SC Department of Employment and Workforce 1550 Gadsden Street P. O. Box 995 Columbia, SC 29202	803-737-2617	803-737-2642	tfarr@dew.sc.gov	SCDEW Executive Director
8. Dr. Dori Helms	Vice President for Academic Affairs & Provost	Clemson University 206 Sikes Hall Clemson, SC 29634	864-656-3243	864-656-0851	BIOL 110@clemson.edu & bjs@clemson.edu	Research University President/Provost Appointed by SCCHE Chair

9. Mr. Don Herriott	Director, Innovista Partnerships	University of South Carolina Osborne Administration Building, Suite 202 Columbia, SC 29208			(b)(6)	Business/Industry Rep Appointed by Governor/Recommended By Statewide Organization
10. Ms. Janice Jolly	Guidance Counselor	Dorchester 2 District Office 102 Greenwave Blvd. Summerville, SC 29483	843-832-7026 Ext. 4062	843-873-4053	jjolly@ dorchester2.k12.sc.us (b)(6)	State Superintendent Appointee
11. Ms. Bobbie Kelly	Teacher Specialist	Central High School 200 Zion Church Road Pageland, SC 29728	843-672-6115	843-672-2694	(b)(6)	State Superintendent Appointee
12. Mr. Alex Martin	Director, Principal Supervision and School Accountability	The School District of Greenville County 301 Camperdown Way P. O. Box 2848 Greenville, SC 29602	864-355-1091	864-355-9146	amartin@ Greenville.k12.sc.us	SCEOC Chairman Appointee
13. Dr. Gail Morrison	Deputy Director and Director of Academic Affairs and Licensing	SC Commission on Higher Education 1333 Main Street, Suite 200 Columbia, SC 29201	803-737-0056	803-737-2297	Gmorrison@che.sc.gov	SCCHE Executive Director
14. Mr. Otis Rawl	President and CEO	SC Chamber of Commerce 1201 Main Street, Suite 1700 Columbia, SC 29201	803-799-4601	803-779-6043	Otis.rawl@scchamber.net	Executive Director SC Chamber
15. Mr. Jim Reynolds	President, Total Comfort	346 Orchard Drive West Columbia, SC 29170	803-772-4495	803-772-1953	reynoldsj@ totalcomfort.ac	Business/Industry Rep Appointed by Governor/Recommended By Statewide Organization
16. Ms. Valerie Richardson	Workforce Development Manager, Palmetto Health	Palmetto Health 1501 Sumter Street Columbia, SC 29201	803-296-5306 (P) 803-352-0378	803-296-4410	valerie.richardson@ palmettohealth.org	Business/Industry Rep Appointed by Governor/Recommended By Statewide Organization
17. Dr. Barry Russell	Executive Director	State Board for Technical and Comprehensive Education 111 Executive Center Drive Columbia, SC 29211	803-896-5280	803-896-5281	Russell@ sctechsystem.com & Hinson@ sctechsystem.com	Executive Director for State Tech Board

18. Dr. Peggy Torrey *(Representing Mr. Joe Taylor)*	Workforce Development Director	SC Department of Commerce 1201 Main Street, Suite 1600 Columbia, SC 29201-3200	803-737-0097	803-737-0418	ptorrey@ sccommerce.com	Secretary of Commerce
19. Mr. ReganVoit	Retired Businessman	186 Barnacle Circle Lexington, SC 29072	(H) 803-957-5547 (W) 803-609-6810		(b)(6)	Business/Industry Rep Appointed by Governor/Recommended By Statewide Organization
20. Dr. Susan Winsor	President	Aiken Technical College P. O. Box 400 Graniteville, SC 29829	803-593-5611		winsor@atc.edu	Technical College President Appointed by SCCHE Chair
21. Dr. Karen Woodward	District Superintendent, Lexington One Schools	P. O. Box 1869 Lexington, SC 29071-1869	803-951-8363	803-951-1811	kwoodward@ lexington1.net & crentiers@ lexington1.net	State Superintendent Appointee
22. Mrs. Anita G. Zucker	Director of Community Relations, The InterTech Group	16 Buckingham Drive Charleston, SC 29407	843-744-5174	843-571-4647	(b)(6)	Business/Industry Rep Appointed by Governor/Recommended by Statewide Organization

South Carolina School Improvement Council
Memorandum of Understanding
Race to the Top
(Phase 2 Application)

This Memorandum of Understanding ("MOU") is entered into by and between the State of South Carolina by and through the South Carolina Department of Education ("State") and the South Carolina School Improvement Council ("SC-SIC") in its role of advocating for and supporting public education in the State. The purpose of this agreement is to articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top ("RT3") grant project.

I. VISION: All of South Carolina's public school students will graduate from PK-12 education ready for college and careers. To ensure dramatic student achievement growth, followed by students' success in higher education, in careers, and as global citizens, South Carolina will rapidly evolve into the most student-focused, choice-driven, innovative public education system in the country.

To accomplish this vision the State, the Participating LEAs, and its educators, with the support of the SC-SIC, will:

- Move urgently and persistently to create sustainable transformation;
- Build upon our dramatic and innovative state reforms;
- Engage and prepare "next generation" life-long learners and citizens;
- Immerse learners in a culture of personalized instruction; and
- Create choices for students, teachers, leaders, and other educators that improve student achievement, speed up growth, and promote educator efficacy.

In planning activities to meet this vision the State with the support of the SC-SIC will act to ensure that:

- The activities meet the comprehensive reform vision;
- The course offerings prepare graduates for college and careers;
- The activities promote a shift to developing 21st century next generation learners;
- The plan and activities integrate with other grant-funded projects and resources, including re-purposing of existing resources to better support the vision;
- The activities have a reasonable likelihood of increasing scores, and closing achievement gaps, on NAEP, PASS, WorkKeys, HSAP, and/or EOCEP, and other summative assessments, including any state-level assessments adopted as part of this State Plan;
- The activities have a reasonable likelihood of increasing on-time credentialing and graduation rates;
- The activities have a reasonable likelihood for reducing achievement gaps;
- The activities have a reasonable likelihood of preparing graduates for entry into the workforce;

- The activities have a reasonable likelihood of increasing successful completion of at least one year of higher education within two years of K12 completion;
- The activities better prepare effective teachers and leaders to ensure students graduate prepared for college and careers;
- Root causes of problems have been identified, and the activities are evidence- and research-based and evaluated to have a reasonable likelihood of addressing and remedying the root cause issue; and
- The proposed activity gives priority to high-need schools and students.

II. SCOPE OF WORK

The South Carolina School Improvement Council agrees to support the vision for education as outlined by the State through advocacy, public awareness, training, and related activities. The role of the SC-SIC is to:

A. Actively participate in all relevant convenings that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
B. Support the Regional Education Center coordinators working with the Regional Service Delivery Team to connect business and education;
C. Participate, as requested, in any relevant evaluations of this grant conducted by the State or ED;
D. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the RT3 grant period, and (d) other matters related to the RT3 grant and associated plans.
E. Support the Regional Support System and its partners in turning around struggling schools.

The South Carolina School Improvement Council, by this agreement, shows it is supportive of South Carolina submitting an application for a round two Race to the Top award and are fully committed to assist within the scope of its mission and capacity to strengthen the state's application and to assist with implementation.

A copy of this agreement will be forwarded to the South Carolina Department of Education for inclusion in the grant application and to the United States Department of Education.

III. SIGNATURES

South Carolina School Improvement Council Executive Director:

Cassie Barber 05-27-2010

Signature/Date

Cassie Barber

Print Name

South Carolina School Improvement Council Board of Trustees Chair:

Carlos Primus 05-27-2010

Signature/Date

Carlos Primus

Print Name

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the South Carolina School Improvement Council as a partner.

_____

Signature/Date
Dr. Jim Rex, State Superintendent of Education

South Carolina Future Minds
Memorandum of Understanding
Race to the Top
(Phase 2 Application)

This Memorandum of Understanding ("MOU") is entered into by and between the State of South Carolina by and through the South Carolina Department of Education "State" and South Carolina Future Minds, a South Carolina non-profit corporation, in its role of supporting public education in the State. The purpose of this agreement is to articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top ("RT3") grant project.

I. **VISION:** All of South Carolina's public school students will graduate from PK-12 education ready for college and careers. To ensure dramatic student achievement growth, followed by students' success in higher education, in careers, and as global citizens, South Carolina will rapidly evolve into the most student-focused, choice-driven, innovative public education system in the country.

To accomplish this vision the State, the participating local education agencies, and its educators will:

- Move urgently and persistently to create sustainable transformation;
- Build upon our dramatic and innovative state reforms;
- Engage and prepare "next generation" life-long learners and citizens;
- Immerse learners in a culture of personalized instruction; and
- Create choices for students, teachers, leaders, and other educators that improve student achievement, speed up growth, and promote educator efficacy.

In planning activities to meet this vision the State and South Carolina Future Minds will provide advice and support to ensure that:

- The activities meet the comprehensive reform vision;
- The course offerings prepare graduates for college and careers;
- The activities promote a shift to developing 21st century next generation learners;
- The plan and activities integrate with other grant-funded projects and resources, including re-purposing of existing resources to better support the vision;
- The activities have a reasonable likelihood of increasing scores, and closing achievement gaps, on NAEP, PASS, WorkKeys, HSAP, and/or EOCEP, and other summative assessments, including any state-level assessments adopted as part of this State Plan;
- The activities have a reasonable likelihood of increasing on-time credentialing and graduation rates;
- The activities have a reasonable likelihood for reducing achievement gaps;
- The activities have a reasonable likelihood of preparing graduates for entry into the workforce;

- The activities have a reasonable likelihood of increasing successful completion of at least one year of higher education within two years of K12 completion;
- The activities better prepare effective teachers and leaders to ensure students graduate prepared for college and careers;
- Root causes of problems have been identified, and the activities are evidence- and research-based and evaluated to have a reasonable likelihood of addressing and remedying the root cause issue; and
- The proposed activity gives priority to high-need schools and students.

II. SCOPE OF WORK

South Carolina Future Minds agrees to support the State Plan, as defined and determined by the State. The role of South Carolina Future Minds is to:

A. Actively participate in all relevant convening's that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
B. Support the Regional Education Center coordinators working with the Regional Service Delivery Team to connect business and education;
C. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
D. Be responsive to State or ED requests for information available to South Carolina Future Minds; and
E. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the RT3 grant period, and (d) other matters related to the RT3 grant and associated plans.

South Carolina Future Minds, by this agreement, supports South Carolina submitting an application for a round two Race to the Top award and are fully committed to assist to strengthen the state's application and to assist with implementation.

A copy of this agreement will be forwarded to the South Carolina Department of Education for inclusion in the grant application and to the United States Department of Education.

III. SIGNATURES

South Carolina Future Minds Chair:

5/25/10

Signature/Date

Chris D. Christiansen Chairman of the Board

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the South Carolina Future Minds as a partner.

Signature/Date
Dr. Jim Rex, State Superintendent of Education

New Carolina's Task Force on Education and Workforce Development
Memorandum of Understanding
Race to the Top
(Phase 2 Application)

This Memorandum of Understanding ("MOU") is entered into by and between the State of South Carolina by and through the South Carolina Department of Education ("State") and the members of the New Carolina's Task Force on Education and Workforce Development in its role of advocating for and supporting public education in the State by connecting business and education. The purpose of this agreement is to articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top ("RT3") grant project.

I. **VISION:** All of South Carolina's public school students will graduate from PK-12 education ready for college and careers. To ensure dramatic student achievement growth, followed by students' success in higher education, in careers, and as global citizens, South Carolina will rapidly evolve into the most student-focused, choice-driven, innovative public education system in the country.

To accomplish this vision, the State, the New Carolina's Task Force on Education and Workforce Development, the Participating LEAs, and its educators will:

- Move urgently and persistently to create sustainable transformation;
- Build upon our dramatic and innovative state reforms;
- Engage and prepare "next generation" life-long learners and citizens;
- Immerse learners in a culture of personalized instruction; and
- Create choices for students, teachers, leaders, and other educators that improve student achievement, speed up growth, and promote educator efficacy.

In planning activities to meet this vision the State and the New Carolina's Task Force on Education and Workforce Development will act to ensure that:

- The activities meet the comprehensive reform vision;
- The activities promote a shift to developing 21st century next generation learners who can compete and thrive in a global economy;
- The activities engage a broad collation of multiple public-private partnerships that share the goals of continuous improvement in education;
- The activities promote family and community engagement in education;
- The activities connect business to educators and families;
- The activities expand opportunities for virtual job shadowing and internships that align with the career clusters;
- The activities have a reasonable likelihood of increasing scores, and closing achievement gaps, on NAEP, PASS, WorkKeys, HSAP, and/or EOCEP, and other summative assessments, including any state-level assessments adopted as part of this State Plan;
- The activities have a reasonable likelihood of increasing on-time credentialing and graduation rates;

A copy of this agreement will be forwarded to the South Carolina Department of Education for inclusion in the grant application and to the United States Department of Education.

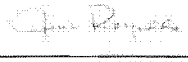
III. SIGNATURES

New Carolina's Task Force on Education and Workforce Development Co-Chairs, and an attachment of signatures representing the New Carolina Task Force, as approved at the May 20, 2010 Task Force meeting:

Don Herriott
Co-chair Education and Workforce Task Force and
Director, University of South Carolina Innovista Partnerships

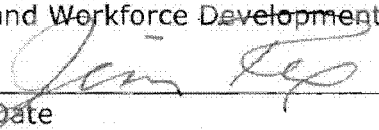
May 19, 2010
Signature/Date

Jim Reynolds
Co-chair Education and Workforce Task Force and
President, Total Comfort Service Center



May 19, 2010
Signature/Date

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the New Carolina's Task Force on Education and Workforce Development as a partner.



Signature/Date
Dr. Jim Rex, State Superintendent of Education

George W. Fletcher 5/20/2010

Signature/Date
George Fletcher, Executive Director, New Carolina, South Carolina Council on Competitiveness

Laurence R. Allen 5/20/2010

Signature/Date
Dr. Larry Allen, Dean, College of Health, Education & Human Development, Clemson University

Jo Anne Anderson 05.20.10

Signature/Date
Jo Anne Anderson, Executive Director, SC Education Oversight Committee

Michele Brinn 5/20/10

Signature/Date
Michele Brinn, VP, Workforce & Education, Greenville Chamber of Commerce

Janie Davis 5/20/10

Signature/Date
Janie Davis, Executive Director, SC Commission for Minority Affairs

Debbie Robertson

Signature/Date South Carolina First Steps
Debbie Robertson, Director of Business Engagement and Quality

Robert Dozier 5/20/10

Signature/Date
Robert Dozier, Managing Director, Homeowners Mortgage

Signature/Date
Baron Holmes, Director of Planning & Evaluation, SC Budget and Control Board

5/20/10

Signature/Date
Joe James, President & CEO, Agri-Tech Producers, LLC

20 May 2010

Signature/Date
Ann Marie Stieritz, Associate VP, Strategic Priorities and Planning, Director AppenticeshipSC, SC Technical College System

5/20/10

Signature/Date
Garry Walters, Executive Director, SC Commission on Higher Education

5/20/10

Signature/Date
Irv Welling, Shareholder and Chairman Emeritus, Elliott, Davis & Company

20 May 2010

Signature/Date
Sonny White, President, Midlands Technical College

Signature/Date
Janice Poda, Deputy Superintendent, SC Department of Education

SOUTH CAROLINA CHAMBER of COMMERCE

May 17, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex:

Economic development and education are completely entwined. The business community can make no greater investment in its future than investing in the education of today's children and tomorrow's workforce. All citizens share this responsibility. The South Carolina Chamber of Commerce is actively involved in helping to ensure that our State continues along the path of urgent and dramatic educational improvement.

The Chamber has taken a lead role in implementing the requirements of South Carolina's Education and Economic Development Act, including the establishment of Regional Education Coordinators and Advisory Boards, the creation of a seamless P-20 pathway, and implementation of programs to address at risk youth. The Chamber has been and continues to work with education leaders. Together we have created a strategic plan that covers early childhood, K-12, higher education, and adult workforce training.

Primary PK-12 provisions of our comprehensive plan are to invest in early childhood education and to develop Personal Pathways to help students see the relevance of education to career choices and goals. These provisions are compatible with reform conditions laid out in the State's Race to the Top application. The South Carolina Chamber supports the State of South Carolina's application for Race to the Top funding and supports the main provisions of the plan, including:

- adopt internationally benchmarked standards and assessments with a focus on 21st century skills and knowledge, including the STEM disciplines;
- deploy and retain effective educators, especially where they are needed most;
- use data systems to measure growth, inform improved learning, motivate teams, and guide decisions; and
- turn around our lowest-achieving schools.

As the unified voice of the business community, the South Carolina Chamber will continue to work in collaboration with education partners to advocate for and help to implement a comprehensive approach to education and workforce development in South Carolina.

Sincerely yours,

Otis B. Rawl, Jr.
President and Chief Executive Officer

1201 Main Street
Suite 1700
Columbia
South Carolina
29201-3274

(803) 799-4601

Fax
(803) 779-6043

www.scchamber.net

MEBA
Midlands Education & Business Alliance

May 24, 2010

The Honorable Mark Sanford
Governor of South Carolina
Post Office Box 12267
Columbia, South Carolina 29211

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

The mission of the Midlands Education and Business Alliance (MEBA) is to connect students, parents and educators to career opportunities through business partnerships, training and resources. For the past twenty years, MEBA has served the 7 colleges and universities, 8 school districts and the Department of Juvenile Justice, over 160 schools and more than 102,000 students in Lexington, Richland and Fairfield Counties.

MEBA is fully supportive of the Race to the Top grant and applauds the state for its aggressive stance in bringing initiatives to our state that will connect our young people to the careers of the future. The economic development of South Carolina is dependent upon graduating our young people from high school and helping them to connect to careers that will keep our best and brightest working and living in South Carolina.

Through MEBA's effort, the Midlands Middle College (MMC) will begin its fifth year in July 2010. This program is designed to serve at-risk juniors and seniors who need a different type of learning pace and environment. Since its inception, the program has had at least a 90% success rate in graduating its students. This past year alone, 47 MMC students have earned at least three hours of college credit with many earning as much as 15 hours. The savings in terms of dollars to South Carolina is monumental. Changing the lives of young people and their families is even more important to the future of our state.

MEBA's work is carried out by a small staff with over 260 volunteers from the business community. These business partners are organized into 12 different business alliances that support the 16 national and state career clusters of study. These business professionals contribute hundreds of hours in the classroom stressing the relevance of the curriculum to the workplace. They serve as hosts to teacher field studies and as speakers at career fairs. They provide shadowing, mentoring and internship opportunities for the students in the Midlands. In addition to the programs for students, educators and business partners, MEBA reaches parents with programs such as "Your Child Is Job #1," a worksite initiative that gives parents the resources and skills to help their children succeed academically and plan for a successful future career.

MEBA is proud to support the state's Race to the Top grant and pledge the support of our business and education partners.

Sincerely,

Kaye K. Shaw

Kaye K. Shaw, Ph. D., Executive Director

Midlands Education and Business Alliance
PO Box 2408, Columbia, SC 29202
Phone: 803-822-3306

William B. Timmerman
Chairman, President & CEO

SCANA
POWER FOR LIVING

May 24, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex,

SCANA Corporation, a Fortune 500 energy-based holding company serving more than 659,000 electric customers in South Carolina, is pleased to support the state's Race to the Top application, SC INSPIRED. We value the academic and personal success of the children of our state and currently support homework centers, where students receive detailed assistance in safe environments after school, and interactive museum exhibits that engage and inspire. We value an educated workforce and understand that through Race to the Top, South Carolina can take a much more integrated, deeper, and more powerful approach to:

- adopt standards and assessments that prepare students to graduate and succeed in college and the global workplace;
- recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most;
- build data systems that measure student growth and success, inform teachers and principals about how they can improve instruction for high student learning, and guide decision-making; and
- turn around our lowest-achieving schools.

South Carolina's proposal promises to help our struggling state transform public education into a generator for student achievement, community involvement, and economic revitalization.

SCANA is dedicated to helping South Carolina. We are pleased that South Carolina has already implemented many portions of this comprehensive plan, and we support your efforts to create deeper, sustainable change in our education culture that will enhance workforce preparation and economic development.

Best regards,

W. B. Timmerman

100 SCANA Parkway Cayce, SC • P (803) 217-9693
Mailing Address 220 Operation Way • D301 • Cayce, SC • 29033-3701

State of South Carolina

Commission for Minority Affairs

6904 North Main Street, Suite 107
Columbia, South Carolina 29203

PHONE: (803) 333-962
FAX: (803) 333-043

January 5, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, South Carolina 29201

Dear Dr. Rex,

Thomas Smith and I appreciate the opportunity to provide input on South Carolina's comprehensive education reform plans at the partner meetings held in October and December 2009. On behalf of the S.C. Commission for Minority Affairs (SCMA), I endorse our State's application for funding under the Race to the Top grant program. As a state agency tasked with exploring the ways to address the causes and effects of minority socioeconomic deprivation in South Carolina, we represent diverse communities of color including African Americans, Hispanic/Latinos, Asians, and the indigenous or Native American people in our State. These diverse communities often have special needs within our education community, and SCMA is keenly interested in how our state addresses these needs. To that end, we have worked tirelessly to improve public education, including participation on family and community engagement efforts in our schools, promoting the Personal Pathways to Success developed under the Education and Economic Development Act of 2005, and commissioning research on the economic benefits of preschool in our State. All of these efforts and more will be augmented and supported as the State builds upon its successes and continues to implement its plan of comprehensive reform with advances funded under the Race to the Top program.

SCMA supports the provisions of the State of South Carolina's application, including adopting internationally benchmarked standards and assessments and ensuring access to the STEM disciplines for all students; focusing upon incentives so that highly effective educators practice their profession in our schools where they are needed most; supporting professional teams in using data systems; and turning around our lowest-achieving schools.

SCMA looks forward to assisting with the facilitation of community based interventions that have a proven record of increased educational outcomes for communities of color regardless of socio-economic status. The funding of this Race to the Top grant program is requested.

Sincerely yours,

Janie A. Davis

Janie Allison Davis
Executive Director

Columbia
Urban League

1400 Barnwell Street
Columbia, SC 29201

P 803 799 8150
F 803 254 6052

www.columbiaurbanleague.org

*Empowering Communities.
Changing Lives.*

January 5, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

The Columbia Urban League fully supports the program for continuing our state's advances in statewide education reform as detailed in South Carolina's Race to the Top application.

The mission of the Columbia Urban League is to enable African Americans to achieve economic self-reliance, parity, power and civil rights. Closing the achievement gap is a major priority in achieving this mission. According to the Columbia Urban League's 2008 edition of "The State of Black South Carolina," the achievement gap is one of the greatest challenges facing blacks in South Carolina.

I have participated in a stakeholder information and input session that the South Carolina Department of Education hosted to gain input in the grant programming. The tenets of the Race to the Top funding will culminate in the turnaround of our lowest performing schools. Most of the schools targeted by the state for turnaround efforts will primarily serve our young African Americans.

In recent years, South Carolina has been a leader in the nation in piloting turnaround initiatives within some of our most struggling schools. Race to the Top funding will allow those efforts to be catalyzed and brought to scale across the state. This school reform is vital to the future of *all* South Carolinians and must be undertaken.

In closing, I would reiterate that the Columbia Urban League endorses the work by the State of South Carolina to transform education for all students in South Carolina through the initiatives laid out in South Carolina's Race to the Top application, and support the state's application for Race to the Top funding.

Sincerely,

James T. McLawhorn, Jr.
President and CEO

CLEMSON
UNIVERSITY

January 6, 2010

Dr. Jim Rex, State Superintendent
S.C. Department of Education
Suite 1006, 1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex:

The National Dropout Prevention Center (NDPC) at Clemson University is delighted to support the South Carolina Race to the Top application which is designed to be the catalyst for education change in the entire State. NDPC was pleased to be an active participant in the public discussion regarding the development of the comprehensive approach described in the application. We are confident that it meets and exceeds the four basic requirements in Race to the Top.

In 2006, the S.C. Department of Education sent a clear signal to improve low-performing schools when it selected NDPC to be part of the current State initiative to begin a process for turning around several of the lowest-achieving schools. Our recent work with the *Nine+ Schools Project* has been encouraging and has provided the State leaders with evidence of how to best use these project experiences with other low-performing schools. Specifically, these project activities have illustrated how data-based decision making by effective teachers and principals contributes to student growth and how value-added assessment contributes to a culture change which allows for significant school improvements.

Since 1986, NDPC's primary mission has been to serve as a successful, nonprofit turnaround organization for struggling schools and communities. NDPC is nationally recognized and respected for providing highly valued professional development and skill-based technical assistance to school leaders who are charged with guiding low-performing schools plagued with poor student achievement and high dropout rates to higher levels. Therefore, the opportunity to join a group of other S.C. stakeholders with the goal of focusing on the six themes outlined in the S.C. application is an endeavor that will add a wealth of unique experiences to the S.C. school reform effort.

NDPC has promoted research-based strategies to increase graduation rates for more than two decades, and we will provide that research along with our expertise in all areas identified in the application. In addition, we will share our unique experience in building a data management system that measures student growth and offers data-driven decision making with teachers and principals along with interventions designed to improve teacher quality and instruction. We pledge our full cooperation.

Sincerely,

Jay Smink

Jay Smink
Executive Director

NATIONAL DROPOUT PREVENTION CENTER
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NATIONAL STAFF DEVELOPMENT COUNCIL

Distinguished Senior Fellow
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May 19, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

As a non-educator who has observed, criticized, and supported South Carolina public schools during the past 40 years, I am writing to endorse South Carolina's application, South Carolina INSPIRED, for a Race to the Top grant. South Carolina has made remarkable progress in improving its public education system during the past two decades, and the Race to the Top grant will further invigorate and accelerate the momentum for reform.

While all public schools will benefit, implementation of initiatives described in the state's application will have a particularly powerful effect on persistently low-performing and mediocre schools. After generations of systemic neglect, these schools have become central to the Department of Education's concerns and action in recent years. However, these schools have remarkably low capacity to improve themselves. The application's attention to turning these schools around and assessing and improving the effectiveness of their teachers is exactly the right focus. This effort will require intensive technical assistance and professional development of teachers and administrators, and only the Department of Education has the knowledge, staff, resources, and organizational capacity to assist the schools.

Because the Department has reached out to engage a broad group of partners and stakeholders in developing SC INSPIRED, this holds great promise for mobilizing these entities' diverse experiences, networks, and subject-area expertise during the implementation process. Such a comprehensive approach will demonstrate that when schools and non-profit agencies partner, not merely collaborate, schools become more responsive, dynamic, accountable institutions that educate students more effectively. A RT3 grant will spark and nurture the personal and institutional relationships necessary for such partnerships to develop, evolve, and take root.

I stand ready to assist this effort in any way the Department believes would be helpful.

Sincerely,

Hayes Mizell (hmizell@gmail.com)

SC AFTERSCHOOL *Alliance*

January 5, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, South Carolina 29201

Dear Dr. Rex:

The South Carolina Afterschool Alliance (SCAA) is pleased to endorse South Carolina's Race to the Top comprehensive reform plan. The plan places strong emphasis on extended learning time and community participation in our schools. We believe that quality after school programs and community participation, necessary in all schools, are crucial supports needed in our persistently low achieving schools.

Our mission is to raise awareness, help increase sustainability, and promote the importance of quality after school programs in South Carolina. We support the full range of programming detailed in the proposal, including 21st century standards and assessments; creating incentives to encourage effective educators to serve where they are needed most; using our data systems to inform teachers and principals about how they can improve instruction; and implementing research-based practices to support the turnaround of our lowest-achieving schools.

SCAA participated in the October stakeholder meeting and attended the work groups on high standards and turning around struggling schools. We appreciated the opportunity to provide input, and will support the Race to the Top reforms through our services to those who are providing extended learning opportunities for students. We also volunteer the use of our existing SCAA network as a means to facilitate communications on the important role of extended learning opportunities for our students and sustainability necessary for those programs.

Sincerely yours,

Zelda Q. Waymer
Executive Director

1611 Devonshire Drive, Suite 101, Columbia, SC 29204 PHONE 803 254 5454 FAX 803 254 5441
www.scafterschool.com EMAIL moreinfo@scafterschool.com

Communities In Schools
The Midlands

2712 Middleburg Drive, Suite 219
Columbia, SC 29204
(803)254-9727 (o)
www.cism.org

May 28, 2010

The Honorable Mark Sanford
Governor of South Carolina
Post Office Box 12267
Columbia, SC 29211

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

Communities In Schools of the Midlands wholeheartedly supports South Carolina's Race to the Top application, *SC INSPIRED*.

We believe in the South Carolina Department of Education's overall vision to provide persistently low achieving schools with a comprehensive approach to generate solid improvements in education outcomes, to ensure dramatic student achievement and subsequent success in higher education, in careers, and as global citizens. With a focus on graduation and preparing students for college and career, the *SC INSPIRED* plan reflects the mission of Communities In Schools to surround students with a community of support, empowering them to stay in school and achieve in life.

Through school-based coordination, Communities In Schools of the Midlands connects students and their families to critical community resources tailored to local needs. By providing students with a one-on-one relationship with a caring adult, a safe place to learn and grow, a healthy start and future, a marketable skill upon graduation and a chance to give back to peers and the community, Communities In Schools has become the nation's leading dropout prevention organization and the only one proven to both decrease dropout rates and increase graduation rates. Locally, we know this approach works as documented through our student data on attendance, behavior, academics and promotion rates. *SC INSPIRED* will bring additional resources such as ours to low achieving schools that will ultimately benefit our students and our state.

Communities In Schools of the Midlands is committed to participating in South Carolina's plans to promote and achieve graduation for all students.

Sincerely yours,

Terry L. Linder
Executive Director

give a year.
change the world.

CITY YEAR COLUMBIA
1919 Hampton Street
Columbia, SC 29201
PHONE 803.254.3349
FAX 803.254.1297
www.cityyear.org

May 21, 2010

The Honorable Mark Sanford
Governor of South Carolina
Post Office Box 12267
Columbia, South Carolina 29211

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

On behalf of City Year Columbia, I am pleased to provide this letter in support of the South Carolina Department of Education's proposal for Race to the Top funding. City Year Columbia is proud to partner with the South Carolina Department of Education on past, current, and future projects with the purpose to find, test, evaluate and implement creative solutions to help South Carolina students reach their potential by utilizing City Year's unique strength of a army of passionate, near-peer, young-idealistic leaders ready to change the world, one child at a time.

City Year, a national non profit, is located in 20 communities around the United States and has operated in Columbia since 1993. City Year's mission is to increase democracy through citizen service, civic engagement, and social entrepreneurship. City Year's vision is that one day the question most commonly asked of a young adult will be: "Where are you going to do your service year?" City Year was founded on the belief that young people can change the world. City Year unites a diverse group of 17-24 year olds for a year of full-time service, giving them the skills and the opportunities to change the world. As tutors, role models, and mentors, City Year corps members make a difference in the lives of children and transform neighborhoods across the nation. City Year is proud to work with South Carolina Department of Education to focus its resources on improving South Carolina's schools.

Past partnership opportunities included the integration of South Carolina Department of Education Standards for Character Education into a City Year curriculum called C.Y.C.L.E. (City Year Character Leadership and Education) that was implemented for over 3,000 children in the Richland One District.

Current partnership initiatives include multiple a mentoring pilot model and the placement of a Whole School Whole Child teams in one of the four existing Turnaround Schools operating in South Carolina. The Mentorship Pilot is finishing the first of three year project in Sandel Elementary School in Columbia, SC to pilot a Mentoring Pilot Curriculum that if successful can be replicated in other South Carolina Schools. City Year was placed into Gibbes Middle School as a an innovative solution to the needs of under-resourced schools and communities. Our school service model, called "Whole School, Whole Child" (WSWC) is a thoughtful, deliberate effort to most effectively leverage the strengths of our corps members to best support student success. City Year recently announced the launch of a new organizational initiative called "In

NATIONAL LEADERSHIP SPONSORS ARAMARK Bank of America cisco Foundation Comcast CSX pepsi Timberland T-Mobile and Deloitte.

School and On Track: A National Challenge," which seeks to scale City Year programs to reach at least half of all the children falling 'off track' in cities and schools where the dropout crisis is most prevalent, including schools across South Carolina.

The Whole School, Whole Child model places a team of corps members in a school from the start of the school day through the after-school hours, allowing our corps members to serve as a consistent and caring adult presence throughout a child's day. Each team of corps members provides multiple services to a school community, including one-on-one tutoring, after-school programming, and positive school climate activities. The introduction of a team of young adults supporting the positive social and emotional development of children throughout the school day allows teachers to focus more energy on their core mission of classroom instruction.

City Year Corps members provide Gibbes Middle School Students with three integrated service elements: Academic Support, Positive School Climate, and After School Programming.

1. Academic Support: Through one-on-one and small group tutoring and learning enrichment activities, City Year corps members create and support activities in schools to directly increase student learning capacity and sense of academic efficacy in the areas of English and Math. Corps members also support teachers by helping with classroom management such as mitigating student disagreements or working with students who need special attention.

2. Positive School Climate: City Year corps members are uniquely positioned to be effective behavior coaches due to being relatively close in age to the students, staying with the students throughout the day, and because the students see them as positive role models and mentors rather than authoritative teachers. In addition to the relationships they build with children, corps members also partner with school leadership to deliver school-wide programs designed to create a positive school climate. A daily example of this is that corps members welcome the entire student population at the start of every school day with an energetic greeting prior to the first morning bell. This practice ensures that when students step foot on campus they know that City Year corps members are ready to encourage and motivate them throughout the day.

3. After School Programs: The City Year after school program engages students in a structured program emphasizing community service, leadership development, teamwork, community building, and academic success. By participating in this program, youth develop leadership skills, a heightened civic awareness and a commitment to their community. City Year enrichment initiatives include: boys and girls clubs, service-learning clubs, behavior coaching, and student government associations. Additionally, corps members help students achieve and maintain high grades by allocating time for homework help and cross-age tutoring.

However City Year is most excited about its future partnership with the South Carolina Department of Education as it plans to expand Whole School Whole Child by focusing its strengths within the larger context of student need with the pilot into two schools the national acclaimed partnership model called Diplomas Now.

Diplomas Now is an innovative school turnaround model designed to work in partnership with the nation's most challenged middle/K-8 and high schools to help students stay on track or get back on track, graduate and succeed in post-secondary education. Diplomas Now pairs evidence-based comprehensive school improvement with national service teams to provide tutoring, mentoring, monitoring and engagement activities at the required scale, along with integrated student support services for the highest need students. The Diplomas Now model unites three organizations – Talent Development, City Year and Communities In Schools – each one with proven track records in improving student achievement - to create a successful new middle/K-8 and high school model focused on grades 6 through 12.

Specifically, the Diplomas Now model integrates the following four key elements:

1) Effective whole school reform with research and evidence-based instructional, organizational and student, teacher and administrative support components
2) A teacher-friendly early warning data system tied to research-based prevention, intervention and recovery strategies that gets the right intervention to the right student at the right time
3) A second team of adults tightly integrated into the design that work closely with teachers and administrators to provide targeted and intensive supports at the needed intensity and scale
4) A team-based organizational structure and collaborative work environment to make the job manageable

The South Carolina Department of Education will partner with Diplomas Now to bring the following resources and expertise to two identified pilot schools in the following ways:

- Johns Hopkins Talent Development provides comprehensive school improvement through evidence-based curriculum and instruction, school organization and extensive professional development;
- City Year brings diverse teams of young leaders in full-time service to schools as "near peers" who focus on improving students' attendance, behavior and coursework, and support overall student success;
- Communities In Schools provides a school-based coordinator who connects students with community resources, such as healthcare, mentors, tutors and after-school programs to address students' unmet social needs and help them focus on learning; and

City Year Columbia is excited about partnering with the South Carolina Department of Education to pilot this Diplomas Now model in two of its Palmetto Priority Schools next school and the possibility of replicating to meet need across the state. We see Diplomas Now as an exciting new pair of shoes as South Carolina makes its Race to the Top. Shoes that are built on quantifiable impact, collaboration, passion, and most importantly it is about finding "the right intervention for the right child at the right time."

Sincerely,

Elliott F. Epps

Elliott F. Epps
Executive Director

GRADUATE
GREENVILLE

May 21, 2010

The Honorable Mark Sanford
Governor of South Carolina
Post Office Box 12267
Columbia, SC 29211

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

Graduate Greenville is pleased to endorse South Carolina's Race to the Top application, *SC INSPIRED.*

We strongly support the South Carolina Department of Education's overall vision to provide persistently low achieving schools with a comprehensive approach to generate solid improvements in education outcomes, to ensure dramatic student achievement and subsequent success in higher education, in careers, and as global citizens. With a focus on graduation and preparing students for college and career, the *SC INSPIRED* plan reflects the mission of Graduate Greenville to improve student success and increase the percentage of high school students graduating on time.

Graduate Greenville is a unique and innovative community collaboration initiated by three partner organizations; The Alliance for Quality Education, United Way of Greenville County and Greenville County Schools. The strength of the partnership is its ability to involve all sectors of the community: corporations and the local chamber of commerce, higher education, faith-based and service organizations, and municipal and county government. Graduate Greenville is also a partner in our community visioning process, VISION 2025. Its mission: to increase the graduation rate in Greenville County Schools by specific work in the five Greenville County high schools in which we currently serve.

As a partner serving with SCDE on a statewide team to address dropout prevention, Graduate Greenville is committed to participating in South Carolina's plans to promote and achieve graduation for all students.

Sincerely yours,

Marge Scieszka
Director, Graduate Greenville
105 Edinburgh Court
Greenville, SC 29607

www.graduategreenville.org

South Carolina
Commission on Higher Education

Mr. Kenneth B. Wingate, Chair
Dr. Bettie Rose Horne, Vice Chair
Douglas R. Forbes, D.M.D.
Mr. Kenneth W. Jackson
Dr. Raghu Korrapati
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Y. W. Scarborough, III
Mr. Charles L. Talbert, III, CPA
Mr. Guy C. Tarrant, CCIM
Mr. Hood Temple
Charles B. Thomas, Jr., M.D.
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

Dr. Garrison Walters, Executive Director

May 17, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex:

As the coordinating agency for the state's institutions of higher education, the South Carolina Commission on Higher Education is dedicated to advancing P-20 public education in South Carolina. The *South Carolina INSPIRED* application presents a vision of lifelong education, from early childhood through postsecondary and beyond. As the Executive Director of the CHE, I am pleased to endorse *South Carolina INSPIRED* for funding under the U.S. Department of Education's Race to the Top grant program.

The Commission and the South Carolina Department of Education have a strong, established partnership that will continue throughout the implementation of the statewide reforms that will be made possible by Race to the Top grant funding. Fully funding *South Carolina INSPIRED* will move the state closer to a P-20 education data pipeline that will enable data sharing between our agencies and with other state agencies, including workforce development, commerce, and human services. Such data sharing will enable South Carolina to access and analyze data as never before and to study issues longitudinally and in their full complexity. When combined with the proposed student-growth and achievement amendments to the state-required teacher and principal evaluation systems, such a system will provide critical information to and about education preparation programs across our state. Furthermore, the system will allow institutions of higher education to examine the effectiveness and impact of their teacher education programs and graduates. All such factors will positively impact teacher preparation and daily practice to the benefits of our state's students.

As the lead agency for the nationally recognized South Carolina Course Alignment Project, the CHE will continue to work closely with the South Carolina Department of Education to examine issues of academic content and rigor in order to align more closely secondary exit courses and postsecondary entry courses. These efforts will continue to help ensure a smooth transition and success for students who pursue higher learning. Moreover, the project will facilitate realignment of the South Carolina College Readiness Reference Standards with the new Common Core. This noteworthy project, which will be significantly strengthened through participation in *South Carolina INSPIRED*, will result in stronger P-20 integration and collaboration across the state.

We understand that transforming public education in South Carolina will take tremendous dedication and hard work, and the Commission on Higher Education is proud to be a part of this initiative.

Sincerely,

Garrison Walters

Garrison Walters

1333 Main Street ♦ Suite 200 ♦ Columbia, SC 29201 ♦ Phone: (803) 737-2260 ♦ Fax: (803) 737-2297 ♦ Web: www.che.sc.gov

SC TECHNICAL COLLEGE SYSTEM

Barry W. Russell
System President

South Carolina
State Board for Technical and
Comprehensive Education

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Guerry E. Green
At-Large

James H. Rex
Ex Officio

Joe E. Taylor, Jr.
Ex Officio

May 17, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
SC Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

I am pleased to offer the South Carolina Technical College System's full support of our state's Race to the Top application, *South Carolina INSPIRED*, for federal funding to assist in the ongoing reform of educational programming in South Carolina.

We strongly support the South Carolina Department of Education's overall vision to grow South Carolina into an exemplary student-focused, choice-driven, public education system that generates solid improvements in education outcomes and ensures dramatic student achievement growth. By doing this, we will realize even greater successes in higher education, the realization of meaningful careers, and the development of global citizens. We also applaud the effort to cultivate a "college-going" culture in our schools.

The choice-driven aspect of this personalized learning approach is especially important. More than fifty percent of all undergraduate college students in South Carolina are enrolled in one of the many and incredibly varied certificate or degree programs found at our State's sixteen Technical Colleges. As the largest provider of higher education in South Carolina, we understand the necessity to improve our students' high school graduation rates and their success in both the classroom and the workplace.

The System likewise endorses the emphasis placed upon the STEM disciplines reflected within this grant proposal. As a major educator of the students seeking certifications in technology pathways, we applaud the efforts to increase both the numbers of individuals participating in these programs and the depth at which they understand science, technology, engineering, and mathematics.

In keeping with our mission to provide learning opportunities that promote the economic and human resource development of the state, the South Carolina Technical College System will work to support the Race to the Top implementation throughout the four-year grant period and assist wherever possible in making the program a success for education in South Carolina.

Sincerely,

Barry W. Russell
System President

THINK JOBS SC TECHNICAL COLLEGE SYSTEM

111 Executive Center Drive | Columbia, SC 29210 | (803) 896-5320 | Fax (803) 896-5381 | www.sctechsystem.edu

BENEDICT COLLEGE

1600 Harden Street
COLUMBIA, SOUTH CAROLINA 29204

OFFICE OF THE PRESIDENT

January 6, 2010

Dr. Jim Rex
Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex:

Benedict College is pleased to support South Carolina's race to the top proposal for federal stimulus funding that seeks to address the most pressing educational challenges facing our state. The proposed initiative reflects a visionary approach to school reform that is essential for the success of students, teachers, and educational leaders in our state's public schools.

The plan is well-matched with the Benedict College mission and with our tradition of teacher preparation. The conceptual framework for our School of Education, *Teachers as Powers for Good in Schools and Communities,* specifies effective practitioners as one of our four required outcomes for the new teachers we graduate and reflects our focus on the critical importance of student learning outcomes as the primary indicator of teacher effectiveness. As such, the fact that the State's *Race to the Top* proposal specifically addresses the use of assessment of student learning outcomes to identify, support, and place effective teachers makes it ideal for support by Benedict College.

We fully endorse the tenets of the proposal and will work with the Department of Education and the participating stakeholders to contribute to its success. I look forward to hearing from you about the good news of a funded proposal.

Sincerely,

David H. Swinton
President and CEO

(803) 705-4681 Business
(803) 705-6937 Fax

Equal Opportunity in Education and Employment
Without Regards to Race, Sex, Color, National Origin, Religion or Disability

BENEDICT COLLEGE

1600 Harden Street
COLUMBIA, SOUTH CAROLINA 29204

School of Education

January 6, 2010

Mark A. Bounds
Deputy Superintendent
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Mr. Bounds:

The Benedict College School of Education strongly supports the South Carolina Department of Education's overall vision to grow South Carolina into an exemplary student-focused, choice-driven, public education system that generates solid improvements in education outcomes and ensures dramatic student achievement growth and subsequent success in higher education, in careers, and as global citizens. In addition, we wish to participate in your innovative pilot programs as part of South Carolina's vision for racing to the top. It is my understanding that these pilots will create new partnerships among colleges of education and participating schools, particularly low achieving schools, to pilot new models for school improvement, professional development of instructional staff and student support specialists, improving education leadership, etc. The Benedict College School of Education will follow these pilots closely, analyze the data from them and will integrate successful programs into our degree curricula as appropriate.

In closing, I am looking forward to a productive relationship between the South Carolina Department of Education and the Benedict College School of Education as we engage in this most important endeavor.

Sincerely,

Allen Coles
School of Education, Dean

cc: Dr. Mona Thornton, Chair, Dept of Education

Equal Opportunity in Education and Employment
Without Regards to Race, Sex, Color, National Origin, Religion or Disability

CHARLESTON SOUTHERN UNIVERSITY

OFFICE OF THE PRESIDENT

January 6, 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Dr., Suite 500
Columbia, SC 29205

Dear Mr. Bounds,

Please allow this letter to serve as an expression of my wholehearted support for the Race to the Top initiative. The goals of this initiative will stimulate intentional and concerted efforts to address some of the most pressing issues facing student education in South Carolina. Approximately 85% of the student population at Charleston Southern University comes from South Carolina, so we are well aware of the significant and continuing needs of South Carolina students.

We are also keenly aware of the need to recruit, develop, reward, and retain effective teachers and principals and we're supporting this goal by working to produce the most effective teacher education graduates possible. Creating well developed recruiting and retention programs in our South Carolina schools will provide a greater incentive for these high-caliber graduates to seek teaching jobs in the state.

I look forward to the implementation of the Race to the Top plan and stand ready to assist you in any way.

Sincerely,

Jairy C. Hunter, Jr.

Jairy C. Hunter
President

CHARLESTON SOUTHERN UNIVERSITY

SCHOOL OF EDUCATION

January 4, 2010

To Whom It May Concern:

As the dean of a school of education in South Carolina, I strongly support South Carolina's *Race to the Top* proposal. The proposal is a collaborative effort demonstrating South Carolina's commitment to an exemplary student-focused, choice-driven public education system. This system is purposefully designed to generate improvement in educational outcomes ensuring student achievement, growth and subsequent success after high school.

The programming laid out in the proposal addresses the four specific requirements stated in the application. South Carolina's coherent program outlines a plan to adopt common standards and assessments that prepare students to compete in the global economy. The plan includes building data systems to measure student growth and success; thereby, providing information to teachers and principals to improve instruction. Turning around South Carolina's lowest achieving schools is a focus of the plan. Recruiting and retaining effective teachers and leaders, equitably distributed, is an essential component of the proposal's conceptual framework.

South Carolina's schools and colleges of education will work to support the *Race to the Top* implementation. We will assist in making the program a success for South Carolina. Some schools and colleges of education are electing to develop and participate in innovative pilot programs creating new partnerships with schools especially low-achieving schools. As always, we will continue to use ADEPT feedback to improve our programs.

Funding for South Carolina's *Race to the Top* proposal would be a significant catalyst for change across our state. As a state, funding will allow us the opportunity to reform our schools for the betterment of the students.

Thank you for your consideration.

Sincerely,

Dr. Norma Harper

Dr. Norma Harper
Dean, School of Education
Charleston Southern University
9200 University Boulevard
Charleston, SC 29423-8087

Office of the President
Tingley Memorial Hall
Tel +1 803.535.5412
Fax +1 803.535.5402

January 6, 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

I am pleased to write a letter of support in an effort by the South Carolina Department of Education to seek funds to enhance significantly the delivery of high quality education in the state. As funds will be obtained on a competitive basis as a result of the Recovery and Reinvestment Act through a program titled, "Race to the Top," the department has developed a dynamic proposal.

Most interesting about the proposal is the conceptual framework that places appropriate emphasis on transitioning from quality teachers and leaders to effective teachers and leaders with equitable distribution. It is a shift from quality to effectiveness and I believe will yield a public education system that graduates students capable of making a smooth transition into higher learning with minimum, if any, academic deficits.

From a global perspective, "Race to the Top" is a much-needed initiative and South Carolina will take a leading role in building the next generation of lifelong learners and citizens. Equally important, South Carolina's success will create choices for students, teachers, leaders, and other educators that will improve student achievement, speed up growth and promote educator efficacy.

I am extremely hopeful that the proposal evaluators will review South Carolina's entry favorably.

Sincerely,

Henry N. Tisdale

Henry N. Tisdale
President

CLEMSON
UNIVERSITY

January 7, 2010

Jim Rex
State Superintendent of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Superintendent Rex:

I write to express Clemson University's strong support of South Carolina's application to the federal *Race to the Top* grant program to drive education reform and improve our schools.

As President of a top-tier public research university, I see both the great need and the potential for real innovation in South Carolina's schools. Thank you for including Clemson's Eugene T. Moore School of Education in your planning. This collaborative grant application process has led to a very strong proposal.

The Moore School educates a large portion of teachers and educational leaders for South Carolina. The RTT grant will strengthen our collaborative efforts and Clemson's existing work to assess and improve teacher performance; to prepare principals as effective leaders and change agents; to improve teacher recruitment programs; and to partner with school districts to elevate under-achieving schools.

This proposal meets the challenge President Obama laid out in announcing the national RTT program in July 2009. The competition for grants, he said, "will be based on a simple principle – whether a state is ready to do what works." I believe South Carolina is ready to do what works.

Our state understands the urgent need to improve education at every level. This can be seen in everything from the high standards adopted for our schools several years ago, to the scholarship incentives created to halt the "brain drain" of our top high school graduates to colleges in other states.

You have my strongest possible endorsement and Clemson University's pledge to work with you and the U.S. Department of Education to accomplish the goals of *Race to the Top*. Thank you again, and best wishes from Clemson for a successful outcome.

Sincerely,

James F. Barker, FAIA
President

cc: Doris Helms, Provost
Larry Allen, Dean, College of Health, Education and Human Development
Michael Padilla, Director, Eugene T. Moore School of Education
Angie Leidinger, Director of Governmental Affairs

PRESIDENT
201 Sikes Hall Clemson, SC 29634-5002
864.656.3413 FAX 864.656.4676

CLEMSON
UNIVERSITY

January 4, 2010

Dr. Mark Bounds, Deputy Superintendent
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Dr. Bounds:

We are writing in support of the South Carolina application for the Race to the Top grant proposal. Having participated in the many planning meetings for this effort, we can say unequivocally that we are in complete agreement that this award has the potential to catalyze the State's plan for effecting change. We believe that the State is uniquely poised to build on the many ongoing initiatives, especially those in the areas of adopting common standards; building comprehensive data systems; recruiting, developing, rewarding and retaining effective teachers and principals; and turning around the State's lowest-achieving schools.

As a state-supported land grant institution, and as one of the largest producers of educators in South Carolina, Clemson University and the Eugene T. Moore School of Education can play a unique role in the State's RTT effort. In particular, we are interested in collaborating on:

- Assessing and improving teacher and school leadership preparation programs;
- Continuing and expanding our efforts to follow our graduates into the job market;
- Using value-added measures to assess and improve the quality of our educator preparation programs;
- Providing a model of innovative recruitment programs that may be useful for other state institutions;
- Cooperating in creating new teacher and principal evaluation tools; and
- Partnering with schools and school districts, especially low-performing schools.

We enthusiastically support the Race to the Top agenda and eagerly anticipate participating in and providing leadership to the grant initiative, as you may require.

EUGENE T. MOORE SCHOOL OF EDUCATION
Office of the Director 102 Tillman Hall Box 340702 Clemson, SC 29634-0702
864.656.7656 FAX 864.656.0311

We believe that we can build on the already established and longstanding relationship between Clemson University and the South Carolina Department of Education and that our history of partnership provides a head start in this endeavor. We look forward to continued collaboration.

Sincerely,

Michael Padilla, Director
ETM School of Education

Larry Allen, Dean
College of HEHD

December 23, 2009

Mr. Mark A. Bounds
Deputy Superintendent
S. C. Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Mr. Bounds:

In my role as Dean of the William L. Spadoni College of Education at Coastal Carolina University, I am delighted to present this letter of support for the South Carolina Department of Education as they pursue a *Race to the Top* grant. Award of this grant would provide many opportunities to enhance existing programs, build new models, and refine educational initiatives across the State of South Carolina.

We believe that the six themes underlying South Carolina's Race to the Top programming form a solid foundation from which to achieve the State's vision and that they weave together the many pieces contained within the application. These themes are:

1. Expanding learning time opportunities and partnerships, including afterschool and summer programs, especially in low-income schools and/or schools in need of improvement.
2. Giving high school students the opportunity to acquire post-secondary credits while in high school.
3. Personalizing education for all students and infusing 21st century learning skills throughout the curriculum.
4. Including relationship development and maintenance as well as content knowledge as essential teaching skills, and transforming schools into community learning centers.
5. Developing a variety of principal and teacher recruitment, support, retention and pay for performance strategies for high poverty schools and for those in need of improvement.
6. Turning around schools in need of restructuring by partnering with successful outside nonprofit intermediaries and cooperating school districts and colleges.

The Spadoni College of Education has a history of collaboration with school districts, Horry-Georgetown Technical Center and our faculty has a wealth of experience partnering with schools and centers across the county. There continues to be research conducted by education faculty in K-12 schools on classroom climate, literacy and science that would complement the objectives and goals of the grant. We would welcome the chance and the challenge of working with the State Department of Education, especially as it relates to adopting common standards and assessments that prepare students to succeed in college to compete in the global economy; as well as, turning around low-achieving schools.

I wish you well on your application and offer any help if awarded funding to implement school reform in such needed areas for the State of South Carolina.

Respectfully,

Dianne L. H. Mark

Dianne L. H. Mark, Ph.D.
Dean

May 19, 2010

Mr. Mark Bounds
Deputy Superintendent
Department of Educator Quality and Leadership
3700 Forest Drive, Room 562
Columbia, SC 29204

Dear Mr. Bounds:

I am writing this letter in support of our state's quest to receive funding from the Race to the Top initiative. I know that countless hours have been dedicated to the work of securing this funding, and I want to thank those in our South Carolina State Department of Education who are working tirelessly to complete our state's proposal.

South Carolina must prepare her students to be successful citizens who have the possibility of receiving higher education and obtaining competitive careers. I, therefore, support our Department of Education's vision that South Carolina can obtain an exemplary, student-focused public education system with significant growth in student achievement. We must continue our quest for high standards, but we cannot reach this goal if we do not have the funding to ensure that the support and resources are available to help our students achieve. We need a catalyst for change across our state, a change that will allow us to reform our schools and eliminate all *corridors of shame*.

Coker College is preparing excellent teachers to instruct the students of our state, and these teachers deserve the knowledge that public education will receive the funding it deserves. The reform that our state needs for educating students will only succeed if our Race to the Top proposal succeeds; therefore, I commend our state's efforts and sincerely hope we are granted the needed funding.

With best regards,

Susan D. Henderson

Susan D. Henderson, Ph.D.
Chair, Department of Education
Director, Teacher Education Program

COLLEGE of CHARLESTON
FOUNDED 1770

P. George Benson, President

January 7, 2010

Jim Rex, Superintendent
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29205

Dear Jim,

I am writing to express my support of you and the South Carolina Department of Education in your pursuit of "Race to the Top" federal funds for your initiatives to better prepare the students of South Carolina for the future.

The College's School of Education, Health, and Human Performance is in the business of educating tomorrow's teachers. We understand and recognize the importance of helping current and future educators become more effective in the classroom.

I wish you the best of luck, and I fully support your efforts to gain theses funds.

Warmest regards,

P. George Benson

66 GEORGE ST. | CHARLESTON, SC 29424-0001

COLLEGE of CHARLESTON

SCHOOL OF EDUCATION,
HEALTH, AND HUMAN
PERFORMANCE

January 5, 2010

Mark A. Bounds, Deputy Superintendent
Division of Educator Quality and Leadership
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Mr. Bounds:

I am very pleased that South Carolina is submitting a proposal to the United States Department of Education for Race to the Top (RTTT) funding. This funding supports 1) adopting common standards and assessments that prepare students for success; 2) building data systems that measure student growth and success and inform educators about how to improve teaching and learning; 3) recruiting, developing, rewarding and retaining effective educators; and 4) turning around our lowest achieving schools.

It is my understanding that our SC proposal is designed to improve content knowledge and skills of educators in order to provide deep and meaningful learning for all students and especially low-income students. At the College of Charleston, we are committed to educating the best teachers possible for all learners. I also understand that our SC RTTT proposal is designed to transform and turn around schools, particularly in high poverty communities. Our proposal further gives high school students, particularly those in high poverty schools, an opportunity to acquire college credits in high school, personalize education for all students, and infuse 21st century skills throughout the curriculum.

We are very committed to the activities in the SC proposal. In fact, you may be aware that we were instrumental in helping to turn around a long-standing low-performing high school in downtown Charleston, Burke. We will gladly share our implementation and evaluation strategies to help ensure that the SC RTTT is successful on a state-wide basis.

I am currently serving as the Chair Elect of the SC Education Deans and will become Chair in July 2010. In that role, I will gladly facilitate the work of our 30 SC teacher education programs as we partner with P-12 education, businesses, nonprofits, faith community, health and governmental representatives and agencies in our quest to improve education in SC.

Our Center for Partnerships to Improve Education Director, Dr. Paula Egelson, has been engaged with you in the development of our SC RTTT. The progress you have made in conceptualizing and planning is impressive. I fully support our SC RTTT.

I am optimistic that this proposal will be funded because of its promise to impact the quality of education for SC.

Sincerely,

Frances C. Welch

Frances C. Welch, Ph.D.

FRANCES C. WELCH, PH.D., DEAN
PHONE: 843.953.5613 | FAX: 843.953.8070 | WELCHF@COFC.EDU
66 GEORGE ST. | CHARLESTON, SC 29424-0001

Office of the President

January 6, 2010

Deputy Superintendent Mark Bounds
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, SC 29205

Dear Mr. Bounds:

It is my pleasure to write in support of the application of the South Carolina Department of Education for funding through the Race to the Top initiative. Building on its development of innovative, student-centered programming, the department is well positioned to achieve significant transformation with Race to the Top funding.

Consistent with the goals of Race to the Top, the department plans to revise assessment of student learning through enhancement of unified standards and data dissemination. The plan addresses critical shortages of teachers and administrators in under-served areas. The reforms already undertaken by the department have established a foundation for success when funding is available for their extension.

Speaking on behalf of a college long known for the high quality of our teacher education programs, I am very pleased to support the work of the South Carolina Department of Education, and I am confident that with support from the Race to the Top initiative, they will achieve dramatic improvement in student achievement.

Sincerely,

Caroline Whitson, Ph.D.
President

1301 Columbia College Drive • Columbia, South Carolina 29203
803.786.3178 • FAX 803.754.3178 • www.columbiasc.edu

Columbia International University

"To know Him and to make Him known"

January 11, 2010

Dr. Jim Rex, State Superintendent of Education
South Carolina Department of Education
1419 Senate Street
Columbia, SC 29201

Dear Dr. Rex,

I am pleased to offer my letter of support for South Carolina's *Race to the Top* proposal to ensure dramatic student achievement growth at the K-12, higher education, and career levels. The conceptual framework outlines a worthy goal – the shift to "effective teachers and leaders, equitably distributed."

We at Columbia International University encourage a more responsive and effective public education system that will graduate more students ready for college and life. We applaud your efforts to bring this funding to our state.

Sincerely,

William H. Jones, D.Min.
President

Bible College · Graduate School · Seminary & School of Missions · Ben Lippen School · 89.7 WMHK · New Life 91.9
7435 Monticello Road · P.O. Box 3122 · Columbia, SC 29230-3122 · 803.754.4100 · 800.777.2227 · 803.786.4209 Fax · www.ciu.edu

Columbia International University

"To know Him and to make Him known"

Dr. Jim Rex, State Superintendent of Education
South Carolina Department of Education
1419 Senate Street
Columbia, SC 29201

Dear Dr. Rex,

As Associate Dean for Education Programs at Columbia International University, I am pleased to offer my letter of support for South Carolina's *Race to the Top* proposal. I think it can help to ensure dramatic student achievement growth at the K-12, higher education, and career levels. The conceptual framework outlines a worthy goal – "effective teachers and leaders, equitably distributed."

The Education Program would certainly encourage an education system that will graduate more students ready for college and life. We applaud your efforts to bring this funding to our state.

Sincerely,

Connie Z. Mitchell

Connie Z. Mitchell, Ed.D
Associate Dean for Education Programs

CONVERSE

OFFICE OF THE PRESIDENT
580 East Main Street
Spartanburg, SC 29302-1931
direct 864.596.9050
fax 864.596.9223
www.converse.edu

January 8, 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

It is with great enthusiasm and vested interest that I write this letter in support of South Carolina's efforts to advance comprehensive, integrated school reform through a *Race to the Top* grant award. South Carolina's vision and framework for improvement are aggressive, admirable and possible. With appropriate funding and the active involvement of education partners like Converse College across South Carolina, the plan will result in a significant transformation of the State's public school system. Such reform is absolutely imperative if South Carolina is to advance the education, health and well-being, and income of all of our citizens, thereby transforming the vitality and economy of the State.

As a master's university that works each year with approximately 750 graduate students, who are pursuing advanced degrees in education, Converse is particularly excited by the State's commitment to transition from "quality teachers and leaders" to "effective teachers and leaders, equitably distributed." Building upon dramatic and innovative reforms already underway, this change promises to dramatically and positively impact student learning and outcomes. I am confident that the collaboration between the State, local education agencies, and higher education will ensure significant student achievement growth, followed by students' success in higher education, careers, and as global citizens.

The collaborative leadership currently advancing this significant and sustainable improvement in South Carolina's education system has the vision, the drive and the imperative to realize comprehensive, integrated school reform involving high standards and the appropriate support of our students to meet those standards. The great urgency of South Carolina's educational needs coupled with the creative, vested interest of educators and leaders to meet these needs as effectively, comprehensively and quickly as possible makes our State's case for *Race to the Top* funding. With this financial commitment, South Carolina can improve the lives of all our citizens for decades to come.

Yours sincerely,

Elizabeth A. Fleming, Ph.D.
President

CONVERSE

SCHOOL OF EDUCATION AND GRADUATE STUDIES
580 East Main Street
Spartanburg, SC 29302-1931
direct 864.596.9220
fax 864.596.9221
www.converse.edu

January 6, 2010

Mr. Mark Bounds, Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

As Dean of the Converse College School of Education and Graduate Studies, I welcome the opportunity to write this letter in support of South Carolina's effort to secure funding through the *Race to the Top Grant*. South Carolina's vision for improvement is both admirable and remarkable and should result in significant transformation of the State's public school system.

The preparation of teachers and instructional leaders is critical to the improvement of schools and student achievement, and South Carolina's plans for the use of *Race to the Top Grant* funds are soundly focused on dramatically improving student achievement, followed by students' success in higher education, in careers, and as global citizens. South Carolina's intent to rapidly evolve into the most student-focused, choice-driven, innovative public education in the country is exciting and an effort in which the Converse College School of Education and Graduate Studies welcomes the opportunity to actively participate.

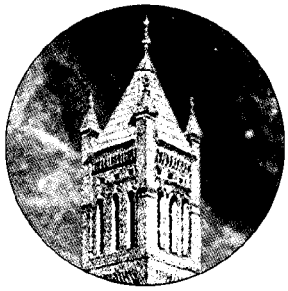
Through the use of grant funds, South Carolina will transition from "quality teachers and leaders" to "effective teachers and leaders, equitably distributed" which will be accomplished through a collaboration of the State, local education agencies, and higher education. This collaboration will:

- move urgently and persistently to create sustainable transformation;
- build upon dramatic and innovative state reforms;
- engage and prepare "next generation" life-long learners and citizens;
- immerse learners in a culture of personalized instruction; and
- create choices for students, teachers, leaders, and other educators that improve student achievement, speed up growth, and promote educator efficacy.

Again, I strongly support South Carolina's attempts to improve teaching and learning, to enhance its public school system, and to incorporate higher education preparation programs for teachers and school leaders as well as the entire education community into this strategic plan for improvement. It is our sincere wish that *Race to the Top Grant* funds be directed to South Carolina to enable the accomplishment of these important and extraordinary goals that will improve the lives of South Carolinians for decades to come.

Respectfully,

Thomas M. Faulkenberry, Ph.D.
Dean of the School of Education and Graduate Studies
Converse College



founded in 1872

LANDER UNIVERSITY

Office of the President

6 January 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

Please accept this letter as a commitment from Lander University to support the South Carolina Department of Education's application for federal funding from the grant, "Race to the Top".

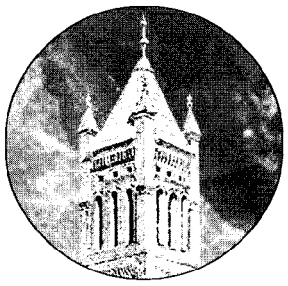
Lander University has been and continues to be a contributing partner with our State Department of Education in the formidable task of preparing students for productive citizenship for our state, and beyond.

I have personally reviewed your conceptual framework and the transformative effort from quality teachers to "effective teachers and leaders, equitably distributed." You and Superintendent Rex have my personal commitment and support as well.

Let me know when I can be of further help.

Cordially,

Daniel W. Ball
President



founded in 1872

LANDER UNIVERSITY

College of Education

January 6, 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

Lander University is proud to champion initiatives that support effective teachers and educational leaders such as those described in South Carolina's Race to the Top grant proposal. The teacher education programs of Lander University are wholeheartedly in support of educational practices that prepare students to assume the role of active citizens in a thriving society. We are particularly pleased with the sections of the grant proposal that encourage and support the importance of "teacher and student voice" in the role of education.

As we know, strengthening preK-12 educational institutions requires the cooperation of a wide variety of parties including community members, local businesses, schools, institutions of higher education, and local and state government entities. Lander University's Department of Teacher Education has long enjoyed strong relationships with these parties in South Carolina and looks forward to continuing to work toward stronger schools in South Carolina. Thank you for taking the lead in developing a grant proposal that, if funded, will allow South Carolinians to continue to develop innovative and effective educational practices.

Respectfully,

Judith Neufeld

Judith Neufeld, Ph.D.
Interim Dean
College of Education

Limestone College

1115 College Drive, Gaffney, SC 29340

Mark A. Bounds, Deputy Superintendent
South Carolina Department of Education
Educator Quality and Leadership
Landmark II Office Building
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Dr. Bounds,

The purpose of this letter is to express the support of the Teacher Education Program at Limestone College. We at Limestone believe that the state's Race to the Top award will be a significant catalyst for change across our entire state. As a state we will have the opportunity to truly reform our schools and will have financial backing to do so. This is of the utmost importance considering the economic state of our area. South Carolina's colleges of education, along with a broad set of other stakeholders, have worked closely with the state department of education over the past years to improve education outcomes in South Carolina and are committed to continuing that cooperation. That hard work positions South Carolina to compete well for Race to the Top Funding.

We strongly support the South Carolina Department of Education's overall vision to grow South Carolina into an exemplary student-focused, choice-driven, public education system that generates solid improvements in education outcomes and ensures dramatic student achievement growth and subsequent success in higher education, in careers, and as global citizens. We support the programming laid out in South Carolina's Race to the Top agenda and believe it comprises a coherent program that meets the four specific requirements laid out in the Race to the Top application, including

- Adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global community;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

We believe the six themes underlying South Carolina's Race to the Top programming form a solid foundation from which to achieve the State's vision and that they weave together the many program pieces contained within the application. These themes are:

Phone: (864) 489-7151 • *1-800-795-7151* • *Fax: (864) 487-8706*

- Expanding learning time opportunities and partnerships, including afterschool and summer programs, especially in low-income school and/or schools in need of improvement;
- Giving high school students, especially for students in high poverty schools, the opportunity to acquire post-secondary credits while in high school—credits designed to create pathways and momentum for post high school career preparation or to 2 and 4 year colleges;
- Personalizing education for all students and infusing 21st century learning skills throughout the curriculum;
- Including relationship development and maintenance as well as content knowledge as essential teaching skills, and transforming schools, especially in high poverty communities and those in need of improvement, into community learning centers;
- Developing a variety of principal and teacher recruitment, support, retention and pay for performance strategies for high poverty school districts and colleges.

Colleges of education will work to support the Race to the Top implementation through the four-year grant period and assist wherever possible in making the program a success for South Carolina.

We will use ADEPT feedback on our teacher graduates in order to continue to refine and improve our degree programs. We will also strengthen our partnerships with persistently low-achieving schools to assist with the turnaround process.

Please accept this letter as our sign of support for South Carolina's Race to the Top grant application.

Sincerely,

Shelly A. Meyers, Ed.D.
Director of Teacher Education
Limestone College

Walt Griffin

Walt Griffin, Ph. D.
President
Limestone College

MORRIS COLLEGE

100 West College Street
Sumter, South Carolina 29150-3599
Telephone: (803) 934-3200
Fax: (803) 773-3687
Website: www. morris.edu

January 8, 2009

Dr. Mark Bounds, Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Dr. Bounds:

We enthusiastically support the South Carolina State Department of Education's efforts in submitting a proposal of interest to compete for funds that will assist in strengthening the education of our youth.

Funding of this grant would provide the resources needed for representatives of the P-12, the higher education, and the business communities to join forces in identifying, adopting, and assessing the effectiveness of standards that will prepare students to succeed in higher education and in the workplace. Further, the grant would assist the state in recruiting, developing, rewarding, and retaining effective teachers and administrators.

As an institution with a teacher education program, we could benefit from funding to support teacher education scholarships in order to attract and retain more students from the upper five and ten percent of their high school graduating classes.

Finally, with this funding, there would be a higher probability of increasing the retention rate of the effective teachers and administrators in our low-achieving schools. Incentives could be provided to attract educators and to reward them for enhancing student achievement.

Sincerely,

Irene Reed Singletary
Director of Teacher Education

Lois Weston Green, Chair
Division of Education

PRESBYTERIAN COLLEGE

Department of Education

NCATE
The Standard of Excellence in Teacher Preparation

May 18, 2010

Mr. Mark Bounds
Deputy Superintendent
Department of Educator Quality and Leadership
3700 Forest Drive, Room 562
Columbia, SC 29204

Dear Mark,

This letter is written to express Presbyterian College's Education Department strong support for South Carolina's Race to the Top Round Two application. Under your leadership, South Carolina's colleges of education, along with a broad set of other stakeholders, have worked closely with the state department of education over the past years to improve education outcomes in South Carolina and are committed to continuing that cooperation. That hard work positions South Carolina to compete well for Race to the Top funding.

The agenda set forth in South Carolina's Race to the Top application promises both short term and long term benefits for students and educators throughout the state and at all levels. This critical funding would provide South Carolina with the resources essential to the transformation of public education into a culture that is learning-focused, student-centered, and data-driven. Far too often, dedicated and creative educators are challenged to find ways to implement meaningful and productive change due to lack of funding. In too many parts of our state, schools are left without current and effective resources for rigorous math, science, literacy, and technology programs as well as professional development.

Our education department supports the programming laid out in South Carolina's Race to the Top agenda and believes it comprises a coherent program that meets the four specific requirements laid out in the Race to the Top application, including:

o Adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

o Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;

o Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

o Turning around our lowest-achieving schools.

We are confident that South Carolina's leaders are prepared to implement the ambitious, effective plans for reform as outlined in our Race to the Top application and are pleased to be a part of this collaborative effort.

Sincerely,

Debra S. Lee

Debra S. Lee, Ph.D.

Associate Professor of Education
Chair, Education Department
Presbyterian College
dslee@presby.edu
864.833.8361

THE CITADEL
THE MILITARY COLLEGE OF SOUTH CAROLINA

Office of the Provost
and Dean of The College

January 8, 2010

U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Dear Grant Selection Committee:

I am writing to express The Citadel's enthusiastic support for South Carolina's grant application for the federal Race to the Top funding. We understand that the SC Department of Education seeks a grant from the U.S. Department of Education to dramatically change the educational enterprise in South Carolina by investing in key supports that 1) create common standards and assessments that prepare students to succeed in college and to complete in the global economy; 2) build data systems that measure student growth and success and inform educators on continuous improvement efforts; 3) recruit, develop and retain effective educators; and 4) dramatically improve the state's persistently lowest-achieving schools.

The Citadel, whose mission focuses on educating principled leaders, particularly appreciates the grant program's recognition of the importance of strong leadership and the State of South Carolina application's emphasis on leadership development. We firmly believe that South Carolina is uniquely positioned, in terms of our initiatives over the past decade and dramatic need, to successfully administer and benefit from this grant program. Race to the Top funding represents South Carolina's best chance to engage in the fundamental reforms that are needed to develop the state's higher education pipeline, workforce, and fuel future innovations.

The Citadel is fully committed to supporting the state's efforts in implementing the Race to the Top initiatives.

Sincerely,

Samuel M. Hines, Jr.
Brigadier General, SCM
Provost and Dean of the College

171 Moultrie Street, Charleston, SC 29409-6100
(843) 953-5007 Fax (843) 953-7240

THE CITADEL
THE MILITARY COLLEGE OF SOUTH CAROLINA
SCHOOL OF EDUCATION
OFFICE OF THE DEAN

January 8, 2010

Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, SC 29205

Dear Superintendent Bounds:

The Citadel School of Education is pleased to support the Race to the Top application submitted by the South Carolina Department of Education. As an institution that prepares teachers, reading specialists, school counselors, principals, and superintendents for South Carolina and the lowcountry, The Citadel embraces the vision of this Race to the Top proposal that ensures dramatic improvement in student achievement and their subsequent success in higher education, in careers, and as global citizens.

The Citadel School of Education, along with our colleagues in other colleges and universities across the state, has worked closely with state department of education over the years to improve education outcomes for the children and youth of South Carolina. We are committed to continuing that cooperation and to develop innovative teachers and other principled educational leaders capable of turning around our lowest achieving schools.

Consistent with the Race to the Top initiatives proposed in the application, The Citadel School of Education is partnering with area school districts to offer collaboratively designed and implemented cohort masters programs for district teachers aspiring to become principals and reading specialists. Also in accordance with the vision and principles that characterize this Race to the Top application, The Citadel School of Education has developed innovative accelerated Masters of Arts in Teaching programs in science and mathematics for career professionals transitioning to a teaching career. In partnerships that transcend our campus boundaries, The Citadel School of Education—in collaboration with the Schools of Engineering and Science and Mathematics—is developing a STEM Center at The Citadel focused on enhancing STEM (Science, Technology, Engineering, and Technology) literacy throughout the state and region. These are among the many initiatives that could serve as pilot projects in South Carolina's Race to the Top.

We enthusiastically support this Race to the Top application for it builds upon and expands our involvement in a state-wide effort of comprehensive reform of public education in South Carolina. If you need additional information, please contact me at tony.johnson@citadel.edu or by phone at (843) 953-5097.

Sincerely,

Tony W. Johnson
Professor and Dean

171 Moultrie Street, Charleston, SC 29409-6300
(843) 953-5097 Fax (843) 953-7258 www.citadel.edu

UNIVERSITY OF
SOUTH CAROLINA
AIKEN

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DEC 23 REC'D
SC DEPT. OF EDUCATION
OFFICE OF PUBLIC INFORMATION

December 21, 2009

THOMAS L. HALLMAN
CHANCELLOR

Dr. Jim Rex, Superintendent
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Jim,

I am very pleased to hear that our state is actively competing for "Race to the Top" funds. The goals of this program are certainly appropriate for our state, and I am writing to assure you that the University of South Carolina Aiken and our Teacher Education Program are solidly behind this effort.

The notion that we would move to "effective teachers, equitably distributed" is in keeping with our local priorities for teacher education. We believe that our faculty will embrace this new focus and find innovative ways to contribute to the success of students at all levels in our schools.

We are proud to be engaged in this important work and look forward to establishing new partnerships and delivery models that will further the valid and challenging objectives of this venture.

Sincerely,

Thomas L. Hallman
Chancellor

TLH/smj
c/t Dr. Suzanne Ozment, Executive Vice Chancellor
Dr. Jeff Priest, Dean, School of Education

UNIVERSITY OF SOUTH CAROLINA AIKEN

January 3, 2010

Dr. Jim Rex, Superintendent
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex,

This is to inform you that the School of Education at the University of South Carolina Aiken fully supports South Carolina's Race to the Top proposal. We believe that the proposed project will help South Carolina continue to move forward in its quest to increase student achievement.

Specifically, we believe that South Carolina's RTT proposal meets the specific requirements of:

- Adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.
- Recruiting, developing, rewarding, and retaining effective teachers and principals especially where they are needed most.
- Turning around our lowest-achieving schools.

As you know, we believe very strongly in working with the lowest-achieving schools. The School of Education has established a Professional Development School Partnership with Allendale Elementary School in the hopes that the partnership will benefit all involved.

As Dean of the School of Education at USC Aiken, I will support this effort in any way the South Carolina Department of Education deems necessary to make the project a success. We have had a great partnership over the years and look forward to continuing this partnership. Please let me know what else I can do to help in this endeavor.

Sincerely,

Jeffrey M. Priest

Jeffrey M. Priest, Ph.D.
Dean, School of Education

UNIVERSITY OF
SOUTH CAROLINA
BEAUFORT

JANE T. UPSHAW
CHANCELLOR

January 7, 2010

Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, suite 500
Columbia, SC 29205

Dear Mr. Bounds:

We at the University of South Carolina Beaufort are in full support of the SC Department of Education's seeking of federal stimulus funds to implement the vision of the Race to the Top program.

Our university is deeply committed to the education of this region's citizens. Programs that work and that make people more competitive in all aspects of their lives are much in need. In our service region, schools can benefit greatly by a sustained program that focuses on learners and their life-long needs.

USCB is very supportive of any program that is "comprehensive and integrated in its approach to education reform" and that seeks to maintain high and achievable standards.

Please keep us informed as to developments with the program and the request for federal stimulus funding.

Sincerely,

Jane T. Upshaw, Ph.D.

ONE UNIVERSITY BOULEVARD • BLUFFTON, SOUTH CAROLINA 29909
843/208-8242 • FAX 843/208-8299 • E-MAIL JUPSHAW@USCB.EDU

AN EQUAL OPPORTUNITY INSTITUTION

UNIVERSITY OF
SOUTH CAROLINA
BEAUFORT

7 January 2010

Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, suite 500
Columbia, SC 29205

Dear Mr. Bounds,

We at the University of South Carolina Beaufort are in full support of the SC Department of Education's seeking of federal stimulus funds to implement the vision of the Race to the Top program.

Our university is deeply committed to the education of this region's citizens. Programs that work and that make people more competitive in all aspects of their lives are much in need. In our service region, schools can benefit greatly by a sustained program that focuses on learners and their life-long needs.

USCB is very supportive of any program that is "comprehensive and integrated in its approach to education reform" and that seeks to maintain high and achievable standards.

Our Education Department is well-aware of the goals for the Race to the Top program, and additional support will benefit the schools and the students who are in greatest need.

Sincerely,

Harvey Varnet

Dr. Harvey Varnet
Executive Vice Chancellor for Academic Affairs (Interim)

Dr. Cynthia Bolton-Gary
Education Department – Interim Chair

UNIVERSITY OF SOUTH CAROLINA

January 4, 2010

LES STERNBERG
DEAN AND PROFESSOR
COLLEGE OF EDUCATION

Dr. Damara Hightower-Davis
Office of Educator Preparation,
Support, and Assessment
3700 Forest Drive, Suite 320
Columbia, SC 29204

Dear Dr. Hightower-Davis:

I first want to express my thanks to you and your colleagues for understanding the importance of involving so many constituent and impact groups in the formulation of the conceptual foundation and operational tenets of the South Carolina Race to the Top application. The scope and degree of involvement was incredible. As a member of one of those groups, I can attest to the fact that all voices were heard.

I want to take this opportunity to express the willingness and the will of the College of Education at the University of South Carolina to actively participate in the comprehensive school transformation efforts that are the hallmarks of our state's application. It is obvious to me that what the application is stressing is not tinkering at the margins but, rather, an extensive implementation of a number of requisite initiatives that will ultimately change the educational landscape in our State with a level of significance never achieved before. As you are well aware, the faculty and staff of our College have had a long-term involvement with the State Department of Education and a myriad of schools and school districts focusing on improving how educational professionals are prepared, and the critical alignment of that preparation with the learning and achievement of all children and youth. We heartily endorse the student-focused and choice-driven components of the application and firmly believe that South Carolina's Race to the Top agenda is focused and coherent. The six themes articulated in the proposal serve, in many respects, as an affirmation of a number of initiatives that some of our faculty and staff have been pursuing with targeted schools. What is most important, however, is the emphasis on taking specific initiatives to scale; something that is absolutely essential.

The College of Education is more than excited about the South Carolina Race to the Top possibilities. For all of our partners --- and for the children and youth of the State who stand to benefit the most --- I sincerely hope that the proposal receives the federal support that it certainly deserves.

Sincerely,

Les Sternberg, Ph.D.

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208
803/777-3075 • FAX 803/777-3035 • E-MAIL LSTERN@GWM.SC.EDU

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UNIVERSITY OF SOUTH CAROLINA

HELEN I. DOERPINGHAUS
VICE PROVOST AND
DEAN OF UNDERGRADUATE STUDIES

January 5, 2010

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

Dear Dr. Rex:

We are writing to express strong support for your proposal, "Race to the Top." Developing a comprehensive and integrated approach to school reform, linked to high standards and the support required to help students meet these standards, is critically important for South Carolina. The University of South Carolina endorses your efforts to assist our students through this initiative.

Sincerely,

Helen I. Doerpinghaus
Vice Provost and Dean of Undergraduate Studies

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-2930 • FAX 803/777-9502

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UNIVERSITY OF SOUTH CAROLINA UPSTATE

CHARLES A. LOVE, DEAN
SCHOOL OF EDUCATION
NCATE Accredited

December 21, 2009

Dr. Mark Bounds, Deputy Superintendent
Educator Quality and Leadership
Landmark II Office Building
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Dr. Bounds:

It is with great pleasure that I write to inform you that the University of South Carolina Upstate's School of Education pledges its total and complete support of South Carolina's Race to the Top Grant Proposal. An award of this magnitude would significantly impact our state's capacity to implement school reform in the areas of standards and assessment, the collection and use of data, teacher effectiveness and equity in teacher distribution, and turning around struggling schools. We will make every possible effort to assure that, if awarded this grant, it will have our full cooperation and support for optimum success. We have a long- standing relationship with the South Carolina Department of Education and existing programs that support teacher training, teacher effectiveness and school improvement.

This opportunity to continue our collaborative efforts with the SCSDE, other South Carolina Colleges, Schools and Departments of Education and South Carolina school districts is consistent with our mutually supportive goals and maximizes our potential for positively impacting school reform in South Carolina.

We fully support the programming laid out in South Carolina's Raced to the Top agenda and believe it comprises a coherent program that meets the four specific requirements laid out in the Race to the Top application including:

- Adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they improve instruction;

- Recruiting developing, rewarding effective teachers and principals, especially where they are needed most, and
- Turning around our lowest achieving schools.

The grant will provide us with yet another excellent opportunity to continue to work cooperatively to improve education in South Carolina. I am professionally pleased with the overwhelming level of cooperation and support we have received from the other partners in preparing this proposal and from the community in supporting this initiative. I perceive that this initiative will significantly enhance our efforts to reform education in our state. Thus, the ultimate benefactors will be the students attending the public schools of South Carolina.

Congratulations on an excellent proposal and please realize that the faculty and resources of the School of Education at the University of South Carolina stand firmly behind it.

With warmest regards,

Charles Love, Dean
USC Upstate School of Education

Voorhees
COLLEGE

Office of Teacher Education

January 6, 2010

Dr. Mark Bounds, Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, SC 29205

Dear Dr. Bounds:

The purpose of this letter is to let you know that the Division of Education at Voorhees College supports the grant proposal, Race to the Top, written by a team of educators in South Carolina. The location of Voorhees College in a part of the state with high unemployment, low per capital income, and low performing schools makes the grant especially attractive. The focus of the grant has the potential to assist the schools and thus the community in this area.

The emphasis of the grant on effectiveness rather than quality makes the activities more inclusive. This approach is appealing because more minority students will be able to participate.

The grant includes pertinent strands to improve education in South Carolina. The strands are: relevant 21st century standards and assessments, effective teachers and leaders distributed equitably, effective learning centers, and the innovation engine. Holistically, the grant has the potential to move South Carolina from among the lowest performing states to among the highest performing states.

Currently, Voorhees College is re-establishing its education program with the process expected to be complete by early summer. Administrators and faculty in the new program pledge their support for the grant and will serve in any capacity necessary to assist with it. The federal stimulus funds would aid South Carolina's educational system in climbing to the top.

Very truly yours,

Doris B. Matthews

Doris B. Matthews, Ph. D.
Director of Teacher Education

P.O. Box 678 • Denmark, SC 29042-0678
Tel: (803) 780-1289 • Fax (803) 780-1420

The Episcopal Church

WINTHROP
UNIVERSITY

Office of the President

January 6, 2010

The Honorable Jim Rex
State Superintendent of Education
S.C. Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Jim:

As you are well-aware, teacher preparation long has been viewed as an all-institutional responsibility at Winthrop University. As a result, preparing teachers and school leaders to be 'effective' is synonymous with our pledge of pervasive quality in all we do, and it is in keeping with that pledge that I want to affirm our commitment to providing the S.C. Department of Education with the full support of our campus in your planned "Race to the Top" grant initiative.

As South Carolina's historic flagship institution of teacher preparation, Winthrop has a sustained record of support and achievement in this regard, both as the host campus for the S.C. Center for Teacher Recruitment, Retention and Advancement and as the first and only public university in America allowed to name its College of Education for The Honorable Richard W. Riley, former U.S. Secretary of Education.

While Winthrop's various degree offerings have expanded significantly over the decades, our strong commitment to the preparation of effective educators and education leaders remains a core part of our value system, and is reflected by the Richard W. Riley College of Education's recent selection by the U.S. Department of Education to be a first-round recipient of a Teacher Quality Partnership grant. By connecting assistance in the "Race to the Top" initiative with our TQP grant (called NetSCOPE), Winthrop will be able to develop an innovative program that can serve as a pilot in the state, working with low-achieving schools to implement a new model for school improvement, professional development of teachers, and development of school leaders. We will be using the data from the state's ADEPT assessment instrument during our teacher preparation program and the feedback received on our teacher graduates, along with input of teachers and school leaders through program advisory groups, to update our preparation programs to incorporate use of data systems, as well as meet other continuous improvement goals. We will take a "simultaneous

renewal" approach and work to improve initial preparation of educators (teachers and leaders) while at the same time working hand-in-hand with partnering schools to improve those schools. We recognize the importance of assessment and program evaluation at all levels with such a massive reform initiative and we also know how essential it will be to focus on student learning impacts, so we look forward to working with the S.C. Department of Education on effective and appropriate assessment measures.

We hope reviewers of South Carolina's "Race to the Top" application also will recognize the context within which Winthrop's educator-preparation programs operate: Winthrop is committed overall to guiding its students in preparing themselves to live, learn and lead as citizen-professionals throughout their lives, no matter what their chosen life's work. In establishing that approach for our own students, we also are empowering those who choose to become educators themselves to pass those lessons on to the students they teach.

Therefore, please be assured Winthrop University is willing to support enthusiastically the implementation of the "Race to the Top" initiative for the four-year grant period and look to sustaining efforts past the term of the grant. We will assist in any way we can to making this program a success in South Carolina. Further, we believe that South Carolina's "Race to the Top" initiative is one that will truly benefit our state, its schools and all the students we serve, and thereby contribute in many important ways to America's progress in raising our level of educational attainment as a nation. We both appreciate and share your commitment to these goals.

Sincerely,

Anthony J. DiGiorgio
President

/rm

xc: Deputy Superintendent Mark Bounds, S.C. Department of Education
Dr. Jennie Rakestraw, Dean, Richard W. Riley College of Education, Winthrop University

SC EDUCATION OVERSIGHT COMMITTEE
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PO Box 11867 | 227 Blatt Building
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May 17, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

On behalf of the Education Oversight Committee (EOC), I am writing to commit our support for and partnership to execute the Race to the Top proposal submitted by South Carolina to the United States Department of Education (USDE). We congratulate you on your leadership and your willingness to put forth strong, meaningful ideas to enhance teaching and learning in our classrooms and the accomplishments of our young people.

South Carolina is working to overcome a history of underachievement. The state, through strong leadership and vigilant partnerships, has implemented a number of innovative strategies to include a statewide charter school district, virtual classes, accountability systems, public-private partnerships and individual graduation planning. Our collective work and success in these areas gives us the strength and tenacity to undertake further reforms. Our citizens expect schools to improve and they know that, without that improvement, the entire state suffers.

We particularly encourage the expansion and integration of the statewide data system to provide systemic access for the purposes of improving instruction and student achievement. South Carolina has made progress in the past by increasing the use of evidence; we have much to gain by expanding the system and by preparing our educators to use those data purposefully.

We are pleased that the rigor of the Common Core curriculum is equal to or greater than the current South Carolina academic content standards. We look forward to the utilization of bold new assessment strategies outlined in the supporting documents. For continued improvement we need the capabilities afforded through a multi-state system. Please be assured that our work is to facilitate South Carolina's participation.

Finally, we know that the curriculum that matters most is that which is delivered in classrooms. The EOC is pleased to note the SCDE's strong professional development strategy which runs through both the curriculum and the professional preparation, licensure and development sections of the proposal.

As colleagues and as legislative agency partners, we commit to working with you throughout this process. We encourage those who review the Race to the Top application to consider the plans favorably but also to consider the determination that defines those of us who teach and learn.

Sincerely yours,

Jo Anne Anderson

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Jo Anne Anderson
EXECUTIVE DIRECTOR

cerra SOUTH CAROLINA
Center for Educator Recruitment, Retention, & Advancement

May 17, 2010

The Honorable Mark Sanford
Governor of South Carolina
Post Office Box 12267
Columbia, SC 29211

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

The Center for Educator Recruitment, Retention, and Advancement—South Carolina (CERRA) is pleased to endorse South Carolina's Race to the Top application. This programming places strong emphasis on equitably distributing highly effective educators. CERRA is a statewide entity that works with the S.C. Department of Education (SCDE) and school districts to ensure that all our schools, especially those that are hard to staff, have effective teachers and leaders. CERRA will take an active role in implementing the SC INSPIRED plan, especially grant section D.3.

CERRA uses research-based models for providing community support to entice "home grown" educators and to develop and support accomplished teachers. When this grant is awarded, CERRA will work with local education agencies to encourage middle-school students to explore careers in teaching through its ProTeam program, recently endorsed by the Southern Regional Education Board as part of the Making Middle Grades Work initiative. In addition, high school students will be identified to participate in CERRA's nationally acclaimed Teacher Cadet Program, the standards of which have been correlated to NCATE, ATE, INTASC, and NBPTS standards. Furthermore, Teacher Cadet standards have been adopted by Phi Delta Kappa as national standards for the Future Educators Association. Upon graduation, Teacher Cadets in hard-to-staff areas of the State, who make a commitment to return to those areas to teach, will be awarded SC Teachers for Tomorrow Scholarships. Once these new teachers enter the classroom, the Center partners with the SCDE to mentor and guide them to become accomplished teachers.

CERRA is encouraged by the foresight and breadth of the SC INSPIRE plan, including the adoption of standards and assessments that prepare students to succeed; the recruitment, development, reward, and retention of effective educators; the use of data systems to improve student growth and decision making; and the turnaround of our lowest-achieving schools.

CERRA participated in the stakeholder meetings hosted by the South Carolina Department of Education as the State prepared to write the Race to the Top grant and provided input to the team. CERRA's contribution will not only assist in implementation success, but will also develop capacity to support subsequent sustainability.

Sincerely yours,

Gayle B. Sawyer

Gayle B. Sawyer, Ph.D.
Executive Director

Stewart House at Winthrop University ◦ Rock Hill, SC 29733 ◦ Phone 803.323.4032 or 800.476.2387 ◦ Fax 803.323.4044

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May 17, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

I am pleased to give you the full support of the South Carolina Association of School Administrators (SCASA) for the State's Race to the Top application. SCASA is the umbrella organization for South Carolina's education leaders, including all district superintendants, directors of instruction, directors of technology, and several other job-alike groups across the state's K-12 administration.

The four primary program areas within South Carolina's Race to the Top agenda together comprise a program that will catalyze statewide efforts to expand and establish a statewide longitudinal data system, work toward the equitable distribution of effective teachers and leaders, implement rigorous curriculum and assessments, and turn around struggling schools.

Together these initiatives will substantially strengthen the entire educational process with the end result of improving every student's academic performance and their success in college and the workplace. We believe the potential for students in South Carolina is exceptional.

We also promise to assist with implementation by continuing to act as the vehicle for communication and consensus building among the State's school administrators. For example, the superintendents' executive committee was able to provide unanimous support for this application, which assisted districts in reaching decisions about the Memorandum of Understanding. We have already seen the great benefits and partnership that come from your participation in the monthly meetings with school district superintendents. Likewise your deputies attend other roundtables, such as the Instructional Leaders Roundtable to share important information, receive input on proposed changes, and provide professional development. Our facilities and networks are frequently used to hold meetings and provide professional development. Our annual week-long leadership conference, as well as our professional development throughout the year, will continue to be opportunities for substantial leadership training and professional development. Those events and resources will assist with implementing the programs within the grant application.

We appreciate that the South Carolina Department of Education involved our Association in numerous discussions around Race to the Top programming. SCASA looks forward to participating in Race to the Top implementation and will continue our activities to advocate for a superior education for the citizens of South Carolina.

Sincerely yours,

Molly M. Spearman

Molly Spearman
Executive Director

South Carolina Association of School Administrators
121 Westpark Boulevard ■ Columbia, SC 29210
(803) 798-8380 ■ FAX (803) 731-8429
www.scasa.org

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Executive Director

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May 17, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Governor Sanford and Superintendent Rex:

The South Carolina School Boards Association (SCSBA) serves as the source of information and as a statewide voice for boards governing all 85 public school districts of South Carolina. The association welcomes and supports the opportunities presented to all South Carolina school districts, boards, educators, and students through the reform concepts proposed in our state's Race to the Top program application.

We appreciate the opportunity of continued involvement in the application's three critical areas of reform, including advancing the equitable distribution of effective teachers and leaders, implementing rigorous curriculum and assessments, and turning around struggling schools.

We support the reform concepts being modeled in pilot schools and look forward to learning even more through the planned data collection/utilization system. This real-time creation and provision of specific information about what practices are working best in South Carolina's public education system will be extremely valuable to school boards across the state as they guide and support reforms and improvements in local schools and districts.

SCSBA looks forward to participating in this reform programming and in the training necessary to assist board members to best implement it. We stand ready to be a partner in reforming South Carolina's public educational system so that our students can succeed in the classroom and in life.

Sincerely yours,

Paul Krohne

Dr. Paul Krohne
Executive Director

PK/jjl

South Carolina Advisory Council on the Education of Students with Disabilities

April 30, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex:

As members of the South Carolina Advisory Council on the Education of Students with Disabilities, we are deeply concerned about closing achievement gaps and graduating all students ready for college and careers. It is therefore our pleasure to support South Carolina's Race to the Top application and its comprehensive plan, including:

- Adoption of internationally benchmarked standards and assessments with a focus on 21st century skills and knowledge;
- Development of highly effective educators and incentives for deploying them equitably;
- Linking educator effectiveness evaluations to the educator preparation programs;
- Providing data dashboards and support teams using data systems to measure growth, improve learning, and guide decisions; and
- Turning around our lowest-achieving schools.

Our fifty-two member Advisory Council provides guidance on education services for students with disabilities. Approximately 50% of our members are actively participating parents. When South Carolina receives an award, the council will review and comment upon the proposed regulatory changes, new programs, data and reports, and policy changes. Our Council has a particular interest in the development of the educator effectiveness rubrics to ensure fair and equitable treatment for our students with disabilities and their dedicated teachers.

We look forward to working on implementation of the State's comprehensive reform plan proposed in the Race to the Top application.

Sincerely yours,

Dea Baldwin
Council Chair

South Carolina Advisory Council
on the Education of Students with Disabilities

Signature	Title/Role
Robert K Hatchette	Educational Consultant
Jennifer Buster	SCDDSN Director of Children's Svcs.
Shannon Lindsay	SCVRD Transition Specialist
Diane McLean	SCDJJ Rep.
(b)(6)	
Aaron B. Sullivan	SCDSS Rep.
Linda Coon	SCSDB Director of Special Ed
Scott Gaines	Principal of Wil Lou Gray Opp School
Lisa Harmon	Director of Special Services-Lex 2
Lillian L. Walter	PDCAP Head Start Representative

South Carolina Advisory Council
on the Education of Students with Disabilities

Signature	Title/Role
(b)(6)	ity
Kay Cigarovic	Parent Liaison for Students w/ disabilities Charleston
(b)(6)	
[illegible]	Program Director, Continuum of Care
Beverly McCarty	Director of CPRC / advocate

South Carolina Family and Community Engagement Advisory Board

April 27, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex:

As members of the South Carolina Family & Community Engagement Advisory Board, we are writing to express our support for South Carolina's Race to the Top application, including:

- Adoption of internationally benchmarked standards and assessments with a focus on 21st century skills and knowledge, including the STEM disciplines;
- Development of highly effective educators and incentives for deploying them equitably;
- Providing data dashboards and support teams using data systems to measure growth, improve learning, and guide decisions; and
- Turning around our lowest-achieving schools.

Research shows that school cultures and student academic achievement improve when parents are involved and communities are engaged in their public schools. The S.C. Family & Community Engagement Advisory Board works to coordinate and promote activities related to family and community engagement in our public schools. In addition to assisting with compliance with state laws, federal statutes, and grant requirements, the Advisory Board collaborates with the S.C. Department of Education, other agencies, and non-governmental organizations interested in promoting family and community engagement. We are ready to work with the SC INSPIRED Advisory Board to

- share the Board's experience and expertise with the grant team,
- assist in identifying resources that can be shared and leveraged to make our State's efforts more effective,
- assist in setting priorities for the team's focus,
- serve as ambassadors on the issue of engaging families and communities,
- work with districts to facilitate grassroots outreach efforts for families and communities, and
- galvanize volunteers to step up to assist families who need help supporting their students.

We look forward to working on implementation of the State's comprehensive reform plan proposed in the Race to the Top application.

South Carolina Family and Community Engagement Advisory Board

Cassie Barber, Executive Director
S.C. School Improvement Council
USC College of Education, Suite 001
University of South Carolina
Columbia 29205

Ms. Lydia Freeman
Children's Trust of South Carolina
1634 Main Street, Suite 100
Columbia, SC 29201

Ms. Ethel Grinkley
Coordinator, Parent Involvement
Darlington County School District
120 E. Smith Street
Darlington, SC 29532

Ms. Bernadette Houghton
Director of Quality and Business
Engagement
SC First Steps
1300 Sumter Street, Suite 100
Columbia, SC 29201

Ms. Amy Love
Deputy Executive Director
New Carolina – South Carolina's
Council on Competitiveness
1411 Gervais Street, Suite 315
Columbia, SC 29201

Denise Lyons
Family Literacy Advocate
South Carolina State Library
P.O. Box 11469
Columbia, South Carolina 29211

Dr. Shelly Meyers
Director, Teacher Education
Limestone College
1115 College Drive
Gaffney, SC 29340

Ms. Crystal Ray
Family Connection of South
Carolina, Inc.
2712 Middleburg Drive
Columbia, SC 29204

Ms. Val Richardson
Workforce Development Manager
Palmetto Health
293 Greystone Boulevard
Columbia, SC 29210

SCCMS
SOUTH CAROLINA'S COALITION FOR MATHEMATICS AND SCIENCE
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#3 HWY 93
CLEMSON, SC 29634-0977
VOICE: 864/656-1863 FAX: 864/656-1864

May 24, 2010

Janice H. Poda, Ph.D.
Deputy Superintendent for Administration
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Poda,

It is my pleasure to support the State of South Carolina's response to the U.S. Department of Education's Race to the Top - Phase 2 solicitation. The South Carolina Department of Education's focus on implementing enhanced standards and high quality assessments is one in which further effort is needed in order to improve mathematics and science achievement in our state.

Additionally, we support the primary STEM actions outlined in this proposal. We agree to engage our partners from institutions of higher education as well as business and industry in the design and execution of the curriculum and instruction associated with SC STEM pilot schools. We are well suited to this task, having a long history of productive partnership with the S^2MART centers and the Mathematics & Science Coaching Initiative that preceded them. As you well know, the Coalition was instrumental, through its U.S. Department of Education Mathematics and Science Partnership funded research, in designing and demonstrating key elements of the iCoach SC initiative. We look forward to working along side the South Carolina Department of Education and the S^2MART centers to design, refine and implement effective strategies for accelerating student achievement in STEM related subject areas.

We believe this comprehensive response to Race to the Top – Phase 2 is a significant and systemic approach to resolving some of our state's most vexing education challenges. We will look forward to great successes. Together, we can!

Best Regards,

Thomas T. Peters, Ed. D.
Executive Director

Cc SCCMS Advisory Board

SC School Improvement Council
SIC

COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC 29208
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Beaufort

Linda Weaver-Griggs
Rock Hill

May 17, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
S.C. Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex:

The South Carolina School Improvement Council (SC-SIC) is pleased to endorse the programming detailed in South Carolina's Race to the Top application. This programming places strong emphasis on ensuring community participation in turnaround schools. We believe this community participation, necessary in all schools, is absolutely vital to turnaround success.

We support the full range of programming detailed in the grant, including the adoption of standards and assessments that prepare students to succeed; the recruitment, development, reward, and retention of effective teachers and principals; the establishment of data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; and again, the turnaround of our lowest-achieving schools.

Housed in the College of Education at the University of South Carolina, the mission of the SC-SIC is to promote and support civic engagement for quality public education in our state. We are a unique statewide organization devoted to the assistance of local School Improvement Councils (SICs) mandated to operate in each K-12 public school in South Carolina. The S.C. General Assembly created and funds SC-SIC in recognition of the necessity to bring together parents, educators, and community stakeholders to improve local schools. This necessity is reflected in the Race to the Top programming.

The SC-SIC participated in all of the stakeholder meetings hosted by the S.C. Department of Education as the state prepared to write the Race to the Top grant, and we appreciated the opportunity to provide input to the programming team. We will support the Race to the Top reforms through our services to local SICs, including a wide range of workshops and training programs, a quarterly newsletter, a continually updated website, and literature and technical assistance — all aimed toward our mission to promote and support civic engagement for quality education in South Carolina. We will also use the existing SIC network infrastructure to facilitate the important role of ensuring that each community with a turnaround school is involved in the selection of the appropriate model and in its subsequent sustainability.

Sincerely yours,

Cassie Barber

Cassie Barber
Executive Director

Cassie Barber, M.A.
Executive Director

FURMAN

The Riley Institute
Furman University
3300 Poinsett Highway
Greenville, S.C. 29613
Phone: 864.294.3146
Fax: 864.294.1431
www.rileyinstitute.org

May 17, 2010

Governor Mark Sanford
State of South Carolina
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Street
Suite 1006
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex,

On the strength of the findings of the largest ever study of public education in South Carolina, the Richard W. Riley Institute at Furman University strongly supports the programming detailed in South Carolina's Race to the Top application. Funded by the William and Flora Hewlett Foundation and conducted in 2005 and 2006 by the Riley Institute, the study is unique within the nation in its breadth and its scientific methodology. Nearly 800 stakeholders participated in 106 research sessions in 16 locations, for 4.5 hours at a time. Participants were chosen using stratified sampling techniques and included most of the state's school superintendents, teachers at each level, parents, business people, students, principals, and school board members. Every South Carolina school district was represented. The sessions dealt with the strengths and weaknesses of public education in South Carolina and what should be done to address the weaknesses. Over 3,000 hours of data were collected. In addition, a 160-item questionnaire was completed by each participant. The study's findings clearly and definitively define consensus about what stakeholders want in public education in South Carolina.

Nine broad areas emerged at a very high level of consensus (described as essential or very important by 75% of all participants). Each consensus area is reflected in the programming detailed in South Carolina's Race to the Top application. These include 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 findings connect with 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.

Through numerous meetings with SCDE staff, Riley Institute staff members have been active in helping shape the programming laid out in the state's Race to the Top application, with particularly strong input into the school turnaround and effective teachers and leaders sections. With deep experience in project and program management, research methods, assessment, data collection, and advocacy for public education, the Riley Institute will be able to assist with oversight and/or evaluation of new initiatives, including the state's extensive turnaround plan for the lowest-achieving schools. Additionally, the Institute could work closely with the Office of Educator Quality and Leadership to gather statewide stakeholder input for the development of new value-added teacher and principal evaluation models. More broadly, the Institute can assist with public advocacy for Race to the Top and the wide-scale public relations initiative needed to carry out extensive statewide reform.

The Richard W. Riley Institute is excited about and strongly supports South Carolina's Race to the Top proposal. We are proud to be part of the initiative and look forward to assisting in its implementation.

Sincerely,

Donald L. Gordon

Dr. Donald L. Gordon, Ph.D
Executive Director, the Richard W. Riley Institute at Furman University

NEW CAROLINA℠
SOUTH CAROLINA'S COUNCIL ON COMPETITIVENESS

January 4, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

New Carolina supports our State's application for funding under the Race to the Top grant program. As a public-private partnership and South Carolina's Council on Competitiveness, New Carolina is working to increase per capita income for our citizens. We recognize that to change our future we must change the future's workforce by addressing the present educational environment. To that end, New Carolina, through our Education and Workforce Task Force, has sponsored conversations and networks on parent involvement, the EEDA personal pathways, the technical college apprenticeship initiative, the root causes of educational under-achievement, and workforce development. Our partners are committed to helping to ensure that our State's students succeed in the 21st century global marketplace.

New Carolina continues to work with education leaders, including the Family and Community Engagement Advisory Board. We support the provisions of the State of South Carolina's application for Race to the Top plan, including:

- adopt internationally benchmarked standards and assessments with a focus on 21st century skills and knowledge, including the STEM disciplines;
- develop highly effective educators and incentives for deploying them equitably;
- support teams using data systems to measure growth, improve learning, and guide decisions; and
- turn around our lowest-achieving schools.

Our networks include partners who can work to build the business and community support needed to drive change and sustain improvements, especially in our turnaround schools. New Carolina will continue to collaborate with public education partners to implement a comprehensive approach to involving South Carolina's communities in supporting continued and dramatic academic achievement growth.

Sincerely yours,

George Fletcher
Executive Director
New Carolina

Don Herriott
Retired
Head of Roche Pharmaceuticals
Co-Chair New Carolina Education & Workforce Task Force

Jim Reynolds
President
Total Comfort Service Center
Co-Chair New Carolina Education & Workforce Task Force

SERVECenter
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
People · Possibilities · Promise

336.315.7400 or 800.755.3277
5900 Summit Avenue-201
Browns Summit, NC 27214

May 23, 2010

Governor Mark Sanford
State of South Carolina
Post Office Box 12267
Columbia, SC 29211

State Superintendent Jim Rex
South Carolina Department of Education
1429 Senate Stree, Suite 1005
Columbia, SC 29201

Dear Governor Sanford and Superintendent Rex:

The SERVE Center at the University of North Carolina at Greensboro heartily supports South Carolina's Race to the Top application, SC INSPIRED. Through Race to the Top, South Carolina seeks to turnaround a cluster of schools, within an LEA. This approach enables the state to bring about systemic change and reduce the possibility of isolated pockets of success within districts.

The SERVE Center is an educational research and development organization committed to excellence in education. For over two decades, we have collaborated with the State of South Carolina through the IES funded Regional Educational Laboratory-Southeast as well as other programs and projects. SERVE has provided evidence-based information, training, and technical assistance to teachers, principals, district administrators, department leaders and staff, and policymakers throughout the state in an effort to improve academic achievement for all students. We have also provided evaluation services to districts, and the SC Department of Education. The SERVE Center has assisted the state by continuing to provide evidence based information and assistance to inform the application process in an effort to assist the state in ensuring that all of its students are career and college ready.

In addition, SERVE Center has been privileged to provide assistance to the South Carolina Department of Education by conducting an evaluation of the state's School Improvement Fund program and its School Improvement Grant (SIG) program. We look forward to expanding our work to include the SIG feeder schools that were not included in Project 180, South Carolina's SIG program, as proposed in the application. In our current work we have sought to answer questions related to project implementation as well as process and project outcomes. Key sources of data in the evaluation include interviews with key personnel, school case studies, student achievement and teacher level data, and project records. Similarly, we are also conducting an evaluation of the Alabama Middle School Improvement Fund.

The SERVE Center at the University of North Carolina enthusiastically supports South Carolina's application and looks forward to assisting the state in ensuring the academic success of its children.

Sincerely,

Dr. Ludwig "Ludy" van Broekhuizen
Executive Director

UNIVERSITY OF SOUTH CAROLINA

May 18, 2010

South Carolina Educational Policy Center
College of Education

Dr. Jim Rex, Superintendent
SC Department of Education
1429 Senate Street, Suite 1005
Columbia, SC 29201

Dear Dr. Rex:

The South Carolina Educational Policy Center (SCEPC) in the College of Education at the University of South Carolina strongly supports the state's *Race to the Top* plan developed by South Carolina Department of Education (SCDE) staff in collaboration with a diverse group of stakeholders. I participated in the stakeholder meetings and served as a member of the Data Governance Group to develop aspects of the state proposal related to longitudinal data systems.

For the past 20 years, the SCEPC has conducted program evaluations and educational research to provide data-based information to inform educational decision making at all levels in South Carolina. The SCEPC serves as a resource to legislators, SCDE staff, local school district staff, education organizations, university personnel, and other education policymakers across the state. Through a variety of federal and state contracts, the SCEPC has conducted studies and evaluations related to many of the important components of SC's *Race to the Top* proposal including assistance to low-performing schools, the achievement gap, teacher effectiveness, principal leadership, extended learning time, and school climate. We are a member of the Education Policy Alliance, a nationwide network of university-based research centers and have presented our research at national meetings and published in peer-reviewed journals.

Participation in *Race to the Top* will provide additional resources for South Carolina to continue the state's pursuit of innovative strategies to improve education for all students, particularly those in low-performing schools. We are especially pleased about the development and implementation of a robust, longitudinal student achievement data system that would provide feedback to improve instructional practices in the classroom, facilitate program evaluation, and guide the selection of effective intervention strategies for low-performing schools. The SCEPC looks forward to collaborating with SCDE on this initiative to improve public education in South Carolina.

Sincerely yours,

Diane M. Monrad

Diane M. Monrad, Ph.D.
Director

Wardlaw, Suite 010 • Columbia, South Carolina 29208 • 803/777-7416 • Fax 803/777-0220

An Affirmative Action / Equal Opportunity Institution

Stakeholder Partners Participating in Input and Feedback

Org.	Last Name	Title	First Name	9/29	12/14 R 10/16	12/14 A	12/14 Web B	C	D	E	District Contact	Email	Phone
2009 SC Teacher of the Year													
	Coburn	Mr.	Bryan	☑	☑	☑	☑	☐	☐	☐	☐	☑	☐	coburnb@cerra.org	
Abbeville County													
	Johnson		Sherwin	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	sjohnson@acsd.k12.sc.us	(864) 366-5428
Aiken County													
	Laurence		King	☐	☑	☐	☐	☐	☑	☐	☐	☐	☑	klaurence@aiken.k12.sc.us	(803) 641-9004
Allendale County School District													
	Harney		Charles	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	harneyc@acs.k12.sc.us	(803) 584-4603
	Watson	Dr.	Ora	☑	☑	☐	☐	☐	☐	☑	☐	☑	☐	watsono@acs.k12.sc.us	
Anderson Five													
	Bagley	Ms.	Betty	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	Bettybagley@anderson5.net	
	Burns	Ms.	Sarah	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	Sarahburns@anderson5.net	
	Elrod	Ms.	Kelly	☐	☑	☐	☐	☐	☐	☐	☑	☑	☑	kellyelrod@anderson5.net	
	Hall		Lisa	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	lisahall@anderson5.net	(864) 260-5052
	Heard		Amy	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	amyheard@anderson5.net	(864) 964-2606
	Mayfield	Mr.	Walter	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	waltermayfield@anderson5.net	
	Morgan		Kim	☐	☑	☑	☑	☐	☐	☑	☐	☐	☐	kimmorgan@anderson5.net	(864) 260-5027
Anderson Four													
	D'Andrea	Dr.	Lee	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	ldandrea@anderson4.k12.sc.us	
	McDavid		Charlotte	☐	☑	☐	☐	☐	☑	☑	☐	☐	☐	cmcdavid@anderson4.k12.sc.us	(864) 646-8000
	Young		Larry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	lyoung@anderson4.k12.sc.us	(864) 403-2038
Anderson Three													
	Martin		Keith	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	martink@anderson3.k12.sc.us	(864) 348-6196
Anderson Two													
	Martin		Terri	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	tmartin@anderson2.k12.sc.us	(864) 369-7364
Bamberg One													
	Furr		Devon	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	dblume@bamberg1.net	(803) 245-3053
	Overstreet		Phyllis	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	poverstreet@bamberg1.net	(803) 245-3053
Bamberg Two													
	Anderson		Rodney	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	randerson@bamberg2.k12.sc.us	(803) 793-3346
	Sojourner	Dr.	Thelma	☑	☑	☐	☐	☐	☑	☐	☐	☐	☐	tsojourner@bamberg2.k12.sc.us	

Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 A	12/14 Web	B	C	D	E	District Contact	Email	Phone
Barnwell 19															
	Abbott		Donna	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	donna.abbott@barnwell19.net	(803) 284-5612
	Corder		David	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	david.corder@barnwell19.net	(803) 284-5608
Barnwell 29															
	Kardes		Sally	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	skardes@willison.k12.sc.us	(803) 266-7878
Barnwell 45															
	Kitchings		Shirley	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	skitchings@barnwell45.k12.sc.us	(803) 541-1302
Beaufort															
	Olin	Ms.	Kate	☑	☑	☐	☑	☐	☐	☐	☐	☑	☐	kate.olin@beaufort.k12.sc.us	
	White		Phyllis	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	phyllis.white@beaufort.k12.sc.us	(843) 322-2346
Beaufort-Jasper Academy for Career Excellence															
	Frillici	Ms.	Susan	☑	☑	☑	☐	☐	☐	☑	☐	☐	☐	susan@bjace.org	(843) 987-8107
Benedict College															
	Coles		Allen	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	colesa@benedict.edu	(803) 705-4945
Berkeley County School District															
	Etheridge	Mr.	Sheldon	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	sheldon@berkeley.k12.sc.us	
Calhoun County Public Schools															
	Sullivan		Jerry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jsullica@ccps.calhoun.k12.sc.us	(803) 655-2628
Carolina Bridge Project															
	Love		Leon	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	alove7@aol.com	(803) 422-4674
Center for Educator Recruitment & Retention															
	Fulmer		Jason	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	fulmerj@cerra.org	(803) 292-4536
	Garrett	Ms.	Jennifer	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	garrettj@winthrop.edu	
	Hallman		Jenna	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	hallmanj@cerra.org	(864) 314-1820
	Sawyer		Gayle	☐	☑	☑	☑	☐	☐	☐	☑	☐	☐	sawyerg@cerra.org	(803) 323-4032
Central Savanna S2MART/USC Aiken															
	Allen		Gloria	☐	☑	☐	☐	☐	☑	☐	☐	☑	☐	gloriaa@usca.edu	(803) 641-3592
Central Savannah S2MART Center SC															
	MacDougall		Gregory	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	gregm@usca.edu	(803) 641-2350
Champion For Kids															
	Miller		Ed	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	jereleen@bellsouth.net	(803) 614-0413
Charleston County School District															
	Bates	Ms.	Lorie	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	lori_bates@charleston.k12.sc.us	

Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 Web	12/14 A	B	C	D	E	District Contact	Email	Phone
	Briggman	Mr.	Bill	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	bill_briggman@charleston.k12.sc.us	
	Mentavlos	Ms.	Marian	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	marian_mentavlos@charleston.k12.sc.us	
	Reynolds	Ms.	Mary	☑	☑	☑	☐	☐	☐	☐	☐	☑	☐	mary_reynolds@charleston.k12.sc.us	(843) 937-6465
	Rickenbacker	Ms.	Elainna	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	elainna_rickenbacker@charleston.k12.sc.us	
	Rose	Ms.	Janet	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	janet_rose-baele@charleston.k12.sc.us	
	Ryan	Ms.	Chris	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	christine_ryan@charleston.k12.sc.us	(843) 937-6322
	Shannon		Terri	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	terri_shannon@charleston.k12.sc.us	(843) 566-8890
Cherokee County School District One															
	Childs		Ben	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	ben.childs@gw.cherokee1.k12.sc.us	(864) 206-2224
	McCraw	Ms.	Page	☑	☑	☑	☑	☐	☐	☐	☐	☑	☐	page.mccraw@gw.cherokee1.k12.sc.us	(864) 206-2204
Chester County School District															
	Stroud		Anna	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	astroud@chester.k12.sc.us	(803) 581-9524
	Taylor		Tammy	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	ttaylor@chester.k12.sc.us	(803) 581-9541
Chesterfield County School District															
	Gaskins		Geraldine	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	ggaskins@chesterfield.k12.sc.us	(843) 623-5522
	Williams		John	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	jwilliams@chesterfield.k12.sc.us	(843) 623-2175
Claflin University															
	Li		Nan	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	nli@claflin.edu	(803) 535-5245
	Scott-Gilchrist		Cathine	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	cgscott@claflin.edu	(803) 535-5225
Claflin University School of Education															
	Archung	Dr.	Kim	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	karchung@claflin.edu	(803) 535-5247
Clarendon District Two															
	Smith		Tonia	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	tmsmith@clarendon2.k12.sc.us	(803) 433-7233
Clarendon School District One															
	Graham		Lyde	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jlgraham@clar1.k12.sc.us	(803) 485-2325
	Ragin		Barbara	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	bragin@clar1.k12.sc.us	(803) 485-2325
	Wilder	Dr.	Rose	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	rwilder@clar1.k12.sc.us	
Clarendon School District Two															
	Gibbons		Marie	☐	☑	☑	☑	☐	☐	☐	☐	☑	☐	mgibbons@clarendon2.k12.sc.us	(803) 435-4435
	Mallett Smith		Tonia	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	tmsmith@clarendon2.k12.sc.us	(803) 433-7233
Clarendon Three															
	Bagnal		Sandra	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	sbagnal@clarendon3.org	(843) 659-2188
Clemson															

Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 Web	12/14 A	B	C	D	E	District Contact	Email	Phone
Headley		Ms.	Kathy	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	KSN1177@clemson.edu	
Padilla		Mr.	Michael	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	padilla@clemson.edu	
Clover School District York 2															
Damm		Mr.	David	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	dammd@clover.k12.sc.us	
Tawney		Ms.	Kay	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Tawneyk@clover.k12.sc.us	
Coastal Carolina University															
Hunt			Gilbert	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	hunt@coastal.edu	
Mark		Ms.	Dianne	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	dmark@coastal.edu	
College of Charleston															
Egelson		Ms.	Paula	☑	☑	☐	☐	☐	☐	☐	☐	☑	☐	egelsonp@cofc.edu	
Colleton County															
Saunders			William	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	wsaunders@mail.colleton.k12.sc.us	(843) 782-4510
Turner			Catherine	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	cturner@colletonsd.org	(843) 782-4522
Columbia College															
Myers			John	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	jmyers@columbiasc.edu	(803) 786-3551
Stepping			Mary	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	msteppling@columbiasc.edu	(803) 786-3751
Columbia Urban League															
Brown		Ms.	Natalie	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	natalieb4000@aol.com	
McLawhorn		Mr.	James	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	culsc@aol.com	(803) 799-8150
Commission on Higher Education															
Brown		Ms.	Camille	☑	☑	☑	☐	☐	☐	☑	☐	☐	☐	cbrown@che.sc.gov	(803) 736-0991
Mullins			Clint	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	cmullins@che.sc.gov	(803) 737-0141
Communities in Schools of Charleston															
Mong			Dana	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	dmong@cischarleston.org	(843) 740-6793
Communities in Schools-Midlands															
Linder			Terry	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	tlinder@cism.org	
Converse College															
Garrison			Betty	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	betty.garrison@converse.edu	(803) 347-6438
Department of Commerece															
Earl			Angel	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	aearl@sccommerce.com	(803) 737-2423
Dillon One															
Laird			Stephen	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	slaird@lakeviewschools.com	(843) 759-3001
Dillon School District Two															

Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 Web	12/14 A	B	C	D	E	District Contact	Email	Phone
McMillan			Art	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	mcmillan@dillon2.k12.sc.us	(843) 841-3677
Dorchester Four															
Connelly			Marty	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	mconnell@mail.dd4.k12.sc.us	(843) 563-5901
Dorchester School District Two															
Ledbetter			Phyllis	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	pledbetter@dorchester2.k12.sc.us	(843) 873-2901
Windham		Mr.	Mike	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	mwindham@dorchester2.k12.sc.us	
Edgefield School District															
Friar			Sandra	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	sfriar@edgefield.k12.sc.us	(803) 275-4601
Kerns			Heidi	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	heidikerns@yahoo.com	(803) 275-1122
Rice-Crenshaw		Ms.	Mary	☑	☑	☐	☐	☐	☐	☐	☐	☑	☐	mcrenshaw@edgefield.k12.sc	
Edison Learning, Inc.															
Gentry			Jay	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	jay.gentry@edisonlearning.com	(859) 312-0964
Education Oversight Committee															
Barton		Ms.	Melanie	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	mbarton@eoc.sc.gov	
Florence Five															
Smiley			Randy	☐	☐	☑	☐	☑	☐	☐	☐	☐	☑	rsmiley@flo5.k12.sc.us	(843) 386-2358
Florence One															
Craddock			Sandra	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	scraddock@fsd1.org	(843) 664-8457
Rabon			Luther	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	lrabon@fsd1.org	(843) 673-1112
Florence Three															
Sullivan			Donna	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	ddsullivan@florence3.k12.sc.us	(843) 374-8652
Florence Two															
Hyman			Charles	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	chyman@flo2.k12.sc.us	(843) 493-2502
Fort Mill-York Four															
Robinson			Elizabeth	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	robinsone@fort-mill.k12.sc.us	(803) 548-8265
Furman University															
Hecker			Nelly	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	nelly.hecker@furman.edu	(864) 294-3086
Quast			Lesley	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	kmeeks@scteachers.org	(864) 294-2269
Georgetown County School District															
Hammel			Patti	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	phammel@gcsd.k12.sc.us	(843) 436-7036
Johnson			Lisa	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	ljohnson@gcsd.k12.sc.us	(843) 436-7070
Greenville County Schools															
Finley			Lisa	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	lrfinley@greenville.k12.sc.us	(864) 355-3113

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McCreary		Mr.	Jason	☑	☑	☐	☐	☐	☐	☑	☐	☑	☐	jmccrear@greenville.k12.sc.us	
Sharp		Ms.	Jennifer	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	jlsharp@greenville.k12.sc.us	
Thomas			Stephanie	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	sithomas@greenville.k12.sc.us	(864) 355-1166
Greenwood 51															
Sprouse			Fay	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	fsprouse@gwd51.k12.sc.us	(864) 456-7496
Greenwood 52															
Smith			Rodney	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	rsmith@greenwood52.org	(864) 543-3100
Greenwood District 50															
Clark			Teresa	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	clarkt@gwd50.org	(864) 941-5404
Ross			Pat	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	Rossp@GWD50.org	
Hampton County School District 2															
Beckett		Dr.	Tonya	☑	☑	☑	☑	☐	☐	☐	☐	☑	☐	beckton@hampton2.k12.sc.us	(803) 625-5022
Orr			J. J.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jjorr@hampton2.k12.sc.us	(904) 625-5003
Simmons		Dr.	Deonia	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	SimmDeo@hampton2.k12.sc.us	
Hampton One															
Hutto			Jack	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jhutto@hampton1.k12.sc.us	
Horry County Schools															
Riddle			Jeff	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jriddle@horrycountyschools.net	(846) 488-6858
Sheehan		Ms.	Heather	☑	☑	☐	☐	☐	☑	☐	☐	☐	☐	HSheehan@horrycountyschools.net	
Jasper															
Gerald		Ms.	Joyce	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	jgerald@jcsd.net	(843) 717-1151
Tigner		Ms.	Marva	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	mtigner@jcsd.net	(843) 717-1322
Kershaw County															
Irick			Melissa	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	melissa.irick@kcsdschools.net	(803) 432-8416
Lancaster County School District															
Quinn			Lydia	☐	☑	☑	☑	☐	☐	☑	☐	☐	☐	lquinn@lcsd.k12.sc.us	(806) 446-5990
Walker			Tony	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	twalker@lcsd.k12.sc.us	(803) 416-8818
Laurens 56															
Tiller			Maureen	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	mstiller@lcsd56.org	
Laurens School District 55															
Cartee			Ginny	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	gcartee@laurens55.k12.sc.us	(864) 984-3568
Dean			Tara	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	tdean@laurens55.k12.sc.us	(864) 984-3568
Laurens SD 56/SCPCSD															

Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 A	12/14 Web	B	C	D	E	District Contact	Email	Phone
	Brazell	Mr.	Wayne	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	wbrazell@laurens56.k12.sc.us	
Lee County School District															
	Richardson		Cleo	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	richardsonc@lee.k12.sc.us	(803) 484-5327
	Stokes		Kristie	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	stokesk@lee.k12.sc.us	(803) 484-5327
Lexington County School District One															
	Siler		Tom	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	tsiler@lexington1.net	(803) 821-1046
	Stacey	Mr.	Mike	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	mstacey@lexington1.net	
Lexington One															
	Boatwright		Johnnie	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	jboatwright@lexington1.net	
	Butler		John	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jbutler@lexington1.net	(803) 821-1168
Lexington Richland 5															
	Bain	Ms.	Angela	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	abain@lex5.k12.sc.us	
	Kennerly	Ms.	Mary	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	mkennerl@lex5.k12.sc.us	
	Melton	Ms.	Christina	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	csmelton@lex5.k12.sc.us	
	Taylor	Mr.	Robert	☑	☑	☐	☑	☐	☐	☐	☐	☑	☑	rtaylor@lex5.k12.sc.us	
	Wall-Mitchell	Ms.	Missy	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	mmitchel@lex5.k12.sc.us	
	Welsh		Teresa	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	TWelsh@lex5.k12.sc.us	(803) 476-8137
Lexington School District Four															
	Maddox		Robert	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	rmaddox@lexington4.net	(803) 568-1000
	Rhoden		Angela	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	arhoden@lexington4.net	(803) 568-1000
Lexington School District One															
	Rivers		Janelle	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	jrivers@lexington1.net	(803) 821-1060
Lexington School District Three															
	Fowler		Debra	☐	☐	☑	☑	☐	☐	☐	☐	☐	☑	dfolwer@lex3.k12.sc.us	(803) 532-1741
Lexington Two															
	Allen		Shelley	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	shelley@lex2.org	(803) 739-4069
Limestone College															
	Meyers	Ms.	Shelly	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	smeyers@limestone.edu	
Marion 7															
	Barnhill	Ms.	Deborah	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	dbarnhill@marion7.k12.sc.us	
Marion school District 7															
	Dean	Mr.	Everette	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	edean@marion7..k12.sc.us	
Marion Two															

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	Causey		Russell	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	rcausey@marion2.k12.sc.us	(843) 464-3777
Marlboro County Schools															
	Roberson	Dr.	Frank	☑	☑	☑	☑	☐	☐	☐	☐	☑	☐	froberson@marlboro.k12.sc.us	(843) 479-1538
McCormick School District															
	Scott		Roni	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	scottr@mccormick.k12.sc.us	(864) 852-2435
Municipal Assn. of SC															
	Burdette	May	Carol	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	carol.burdette@unitedway.org	
	Danner	May	Rick	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	rickdanner@aol.com	
	Hair	Ms.	Miriam	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	MHair@masc.sc	
	Johnson	May	Kevin	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	kevin27@sc.rr.com	
	Randall	May	Randy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	randy@presby.edu	
National Dropout Prevention Center															
	Drew	Dr.	Sam	☐	☑	☑	☑	☐	☐	☑	☐	☐	☐	sdrew@clemson.edu	(803) 269-9289
National Staff Development Council															
	Mizell	Mr.	Hayes	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	hmizell@gmail.com	
Newberry College															
	Hardy		Michelle	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	michelle.hardy@newberry.edu	
	Johnson-Taylor	Ms.	Cindy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Cindy.Johnson-Taylor@newberry.edu	
Newberry County															
	Dowd		Susan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	sdowd@newberry.k12.sc.us	(803) 321-2600
Newberry County School District															
	Downs	Dr.	Cynthia	☐	☑	☐	☐	☐	☑	☑	☐	☐	☐	drcdowns@newberry.k12.sc.us	(803) 321-2600
	Jenkins		David	☐	☑	☐	☑	☐	☐	☐	☐	☑	☐	djenkins@newberry.k12.sc.us	(803) 321-2600
North Springs Elementary															
	Catoe	Dr.	Sally	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	sacatoe@richland2.org	(803) 736-3183
Oconee															
	Moore		Gloria	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	gcmoore@oconee.k12.sc.us	
Orangeburg 5															
	Jacobs		Anna	☐	☑	☐	☐	☐	☑	☐	☐	☑	☐	ash36@orangeburg5.k12.sc.us	(803) 533-6581
Orangeburg Five															
	McMichael		Wanda	☐	☑	☐	☐	☐	☑	☑	☐	☑	☐	wmm96@orangeburg5.k12.sc.us	(803) 535-1677
Orangeburg School District Four															
	Jenkins		Shirlan	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	jenkinss@orangeburg4.com	(803) 534-8081

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	Sparks		Thomas	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	sparkst@orangeburg4.com	(803) 534-8081
Orangeburg School District Three															
	Cash-Greene		Cynthia	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	cash-greenec@obg3.k12.sc.us	(803) 496-3288
	Jeffcoat		Renee	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jeffcoatr@obg3.k12.sc.us	(803) 496-3288
	Moskos		Bonnie	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	moskosb@obg3.k12.sc.us	(803) 496-3288
Orangeburg-Calhoun Tech															
	Crook		Ann	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	crooka@octech.edu	(803) 378-7770
Packett Communications Corp.															
	Packett	Ms.	Kay	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	kpackett5@msn.com	
Palmetto Horizon															
	DuBard		Tripp	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	trip@palmettohorizon.org	
Palmetto Project															
	Quirk-Garvan	Mr.	Brady	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	bradyqg@palmettoproject.org	
	Skardon	Mr.	Steve	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	steve@palmettoproject.org	
Palmetto State Teachers Organization															
	Maness	Ms.	Kathy	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	kathymaness@palmettoteachers.org	(803) 256-2065
Palmetto Unified School District															
	Abraham		Geraldine	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	abraham.geraldine@doc.state.sc.us	(803) 896-1562
Pickens County															
	Campbell		Melissa	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	missycampbell@pickens.k12.sc.us	(864) 855-8150
Pickens School District															
	Turner		Brenda	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	brendaturner@pickens.k12.sc.us	(864) 855-8150
Pincus Loomis Law Firm															
	Loomis		Bonnie	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	bonnie@pincusloomis.com	(803) 261-3280
Richland School District One															
	Buxton	Ms.	Joyce	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	jbuxton@richlandone.org	
	Coleman		Jennifer	☐	☑	☑	☑	☐	☐	☑	☐	☐	☐	jecoleman@richlandone.org	(803) 231-7450
	Edmond		Arnett	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	aedmond@richlandone.org	(803) 231-7530
Richland School District Two															
	Bakutes	Ms.	Arlene	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	abakutes@richland2.org	
	Dininny		Penny	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	pdininny@richland2.org	(803) 738-3290
Riley Institute															
	Williams		Courtenay	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	courtenay.williams@furman.edu	(864) 294-3541

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Rock Hill Schools-York Three															
	Mabry		Bill	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	bmabry@rock-hill.k12.sc.us	(803) 981-1010
	Maynard	Ms.	Deborah	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	dmaynard@rock-hill.k12.sc.us	(803) 981-1088
Saluda County School District One															
	Patterson		Rosemary	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	rpatters@saluda.k12.sc.us	(864) 445-8441
SC Afterschool Alliance															
	Waymer		Zelda	☐	☑	☐	☐	☐	☑	☐	☐	☑	☐	zeldawaymer@scafterschool.com	(803) 254-5454
SC Association of Nonprofit Organizations															
	Hardy	Mr.	Mason	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	mason@scanpo.org	
SC Commission for Minority Affairs															
	Davis		Janie	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	JDavis@cfma.state.sc.us	(803) 333-9621
	Smith		Thomas	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	tsmith@cfma.state.sc.us	(803) 333-9621
SC Department of Commerce															
	Torrey		Peggy	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	ptorrey@sccommerce.com	(803) 532-7337
SC Department of Juvenile Justice															
	Cobb		Meda	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	mccobb@scdjj.net	(803) 896-9238
	Farrell		Jan	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	jffarr@scdjj.net	(803) 896-9763
	Murray		Sylvia	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	slmurr@scdjj.net	(803) 896-9011
SC Department of Social Services															
	Tester	Ms.	Diana	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	diana.tester@dss.sc.gov	
SC Education Association															
	Brailsford		Amanda	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐		
	Gallagher		Sheila	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	sgallagher@thescea.org	
	James		Ray	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	ronnierayjames@yahoo.com	(843) 621-0401
SC Educational Television															
	Kennedy		Bobbi	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	kennedy@scetv.org	(803) 737-3451
SC Employment Security Commission															
	Brown		Bob	☑	☑	☐	☐	☐	☐	☑	☐	☑	☐	robrown@sces.org	(803) 737-2649
SC First Steps															
	Gardiner		Betty	☐	☑	☐	☐	☑	☐	☐	☐	☑	☐	bgardine@scfirststeps.org	(803) 734-0219
SC Public Charter School District															
	Cagle		Stephanie	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	scagle@scpcsd.sc.gov	(803) 734-0524
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Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 Web	12/14 A	B	C	D	E	District Contact	Email	Phone
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Report of the Race to the Top
Partnership Committee Meeting

September 29, 2009

Overview

Race to the Top (RT3) is a $4.3 billion competitive grant program authorized under the American Recovery and Reinvestment Act of 2009 (ARRA) to encourage and reward states that have created the conditions for education innovation and reform, are implementing ambitious plans for innovation and reform, and are improving achievement. State reform conditions and state reform plans will be evaluated in four areas: Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around Struggling Schools.

The U.S. Department of Education proposes five priorities for the RT3 competition, one absolute priority, one competitive preference priority, and three invitational priorities. Proposed Priority 1 requires states to adopt a comprehensive approach to the four reform areas listed above. Priority 2 gives competitive preference to states whose reform conditions and plans emphasize Science, Technology, Engineering, and Mathematics (STEM). Priority 3 invites plans that expand and adapt statewide longitudinal data systems to integrate data from special education programs, limited English proficiency programs, early childhood programs, human resources, finance, health, postsecondary, and other areas. Priority 4 invites plans for P-20 coordination and vertical alignment, and Priority 5 invites plans that create school-level conditions for reform and improvement.

The initial meeting of the RT3 Partnership Committee on September 29, 2009, solicited ideas in the four reform areas (Standards and Assessments, Data Systems to Support Student Learning [including Priority 3], Great Teachers and Leaders, and Turning Around Struggling Schools). The committee also considered STEM (Priority 2), P-20 alignment (Priority 4) and creating school-level conditions for reform (Priority 5).

Standards and Assessment

The RT3 funding proposal calls for states to have a demonstrated commitment to improving the quality of standards by participating in a consortium of states working toward joint development and adoption of internationally benchmarked standards and to have a high-quality plan to support a statewide transition to internationally-benchmarked standards and high-quality assessments tied to those standards.

The Standards and Assessment work group provided comments in the areas of standards, assessment, accountability, and STEM. The most significant overall consensus was that standards, assessment, and accountability systems should create more meaningful learning experiences for students and more meaningful information for teachers, school and district leaders, and local and state policy makers. Standards and assessment systems should encourage students to learn about themselves and their world and instill a lifelong love of learning; enable

teachers to assess what their students know so they can alter instruction; and provide good information for education leaders to support continuous improvement. Because of the speed at which knowledge and the workplace are evolving, students need proficiency in skills that allow them to continuously learn by accessing, assessing, assimilating and using information.

Standards

- Standards should focus on preparing students not just for college but also for productive participation in the 21st Century world and economy.
- Standards should be integrated rather than taught in isolation and should emphasize process and thinking skills rather than just discrete subjects.
- South Carolina should create its own inquiry-based curriculum guide fostering connections to real life situations and providing real-life future job training.
- South Carolina should reduce the number of standards and prioritize them.
- South Carolina should reduce the number of electives and focus more on core courses in key content areas.
- State standards should be aligned with international standards.
- Schools should create smaller learning communities with specific goals and missions.
- South Carolina should increase the number of International Baccalaureate programs and charter schools, create schools of inquiry, promote use of the Socratic method, and reward innovation.
- Standards should emphasize extensive use of technology.

Assessment

- The lack of timely feedback on standards acquisition is a great barrier to improvement. South Carolina should expand periodic formative assessments and develop statewide benchmarks and pacing guides to assess the learning process.
- MAP testing in English language arts and math provides useful information, but teachers too often don't use the data to inform instruction. South Carolina should provide data coaches in each school to help support DeCartes in the classroom and should find ways to ensure that teachers use data to inform instruction, perhaps by creating links to principal accountability.
- South Carolina should create authentic assessments that require students to demonstrate higher order thinking skills rather than using standardized methods.
- South Carolina should develop a meaningful test in science to assess the "S" in STEM.
- South Carolina should develop a plan for a statewide value-added system.
- To demonstrate the will to change, districts should adopt a quality statement linking assessment to reform.
- Teachers could benefit from a clearer understanding of the relationship between the quality and rigor of the curriculum and student performance.
- South Carolina should develop common classroom-embedded assessments in all content areas.
- South Carolina should conduct an instructional review of school-wide assessments.

Accountability

- School districts should adopt a Memorandum of Agreement addressing the relationship between assessment and teacher performance.
- To improve teacher performance, schools should provide opportunities for teachers to analyze artifacts of student work and engage in discussions about teaching and learning.
- Teachers should be assessed on the basis of both content knowledge and the ability to teach content in ways that students understand.
- Teachers should be held accountable for student growth if there is a clear, transparent alignment of achievement from grade to grade and from periods within a grade.
- Accountability should be based on student outcomes measured in a reasonable and valid way.
- South Carolina should establish an ADEPT system for principals.
- School boards, superintendents, and staff should be evaluated based on student outcomes.
- Schools must provide environments for not most but all students to succeed, through innovative strategies such as multiage grouping, teacher looping, Montessori programs, and others.

Science, Technology, Engineering and Mathematics

- South Carolina should develop strategies for recruiting under-represented groups, such as female and African-American students, into STEM programs.
- South Carolina should expand STEM opportunities from elementary through high school grades.
- Districts should expand the number of STEM magnet programs.
- Project Lead the Way should be connected to higher learning.
- Schools should evaluate the professional development needs of teachers in STEM programs.
- Schools should make use of the database of research being conducted by Coastal Carolina University on instruction and curriculum strategies to increase achievement in STEM.
- South Carolina should develop statewide targets for all higher education institutions in preparing mathematics and science teachers.
- South Carolina should explore strategies for recruiting engineering students into the teaching profession.
- South Carolina should define what we mean by technology and engineering and assess how serious we are as a state about promoting technology and engineering education.
- South Carolina should establish scholarships for math and science students.
- Schools should provide expert mentoring and induction programs for beginning STEM teachers.
- South Carolina should establish flexible certification for STEM instructors.
- South Carolina should begin with the capabilities of technology rather than specific products, then modify the educational process to leverage those capabilities.
- Technology must be an integral and ongoing part of professional development for all teachers and principals, so that principals can lead the way in using technology to improve instruction.

Data Systems to Support Instruction

The RT3 funding proposal calls for states to have in place a statewide longitudinal data system that includes all of the elements specified in the America COMPETES Act and a high-quality plan that ensures access to data by key stakeholders and use of data to improve instruction.

The workgroup on Data Systems to Support Instruction emphasized that data should inform action rather than simply showing the results of action. Partner comments also indicated a strong view that data systems should be used to provide teachers with the means to evaluate student performance against standards in real time, on an ongoing basis, to support effective intervention.

- The state should create benchmarks for all standards indicators using statewide pacing guides and should provide indicator-specific summative and formative data that teachers can use to monitor student performance as it occurs. The TestView system might work well to provide this information.
- State-funded teacher preparation programs should be aligned with the SCDE's goals and objectives for instruction, teacher performance, and student achievement.
- South Carolina should develop a high school graduation monitoring program.
- South Carolina should develop a system to monitor the at-risk status of students and the interventions implemented.
- The state Department of Social Services should monitor early childhood education and should track foster children at 17, 19, and 21 years of age to monitor higher education and workforce participation.
- South Carolina should determine how to evaluate programs that are constantly changing.
- Higher education institutions should consider using the e-Transcript program to capture unique student identifiers and monitor the progress of individual students through college.
- South Carolina needs feeds from SASI/PowerSchool.

Great Teachers and Leaders

The RT3 funding proposal calls for states to have in place alternative pathways into the education profession for aspiring teachers and principals, have reform plans that differentiate teacher and principal effectiveness based on performance, ensure equitable distribution of effective teachers and principals, report the effectiveness of teacher and principal preparation programs, and provide effective support to teachers and principals.

During the "Open Spaces" session those visiting the Great Teachers and Leaders area made recommendations for recruiting, retaining, distributing, and increasing the effectiveness of teachers and school and district leaders.

Recruiting Educators

- South Carolina should consider strategies to interest students in teaching, recruit gifted students into the teaching profession, and prepare students for both traditional and non-traditional settings (such as charter schools and virtual schools).
- Recruitment efforts should emphasize STEM.
- South Carolina should adopt initiatives that enhance the status of the teaching profession.
- Equal status should be given to educators who enter the profession through alternative routes.
- The Teaching Fellows program should be fully funded.

- Stipends and other incentives should be provided to encourage individuals to pursue certificates in high-need disciplines and geographic areas.
- Institutions of higher education should establish recruiting goals for each preservice program in high-need disciplines.
- South Carolina should establish partnerships with higher education institutions that graduate effective educators by providing districts with incentives to hire their graduates.
- Districts should use online systems, such as the Gallup System, to interview teachers and principals.

Retaining Educators

- Districts should create and sustain Professional Learning Communities.
- Working conditions in all schools should be reformed in ways that effectively support teachers.
- Induction and mentoring programs should be established for all beginning teachers and principals.
- South Carolina should pursue equity in teacher pay.
- South Carolina should provide competitive salaries for effective educators.
- South Carolina should provide appropriate certification advancement options for teachers employed in virtual school settings.

Distributing Educators

- South Carolina should support "Grow Your Own" initiatives, recruiting students from low-performing districts and training these students to become highly effective teachers in their home districts.
- Pay incentives should be provided for teachers and administrators to work in high-need areas.
- South Carolina should establish a residency program in high-need schools coupled with teacher housing initiatives.
- South Carolina should consider providing property to teachers in rural areas to keep educators attached to the community.
- Highly qualified teachers, including Teachers of the Year and teachers with national board certification, should be engaged in supporting high-need districts.
- The most experienced and effective teachers should be placed in low-performing schools.
- Special training and professional development should be provided to teachers and administrators in low-performing schools. South Carolina should consider adding a certification or endorsement for educators who are specially trained to work in low-performing schools.

Increasing Effectiveness

- South Carolina should use a value-added model to assess the effectiveness of all teachers and principals.
- Districts should provide meaningful and continuous professional development for all teachers and administrators.
- Schools should establish Professional Learning Communities that involve Research-to-Practice.

- Schools should replace single-age classes with multi-age, continuous progress classes.
- Schools should give teachers situations in which it is possible to see students succeed.
- South Carolina should recognize teacher effectiveness through additional endorsements, certificates, promotions or career advancements, and salary supplements.
- Schools should develop and implement collaborative research and professional development options with institutions of higher education.
- Current and former teachers of the year should conduct online teacher development courses.
- Schools should promote professional development for teachers that includes establishing positive relationships with students, managing student behavior, understanding academic standards, teaching the curriculum, and developing assessments aligned with state standards.
- Districts should hold underperforming teachers and principals accountable and should remove bad teachers and principals from the system rather than sending them elsewhere.
- Principals should be trained in the entire ADEPT system and in ISLLC standards. Evaluation of principals should be based on accurate information.
- Districts should provide outside mentoring support to principals for their first two years of service in underperforming schools.
- Districts should provide administrative help for principals to increase principal focus on instructional leadership.
- Districts should expand parental choice to improve teacher effectiveness.

Turning Around Struggling Schools

RT3 calls for states to have the legal, statutory, or regulatory authority to intervene directly in the state's lowest performing schools and to have a charter school law that does not inhibit increasing the number of charter schools. It also calls for reform plans that identify the lowest performing schools and support districts in turning them around by replacing the leadership and staff, converting them to charter schools, closing them and redirecting students to higher-performing schools, or implementing a school transformation model.

The workgroup on Turning Around Struggling Schools agreed that many of the options emphasized in the RT3 funding proposal to reform persistently underperforming schools (replacing leadership and staff, converting to charter schools, and closing schools altogether) may not be feasible in the rural communities where many of South Carolina's struggling schools are found. They also discussed obstacles to transformational change in these communities, including lack of a strong business community, a business community not invested in public schools, and community and school leaders who are resistant to change. A key element of South Carolina's plan must be building the will for bold and decisive change.

- Schools should consider structures that improve student and parent achievement at the same time, such as evening classes that repeat the day's math and English instruction for students and parents, so that parents are better able to help their children.
- Schools should consider extending the school year by 20 days.
- Teachers and principals should be trained in models of education that set students up for success, not failure, including developmentally appropriate instruction, continuous progress programs, and others.

- South Carolina should provide funding for schools to research and provide professional development in programs best suited to their students' needs.
- Districts should partner with businesses to provide a limited scope of classes geared toward producing the type of worker needed to support local businesses.
- Districts should be required to include balanced and diverse segments of the community, including families, community groups, business organizations, and educators, in planning for all applications.
- Districts should conduct community focus groups to foster community buy-in.
- All plans should include an early childhood and parenting component beginning prior to age three.
- Plans should provide ongoing professional development for teachers, with compensation.
- South Carolina should consider using the Inside-Out structure to turn around struggling schools, to help address the social and emotional as well as academic needs of children.
- South Carolina's plan should reflect the fact that replacing a school's principal is not always the key to improving achievement.

P-20 Coordination and Vertical Alignment

The U.S. Department of Education is soliciting applications that address seamless coordination of of the P-20 education system, including early childhood programs, K-12 programs, postsecondary institutions, and workforce organizations.

- South Carolina should provide alternative settings for adult education.
- South Carolina should expand coordination and collaboration with postsecondary institutions and business and community organizations.
- South Carolina should expand dual enrollment opportunities.
- South Carolina should sponsor P-20 symposiums involving key stakeholders and should review the P-20 efforts of other states, including Kentucky and Florida.
- Teacher Cadet programs should be aligned with the expectations of higher education institutions.
- Students should be offered continuous progress opportunities, moving forward on the basis of achievement, not age.
- STEM partnerships should be expanded.
- South Carolina should explore co-teaching opportunities involving higher education and P-12 teachers.

School-Level Conditions for Reform

The U.S. Department of Education is seeking applications in which participating districts provide schools with the flexibility and autonomy to pursue reform and innovation.

The work group on School Level Conditions for Reform considered the five aspects listed in the RT3 funding proposal: selecting staff, implementing new structures and formats for the school day or year that expand learning time, placing budgets under school control, awarding credit to students based on performance rather than instructional time, and providing comprehensive services to high-need students.

Selecting Staff

- Schools should call on community leaders and successful business entrepreneurs to teach life and business skills.
- Hiring and firing duties should be shifted to superintendents.
- South Carolina should establish statewide interview criteria for teachers to emphasize key skills, such as child-centered instruction.
- The Teacher Employment/Dismissal Act should be revised to reduce restrictions.
- Teacher preparation programs should emphasize differentiated instruction, and schools and principals should hold teachers accountable for using differentiated instruction.
- Schools should select staff using a fair, non-biased system rather than a "buddy system."
- Schools should work with teachers to find the best fit between teacher skills and student needs.

Implementing New Structures and Formats to Expand Learning Time

- Schools should consider a 220-day school year and a 9:00 - 5:00 school day.
- The school day should be restructured to provide real-life learning experiences after the normal class periods.
- The state should provide 12-month contracts for teahcers and year-round school for students.
- Schools should provide options, such as school in shifts, twilight schools, and comprehensive alternative schools.
- Schools should allow teachers to have flexible schedules (such as 6:30 - 2:00 or 10:00 - 5:00) and shared jobs.
- Schools should provide multi-age, multi-generation classes.
- Schools should consider multi-age classes, multi-year teaching, and Montessori programs.
- Schools should provide as much online content as possible and should consider blended models of instruction, including part face-to-face and part online instruction.
- South Carolina should evaluate the top ten structures across the nation and try each in different districts.
- Should should establish a nutrition curriculum for all students and should emphasize proper nutrition as the foundation for learning, not just on test days but all year long.
- South Carolina should limit the power of local school boards.

Placing Budgets Under School Control

- Budgets should remain under the control of local districts.
- Districts should set standards for and oversee school budgets rather than individual principals acting as CFOs.

Awarding Credit Based on Student Performance

- South Carolina should change laws and regulations to allow credit based on performance or competency rather than time.
- South Carolina should consider alternative methods, beyond testing, to evaluate success.
- Schools should offer more inquiry-based activities to meet standards.

- Mobility between grades also should be based on achievement rather than time in class.
- South Carolina should develop end-of-course exams that students may take in advance to demonstrate proficiency.

Comprehensive Services for High-Need Students

- Schools should ensure proper nutrition by providing breakfast for all students and/or breakfast in the classroom.
- Schools should pursue partnerships with public libraries and literacy groups.
- Partnerships should be expanded beginning in pre-school.

Next Steps

The SCDE agreed to take the input from the partners collaboration meeting, incorporate it into a framework, and provide the partners with notice of a lay-long work team session, scheduled for October 16, 2009. The presentations and "open spaces" reports, along with other background information, was posted to the SCDE's RT3 website: http://www.ed.sc.gov/agency/Innovation-and-Support/RT3.html.

Steps that are needed to complete the RT3 application include:

- The U.S. Department of Education's issuance of the final notice for the RT3 grant.
- Establishment of the vision and goals for South Carolina's application.
- Development of logic models for each strand of the application that address where we are, the assessed needs, the outcomes we anticipate, the annual measurable objectives, and the coordination of each strand with the others and other ARRA grant funding sources.
- Prioritization of activities that can reasonably be accomplished within three years with annual measurable objectives.
- Incorporation of the required reform plan elements as set forth by the U.S. Department of Education.
- Completion of the SFSF2 application (an eligibility condition) and the reform conditions statements as set forth by the U.S. Department of Education.
- Presentation of draft models to stakeholders for their input on goals, their assessment of whether school districts can implement the activities, and their ideas on how partners can support implementation.
- Development of letters of support and memoranda of agreement from key stakeholders.
- Integration of reform plans created through this process with the funding and goals of ARRA programs including SFSF, TQP, Title I, SLDS, IDEA, i3, SIF, and others.

Report of the Race to the Top Work Teams Meeting
October 16, 2009

Overview

The Work Teams meeting hosted by the South Carolina Department of Education (SCDE) for Race to the Top (RT3) partners and stakeholders on Friday, October 16, focused on generating ideas for reform in the four areas identified in the funding proposal issued by the U.S. Department of Education (USED): Standards and Assessments, Data Systems to Support Learning, Great and Effective Teachers and Leaders, and Turning Around Struggling Schools.

The SCDE asked the group to consider and comment on a proposed framework for a transformed education system. The proposed framework illustrated the relationships among USED's four reform areas, including the 14 related criteria, and the Six Critical Attributes of Learner-Centric Education proposed by the Council of Chief State Schools Officers (CCSSO).

Reform Areas and Criteria (USED)

Effective and Relevant Standards and Assessments

- Common Core Standards
- Common, High-Quality Assessments
- Transitioning to Enhanced Standards and Assessments

Effective Teachers and Leaders

- Alternative Pathways for Teachers and Principals
- Differentiating Teaching and Principal Effectiveness
- Equitable Distribution of Effective Teachers and Principals
- Reporting Effectiveness of Preparation Programs
- Providing Support to Teachers and Principals

Struggling Schools

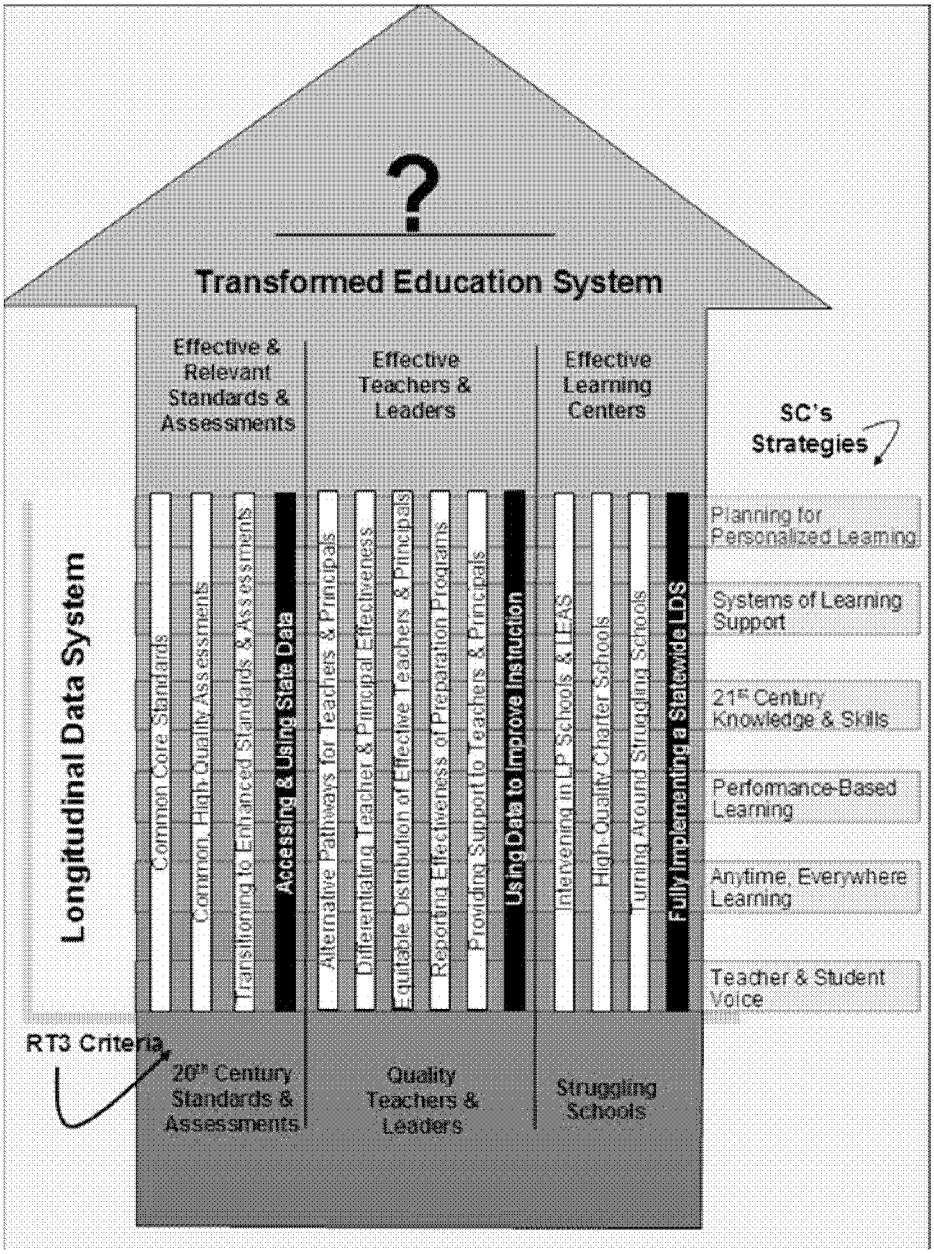
- Intervening in Low-Performing Schools and Districts
- High-Quality Charter Schools
- Turning Around Struggling Schools

Longitudinal Data System

- Using Data to Improve Instruction
- Accessing and Using Student Data
- Fully Implementing a Statewide Longitudinal Data System

Critical Attributes of Learner-Centric Education

Planning for Personalized Learning
Systems of Learning Support
21st Century Knowledge and Skills
Performance-Based Learning
Anytime, Everywhere Learning
Teacher and Student Voice



One group recommended adding a third dimension to the framework to address context: variables that affect all others and require customization for the transformation model to be successful. The context dimension would include:

- the teaching and learning context,
- the community support context, and
- the governance context

Work Team on Standards and Assessments

The Standards and Assessments work team agreed that South Carolina has a strong system of standards and assessment already in place and that the state's approach to the RT3 proposal should emphasize strengthening that system, increasing and improving professional development to support the standards and assessment system, and increasing support for students.

The work group considered the article "Rigor Redefined" by Tony Wagner, co-director of Harvard University's Change Leadership Group (EdLeadership, October 2008, vol. 16, no. 2, pp. 20-25), and agreed with the author's conclusion that standards should focus on using academic content to teach the "seven survival skills" -- critical thinking and problem-solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination.

Inquiry standards and content standards, disconnected under South Carolina's current standards, should be combined, the group said. Professional development and tools such as the Standards Support System should be strengthened to promote use of content to drive learning in these seven areas, and alternative assessment strategies (such as portfolios) should be used to assess learning in these areas.

The work group envisioned an educational system in which schools are encouraged to experiment, with accountability as a means of ensuring a productive direction. Schools should be governed by the principles of rigor, relevance, and relationships, with strategies to include the following:

- Smaller learning communities;
- Personalized learning, with monitoring and frequent feedback, and with students directly involved in establishing learning goals and monitoring learning;
- Formal, informal, and authentic learning opportunities;
- Training for teachers in learning priority concepts and use of a continual feedback model;
- Strong mentoring programs, with every student assigned a support person;
- Learning as a community effort, incorporating career exploration opportunities and access to community health and social resources;
- Learned grounded in high-level common standards and based around relevant activities;
- Training for administrators in leading learning in priority areas;
- Infusion of technology into the learning process; and
- Specific and significant consequences for schools and teachers whose students do not meet learning goals.

The work group also suggested eliminating seat time requirements in favor of performance indicators,[1] pairing low- and high-performing schools, and using charter schools, choice, and demonstration sites to encourage development of new approaches.

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1 See existing Reg. 43-234.II.C "A school may award one unit of credit for a course that has been approved by the State Department of Education in a proficiency-based system."

Afternoon discussions centered on accountability. Strategies to improve South Carolina's accountability system might include the following:

- Development of a state test bank, including on-demand performance-type items that can be used to support learning;
- Development of a multi-tiered assessment system;
- A focus on assessing the effectiveness of the system and the schools that are part of the system;
- Supporting student learning by giving teachers more specific understanding of what students do and do not know about particular content; and
- Supporting teacher growth by providing formative feedback about day-to-day performance.

The group raised the question of whether it is possible to have a high-quality assessment system and a new approach to schools and schooling at the same time, noting that the assessment system might encourage old and ineffective approaches. The group reached some consensus that the two might not be incompatible.

Work Team on Data Systems to Support Learning

The work team on Data Systems to Support Learning agreed that South Carolina should develop an integrated P-20 data system and noted that while the state has made good progress in developing high quality longitudinal data systems for grades pre-K through 12, 13-20 data systems remain a weak link.

Tools in place to support a P-20 data system include the P-12 Student Information System, the P-12 Statewide Longitudinal Data System, the P-12 Data Warehouse, technology tools, and the Student Unique Numbering System for P-12 students. Obstacles to development of a P-20 system include federal privacy requirements, policy implications, politics, data issues, lack of a uniform student identification system among higher education institutions, lack of unique student identification numbers at higher education institutions, and lack of a governance structure. The work group also questioned whether private colleges would be included in a P-20 system.

The group identified and ranked 38 priorities for information to be included in a P-20 data system, as follows (data sources in parenthesis):

1. Adoption and inclusion by P-12 and higher education of all SIF and PESC standards beginning with Core Main (higher education).
2. Uniform and complete transcript information (P-12).
3. Student achievement data linked to teachers and other educators and colleges of education (P-12).
4. Statewide student identification from P-12 to higher education (higher education).
5. Information on where students go when they leave the P-12 system (P-12).
6. Annual retention rates in higher education (higher education).
7. Workforce participation data (higher education).

8. Use of the Student Longitudinal Data System as the authoritative data source (higher education).
9. Demographic data (P-12).
10. Data allowing for cultivation of STEM students (higher education).
11. Ability to link all unique student identification systems (P-12).
12. Enrollment and program participation data (higher education).
13. Development and tracking of assessments developed in the classroom (higher education).
14. Linked articulation data (higher education).
15. Remedial course work (higher education).
16. Two-way course of study linking with P-12 and higher education institutions (higher education).
17. Course grades (P-12).
18. Reporting state performance from higher education institutions to P-12 for individual groups (higher education).
19. Link to external data sources to track student movement out of state (higher education).
20. eIGP courses of study data aligned with college course of study data (P-12).
21. Pre- and post-test scores at key points in students' education (higher education).
22. Course data and career planning (higher education).
23. SAT and ACT scores (higher education).
24. Pass transcript data to data warehouse (P-12).
25. Attendance data for students and staff (P-12).
26. Student grade distributions from higher education institutions to P-12 (P-12).
27. Course work completion levels compared to higher education course levels (P-12).
28. Graduation rates for higher education institutions (P-12).
29. Map course numbers in P-12 to course numbers in higher education (P-12).
30. Standardized school identification (P-12).
31. Higher education student data by in-state and out-of-state (higher education).
32. Pre-populate online college enrollment forms (P-12).
33. Institutional history for transfer student movement (higher education).
34. Years to graduate/complete program in higher education (P-12).
35. Specific content on graduations (P-12).
36. Supports needed for individual students (P-12).
37. Link of certifications back to course work (P-12).
38. IEP access between P-12 and higher education institutions (higher education).

Work Team on Great and Effective Teachers and Leaders

The Great and Effective Teachers and Leaders work group supported the proposed RT3 framework and suggested no additional criteria or strategies. The group did recommend adding a third dimension to the framework to address context: variables that affect all others and require customization for the transformation model to be successful. The context dimension would include the teaching and learning context, the community support context, and the governance context, each of which incorporate a broad range of variables.

The work group identified several issues that should be considered in developing South Carolina's Race to the Top proposal:

- Sustainability: Previous education reform efforts with strong potential have been hampered by a lack of sustainability, because of limited resources (fiscal or human) and/or lack of long-term commitment. The RT3 proposal should emphasize sustainability.

- Availability of Student Achievement Data for Teacher and Principal Evaluation: The U.S. Department of Education's definitions of effective teachers and principals are based exclusively on quantitative measures of student growth, for which there currently are reliable data for some grade levels and subject areas but not others. If South Carolina is to decide teacher and principal evaluation, compensation, tenure, and dismissal and evaluate the effectiveness of teacher and principal preparation programs on the basis of student growth data, we must identify data that can be used for these purposes for all teachers and principals.

- Conflicting Research: There are conflicting opinions among education organizations and researchers regarding the efficacy of widespread promotion of charter schools and of the value-added model as a basis for evaluating individual teachers.

- Broad Definitions of Student Achievement: Student achievement should be evaluated not by test scores alone, but also by the skills businesses identify as important, including responsibility, higher-level thinking and problem-solving, communication, and others. South Carolina should obtain input from higher education, technical schools, employers, and other stakeholders to identify priorities in the assessment of student knowledge and skills.

The work group had a number of recommendations to improve educator recruitment, retention, distribution, and effectiveness:

- Increase compensation for teachers and administrators.
- Improve overall working conditions to attract and retain effective educators.
- Increase the availability of low-cost, high-quality housing options.
- Encourage higher education institutions to develop personalized learning plans for teacher and principal candidates to complete degree requirements, including allowing candidates to test out of courses.
- Assist high-need districts in growing their own highly effective teachers and principals.
- Promote self-directed learning for teachers and administrators.
- Create positions that allow teachers to advance without becoming administrators or leaving the teaching profession.
- Promote professional learning communities, particularly cross-generational teams.
- Provide quality induction and mentoring programs for all teachers and principals.
- Ensure that all teacher and principal candidates and practitioners have strong assessment and data literacy skills, so that they are able to develop, select, and administer appropriate assessments, evaluate different types of assessments for different uses, analyze assessment data, and use data to inform instruction.
- Increase the ability of educators to promote learning among diverse groups of students.

The work group on Great and Effective Teachers and Leaders also discussed the feasibility of creating sets of strategies for teachers and principals that parallel the strategies identified by CCSSO for students (planning for personalized learning, creating and maintaining systems of learning support, ensuring 21st Century knowledge and skills, providing anytime, everywhere learning, and listening to the voices of teachers and principals).

Finally, the work group emphasized the importance of including a representative sample of South Carolina's schools and districts in the RT3 proposal. While acknowledging the need to avoid spreading our efforts too thin, the group agreed that RT3 should encompass a variety of school and district contexts, because a "super school" in one area might not be successful when replicated in another, and teachers and principals who are effective in some schools might not be successful in others. A variety of school and district contexts should be considered in developing the RT3 proposal.

Work Team on Turning Around Struggling Schools

The work team on Turning Around Struggling Schools defined the partnership's challenge as establishing a structure and process for reforming poorly performing schools that would work in all of South Carolina, while demonstrating progress rapidly in the lowest-performing schools. The group suggested concentrating the state's effort in five schools that would serve as models, including one charter school, one reconstituted school, and three transformed schools, and providing less concentrated services in other schools under a tiered system.

The work team emphasized that South Carolina's RT3 proposal should honor the work the state has done already in the areas of standards and assessments, data systems, and improving educator quality but present our efforts as a work in progress, describing simply and succinctly what we propose to do differently and why we believe it will work.

The group considered the qualities needed to turn around struggling schools at the elementary, middle, and high school levels. Recommendations common across all levels include the following:

- Satellite schools receiving concentrated services should be envisioned as community centers, harnessing the resources of the community to provide integrated services to students, parents, and businesses.
- Schools should be partnered with universities to meet the needs of students, parents, and businesses.
- School models should allow for flexible scheduling and staffing.
- School models should provide extended learning time through longer school days and school years.

Elementary Schools

- Structures should emphasize small class sizes (fewer than 16:1), common planning time, and no pull-out programs.

- Instruction should be relevant, emphasize literacy, global learning, and science, math, engineering, and technology, and provide for common assessments, with more time provided for professional development.
- Support services should include Life Coaches providing individualized support for students, early childhood education programs serving birth - age 5, additional school nurses, access to technology, transportation and family support, and creation of professional learning communities.
- Schools should create a sense of urgency for change.

Middle Schools

- Schools should provide more mentoring programs.
- Schools and classrooms should be smaller to allow more personal attention to individual students.
- Schools should have clear systems of communication to foster parent involvement, using technology to keep parents engaged.
- Schools should provide after-school programs, with clear communication between teachers and after-school providers, to reinforce what is being taught in the classroom.
- Schools should provide quality teacher training based on data.
- Teacher contracts should be extended to allow for additional professional development and extended learning time for students.
- Schools should meet the health and safety needs of students and should integrate personal and social services.

High Schools

- Curriculum should emphasize rigor and relevance.
- Coursework should allow for employer involvement through approaches such as Work Keys.
- Schools should offer dual credit for college courses.
- Schools should emphasize relationships with individual students and increase mentoring programs.
- Schools should provide 8th grade summer enrichment-bridge programs, credit recovery, and access to virtual courses.
- Schools should form 9th grade academies.
- All students should be provided access to high-level courses.
- Schools should provide career information and graduation coaches.
- Partnerships with local businesses should be increased.
- Effective teachers should be better compensated.

Next Steps

The SCDE agreed to have these reports written up and distributed among the stakeholders participating in the September 29 and October 16 sessions. The proposed notice requires that the comprehensive plan be coordinated with other grants, including the State Fiscal Stabilization Fund (SFSF), the state longitudinal data systems (SLDS) grant (application due November 19),

the Teacher Incentive Funds (TIF) grant (South Carolina has applied), and the school improvement funds (SIF) under title I section 1003(g) (the proposed notice has been issued for comment). The RT3 proposed notice indicates requirements not only for the forward-looking reform plans, but also for descriptions of where South Carolina stands on several reform conditions. Those elements track closely to the elements in the proposed notice for the SFSF Phase 2 (SFSF2) application, which is expected to be announced in November. The FY 09-10 budget contains a proviso requiring that the application for SFSF2 be completed within thirty (30) days of the official announcement. Staff on the SCDE's internal team:

- are compiling information to ensure that both the SFSF2 application
- compiling any different information needed for the RT3 reform conditions elements;
- completing an SLDS application;
- preparing concept papers that incorporate the elements identified by stakeholders;
- developing a logic model to incorporate the concepts for the reform plans;
- watching for the official notices for the SFSF2 and RT3 grants;
- working with the Attorney General's office to prepare certification on laws relating to tying teacher and student data;
- outlining elements that might be needed for letters of support, memoranda of agreement, and sub-awards;
- planning a stakeholders meeting for the schools and districts that would be most impacted by the turnaround requirements in the grant;
- inventorying new data elements that the grant might require to ensure incorporation into the SLDS proposal; and
- brainstorming about "the big idea" that will pull the entire application together into one comprehensive approach.

Once the official notice is posted, the SCDE will announce a schedule for additional stakeholder input and meetings. In the meantime, in addition to the other work mentioned above, the leaders of the four work teams may contact the team members for additional work and input.

Appendix A3A
School and District Report Card

Fairfield School District

1226 US Highway 321 By-
Winnsboro, South Carolina

Grades	PK-12 District	
Enrollment	3,382 Students	
Superintendent	Samantha J. Ingram, Ph.D.	803-635-4607
Board Chair	Mrs. Catherine Kennedy	803-337-3522

THE STATE OF SOUTH CAROLINA
2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**At-Risk**	**Below Average**
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Fairfield School District	03/18/10-2001

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

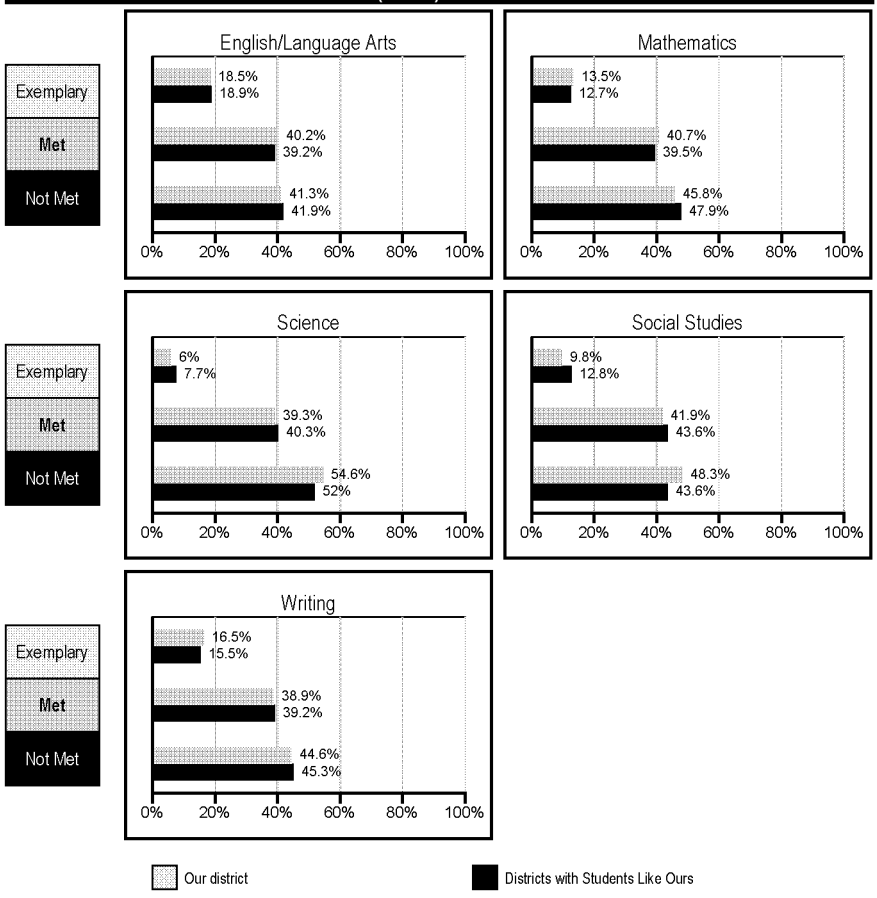
Percent of students tested in 2008-09 whose 2007-08 test scores were located	98.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	7	15

* Ratings are calculated with data available by 03/18/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Fairfield School District						03/18/10-2001
High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students						
	Our District			**Districts with Students Like Ours**		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	68.4	74.9	66.5	65.8	70.0	61.8
Passed one subtest	13.7	12.3	16.1	17.9	15.8	19.4
Passed no subtests	1.8	12.8	17.4	16.3	14.2	18.8

End of Course Tests		
Percent of tests with scores of 70 or above on:	**Our District**	**Districts with Students Like Ours**
Algebra 1/Math for the Technologies 2	67.8	59.6
English 1	54.7	48.4
Physical Science	26.0	33.6
US History and the Constitution	12.4	18.0
All Subjects	41.0	40.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Fairfield School District				03/18/10-2001
District Profile				
	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,382)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	2.1%	Down from 3.2%	4.0%	3.1%
Attendance rate	94.9%	Down from 95.2%	95.3%	95.7%
Eligible for gifted and talented	7.3%	Down from 11.6%	5.6%	11.2%
With disabilities other than speech	11.6%	Down from 12.5%	11.4%	10.6%
Older than usual for grade	3.3%	Down from 4.1%	5.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.7%	0.4%	0.6%
Enrolled in AP/IB programs	16.6%	Up from 12.3%	6.4%	10.5%
Successful on AP/IB exams	N/A	N/A	44.4%	51.2%
Eligible for LIFE Scholarship	28.6%	Up from 9.0%	29.3%	30.8%
Enrolled in adult education GED or diploma programs	164	Up from 72	28	40
Completions in adult education GED or diploma programs	12	Up from 8	15	30
Annual dropout rate	3.1%	Down from 3.5%	3.6%	3.4%
Teachers (n=290)				
Teachers with advanced degrees	55.5%	Up from 52.8%	53.1%	56.8%
Continuing contract teachers	58.6%	Up from 54.7%	66.4%	76.7%
Teachers with emergency or provisional certificates	13.4%	Down from 17.8%	11.5%	4.6%
Teachers returning from previous year	79.6%	Down from 85.9%	83.4%	88.4%
Teacher attendance rate	95.9%	Down from 97.9%	95.0%	95.0%
Average teacher salary*	$46,345	Up 3.0%	$44,234	$46,992
Vacancies for more than nine weeks	1.0%	No Change	1.7%	0.4%
Professional development days/teacher	13.1 days	Up from 12.1 days	12.7 days	13.1 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.3	3.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 16.5 to 1	19.1 to 1	20.5 to 1
Prime instructional time	88.9%	Down from 92.2%	89.1%	89.8%
Dollars spent per pupil**	$12,564	Up 3.3%	$11,242	$9,279
Percent of expenditures for teacher salaries**	48.5%	Up from 47.9%	48.1%	52.7%
Percent of expenditures for instruction**	52.5%	Up from 51.3%	52.5%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	No Change	5	9
Number of magnet schools	1	No Change	0	0
Portable classrooms	9.2%	Down from 13.6%	3.0%	3.5%
Average age in years of school facilities	31 Years	Up from 30 Years	32 Years	28 Years
Number of schools with SACS accreditation	8.0	No Change	4.0	8.0
Parents attending conferences	100.0%	No Change	95.8%	98.7%
Average administrator salary	$79,110	Up 3.1%	$74,218	$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Fairfield School District 03/18/10-2001

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	236	87.3%	888	41.0%	281	73.0%	Yes
Gender							
Male	110	89.1%	442	40.5%	136	75.0%	N/A
Female	126	85.7%	446	41.5%	145	71.0%	N/A
Racial/Ethnic Group							
White	21	90.5%	82	57.3%	27	48.1%	N/A
African American	211	86.7%	786	38.5%	249	75.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	16	62.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	38	55.3%	151	17.2%	44	45.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	15	60.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	186	85.5%	669	38.1%	216	71.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	87.3%	90.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	281	207
Number of Diplomas	205	144
Rate	73.0%	69.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
District	402	409	413	433	407	405	1222	1247
State	484	482	496	496	471	467	980	978
Nation	497	496	510	510	488	487	1007	1006

ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	14.2	13.9	16.5	16.4	15.3	14.9	16.0	16.4	15.6	15.5
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	19.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Fairfield County School District is located in a rural community and serves 3,320 students in nine schools. We are proud of the many accomplishments and new initiatives in Fairfield County, which have been supported by the Board of Trustees and community. Through the combined efforts of our principals, teachers, staff, students, parents, and stakeholders, we have made great strides in achieving our academic goals.

On the 2008 Palmetto Achievement Challenge Test (PACT), our district's highest percentage of students scoring Proficient or Advanced occurred in third and fourth grades in the area of English/Language Arts. The students in fourth and fifth grades were the top performers on the PACT in the area of mathematics. In science, the students in fourth grade had the highest percent of students scoring proficient or advanced, and in social studies, the students in sixth grade had the highest percent of students scoring proficient or advanced. Notable increases from the 2007 administration of PACT to the 2008 administration in regards to the percent of students scoring proficient or advanced are evident in the following areas: fifth grade English/Language Arts with a 5.1% increase; fifth grade mathematics with a 14.8% increase; seventh grade mathematics with a 7% increase; fifth grade science with an 11.6% increase; and seventh grade social studies with a 7.6% increase. On the High School Assessment Program (HSAP), the passage rate for both subtests increased 6.5%.

The strategic plan for the School District of Fairfield County focuses on teaching and learning, parental and community involvement, building leadership capacity, communication, and achieving beyond academics. In an effort to promote student achievement, we have implemented the following instructional programs: Reading First, embedded intervention in all schools, credit recovery, Making Middle Grades Work, High Schools that Work, Math Strategies, Activities Integrating Math and Science, and Skills Tutor. Students are assessed using Measures of Academic Progress (MAP) twice a year for formative purposes, and are administered benchmark assessments four times a year to measure progress on South Carolina state standards.

Teachers, principals, students, parents, and stakeholders are dedicated to the success of every child in Fairfield County. Through the continued vision and leadership provided by the administration, teachers, Board of Trustees, and the community, the School District of Fairfield County will provide a quality, standards-based education for all students

Marie Milam, Acting Superintendent, The School District of Fairfield County

Fairfield School District	03/18/10-2001

No Child Left Behind

District Adequate Yearly Progress	No

This district met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.	0

Title I Schools' School Improvement Status

The Fairfield School District consists of 8 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Fairfield School District									03/18/10-2001
PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	1396	99.5	40.8	40.7	18.5	71.7	82.8	Yes	Yes
Gender									
Male	688	99.7	47.9	36.6	15.5	66.4	79.3	N/A	N/A
Female	708	99.3	34.2	44.6	21.3	76.7	86.5	N/A	N/A
Racial/Ethnic Group									
White	187	98.9	33.9	37.3	28.8	77.4	89.5	Yes	Yes
African American	1184	99.7	42.0	41.3	16.7	70.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	25	96.0	31.3	37.5	31.3	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	237	98.7	72.1	23.4	4.5	44.1	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	22	100.0	33.3	40.0	26.7	66.7	75.1	I/S	I/S
Socio-Economic Status									
Subsized meals	1206	99.7	43.0	40.6	16.4	70.0	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1396	99.5	45.3	41.3	13.3	65.6	78.9	Yes	Yes
Gender									
Male	688	99.7	47.7	39.6	12.7	62.6	77.0	N/A	N/A
Female	708	99.3	43.1	43.0	13.9	68.3	80.9	N/A	N/A
Racial/Ethnic Group									
White	187	98.9	39.0	41.2	19.8	73.4	87.2	Yes	Yes
African American	1184	99.7	46.4	41.3	12.3	64.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	25	96.0	37.5	43.8	18.8	68.8	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	237	98.7	74.8	22.5	2.7	31.1	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	22	100.0	40.0	46.7	13.3	66.7	76.1	I/S	I/S
Socio-Economic Status									
Subsized meals	1206	99.7	47.3	41.0	11.7	64.0	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Fairfield School District							03/18/10-2001
PASS Performance By Group							
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	933	99.5	53.5	40.5	6.0	46.5	67.5
Gender							
Male	468	99.4	55.7	38.1	6.2	44.3	67.0
Female	465	99.6	51.4	42.8	5.8	48.6	68.0
Racial/Ethnic Group							
White	117	100.0	46.0	46.0	8.0	54.0	79.5
African American	800	99.4	54.5	39.8	5.7	45.5	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	16	100.0	60.0	33.3	6.7	40.0	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	162	97.5	84.0	14.7	1.3	16.0	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	16	100.0	60.0	33.3	6.7	40.0	59.6
Socio-Economic Status							
Subsized meals	799	99.4	56.3	39.1	4.6	43.7	55.1
Social Studies							
All Students	927	99.7	47.3	42.4	10.3	52.7	72.3
Gender							
Male	444	99.8	51.6	37.3	11.1	48.4	71.5
Female	483	99.6	43.5	46.9	9.6	56.5	73.2
Racial/Ethnic Group							
White	134	99.3	36.5	49.2	14.3	63.5	80.7
African American	776	99.7	49.9	41.0	9.0	50.1	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	17	100.0	6.7	53.3	40.0	93.3	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	153	98.0	70.8	25.0	4.2	29.2	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	15	100.0	7.1	57.1	35.7	92.9	67.9
Socio-Economic Status							
Subsized meals	815	99.6	50.4	40.1	9.5	49.6	62.1

Abbreviations for Missing Data

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Fairfield School District									03/18/10-2001
PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1400	98.3	43.7	37.9	18.4	56.3	70.2	95.6	96.1
Gender									
Male	690	98.0	51.8	34.1	14.1	48.2	63.2	95.3	96.0
Female	710	98.6	36.2	41.4	22.4	63.8	77.5	95.8	96.3
Racial/Ethnic Group									
White	192	96.9	40.9	38.1	21.0	59.1	79.1	94.6	95.9
African American	1184	98.5	44.3	37.7	18.0	55.7	57.6	95.7	96.3
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.2	98.6	97.3
Hispanic	24	100.0	31.3	50.0	18.8	68.8	62.6	95.6	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
Disability Status									
Disabled	245	95.5	80.7	16.2	3.1	19.3	26.1	94.4	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	21	100.0	35.7	50.0	14.3	64.3	61.2	95.5	96.8
Socio-Economic Status									
Subsized meals	1212	98.5	45.7	38.0	16.3	54.3	58.9	95.5	95.6

Abbreviations for Missing Data

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Fairfield School District							03/18/10-2001
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	270	99.3	44.1	31.9	24.0	55.9
	4	227	99.6	40.2	40.7	19.2	59.8
	5	229	99.6	31.8	51.9	16.4	68.2
	6	218	98.6	42.4	38.6	19.0	57.6
	7	241	100.0	44.9	37.9	17.2	55.1
	8	211	100.0	40.5	45.5	14.0	59.5
Mathematics							
2009	3	270	99.3	57.5	29.1	13.4	42.5
	4	227	99.6	34.1	50.5	15.4	65.9
	5	229	99.6	42.1	49.1	8.9	57.9
	6	218	98.6	38.6	45.2	16.2	61.4
	7	241	100.0	52.4	35.7	11.9	47.6
	8	211	100.0	44.5	41.0	14.5	55.5
Science							
2009	3	135	98.5	64.3	31.0	4.8	35.7
	4	227	99.6	54.2	42.1	3.7	45.8
	5	114	100.0	49.5	46.7	3.7	50.5
	6	112	100.0	53.7	46.3	N/A	46.3
	7	241	99.6	53.2	34.2	12.6	46.8
	8	104	99.0	42.9	51.0	6.1	57.1
Social Studies							
2009	3	133	100.0	48.8	40.2	11.0	51.2
	4	227	99.6	40.7	54.7	4.7	59.3
	5	114	100.0	41.1	46.7	12.1	58.9
	6	105	100.0	37.5	51.9	10.6	62.5
	7	241	99.6	61.0	24.2	14.7	39.0
	8	107	99.1	44.6	46.5	8.9	55.4
Writing							
2009	3	270	97.8	48.4	31.1	20.5	51.6
	4	230	98.7	51.2	34.9	14.0	48.8
	5	230	97.0	40.2	42.5	17.3	59.8
	6	220	96.8	42.1	37.8	20.1	57.9
	7	240	99.6	39.0	42.1	18.9	61.0
	8	210	100.0	40.6	40.1	19.3	59.4

Abbreviations for Missing Data

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Fairfield School District										03/18/10-2001
HSAP Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	244	98.0	22.3	43.8	22.7	11.2	48.9	61.8	No	Yes
Male	120	97.5	28.6	44.6	20.5	6.3	45.5	57.4	N/A	N/A
Female	124	98.4	16.5	43.0	24.8	15.7	52.1	66.1	N/A	N/A
White	30	90.0	3.8	38.5	34.6	23.1	73.1	74.3	I/S	I/S
African American	211	99.1	25.0	44.6	20.6	9.8	45.6	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	43	93.0	77.5	12.5	5.0	5.0	15.0	19.4	No	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	182	98.9	24.4	44.9	21.0	9.7	46.0	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	244	98.4	26.1	38.5	29.1	6.4	48.7	62.7	No	Yes
Male	120	98.3	31.0	36.3	29.2	3.5	50.4	61.8	N/A	N/A
Female	124	98.4	21.5	40.5	28.9	9.1	47.1	63.6	N/A	N/A
White	30	93.3	11.1	29.6	48.1	11.1	74.1	75.1	I/S	I/S
African American	211	99.1	28.4	40.2	25.5	5.9	44.6	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	43	95.3	73.2	14.6	9.8	2.4	17.1	21.8	Yes	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	182	98.9	27.8	38.6	27.3	6.3	46.6	47.9	No	Yes
Physical Science (End-of-Course Performance by Group)										
All Students	240	90.8	74.6	12.9	3.3	N/A	N/A	N/A	N/A	N/A
Male	119	90.8	79.0	10.9	0.8	N/A	N/A	N/A	N/A	N/A
Female	121	90.9	70.2	14.9	5.8	N/A	N/A	N/A	N/A	N/A
White	29	89.7	62.1	20.7	6.9	N/A	N/A	N/A	N/A	N/A
African American	208	90.9	76.4	11.5	2.9	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	39	69.2	69.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	178	89.3	75.3	11.8	2.2	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	222	95.0	18.3	43.3	26.4	12.0	53.4	69.7
	2009	244	98.0	22.3	43.8	22.7	11.2	48.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	222	94.6	18.8	32.2	36.5	12.5	63.9	67.2
	2009	244	98.4	26.1	38.5	29.1	6.4	48.7	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.4%	0.0%	No
Student attendance rate, grades K-8	94.9%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Geiger Elementary

150 TM Cook Lane
Ridgeway, SC 29130

Grades	PK-6 Elementary School	
Enrollment	316 Students	
Principal	Mr. Joe E. Seibles	803-337-8288
Superintendent	Samantha J. Ingram, Ph.D.	803-635-4607
Board Chair	Mrs. Catherine Kennedy	803-337-3522

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Below Average**	**Below Average**
2008	Below Average	Good
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Geiger Elementary	03/16/10-2001012

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

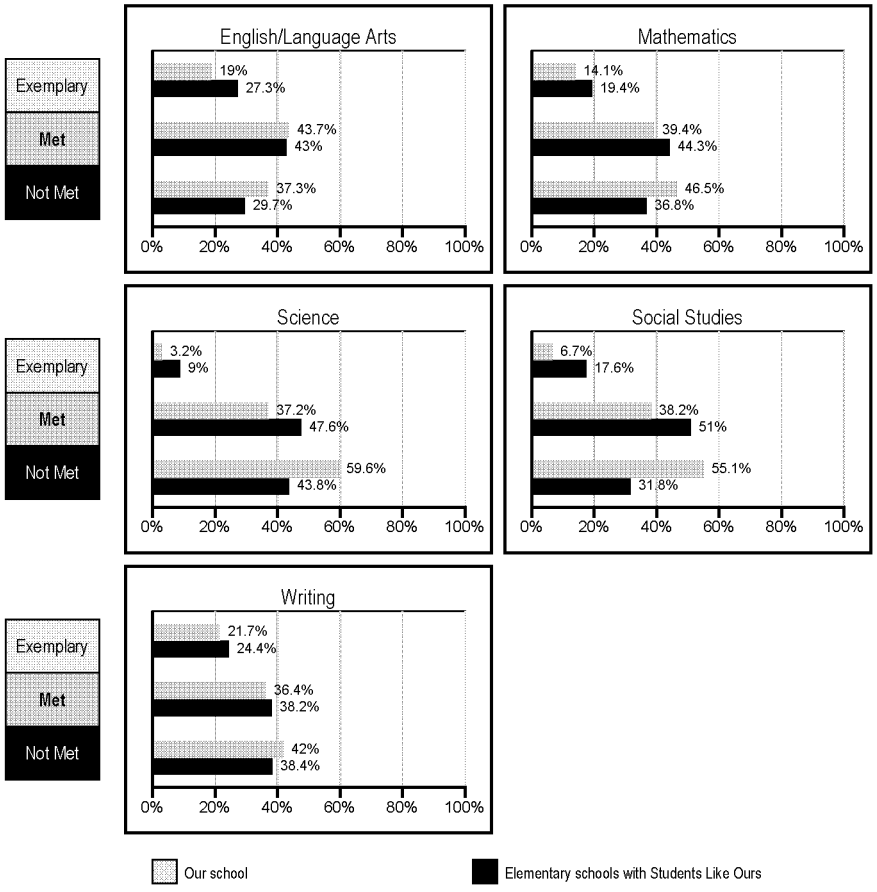
Percent of students tested in 2008-09 whose 2007-08 test scores were located	99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	85	30	5

* Ratings are calculated with data available by 03/16/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in a meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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Geiger Elementary				03/16/10-2001012
School Profile				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=316)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.9%	2.5%	1.9%
Attendance rate	96.8%	Down from 97.4%	96.0%	96.3%
Eligible for gifted and talented	11.8%	Down from 15.0%	6.1%	10.0%
With disabilities other than speech	3.4%	Up from 3.2%	9.0%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	58.3%	Down from 76.9%	57.0%	59.4%
Continuing contract teachers	70.8%	Up from 57.7%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 4.8%	0.0%	0.0%
Teachers returning from previous year	77.1%	Down from 91.5%	84.9%	85.9%
Teacher attendance rate	97.6%	Down from 99.0%	95.0%	95.1%
Average teacher salary*	$46,771	Up 2.2%	$46,058	$47,149
Professional development days/teacher	10.0 days	Up from 8.3 days	11.7 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 16.3 to 1	17.9 to 1	18.8 to 1
Prime instructional time	92.1%	Down from 95.5%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.4%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	$7,802	Down 6.9%	$7,756	$7,458
Percent of expenditures for instruction**	66.3%	Up from 64.2%	68.1%	68.8%
Percent of expenditures for teacher salaries**	59.8%	Up from 58.6%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Geiger Elementary School's main goal is to continue to strive to develop well-rounded students. We will continue to focus on making academic gains to help us in attaining our goal of increasing the percentage of students scoring proficient and advanced. We are committed to providing a challenging, safe, and positive learning environment where all children can reach their highest potential. The teachers, faculty, and staff strived daily to develop academic, leadership, and social skills in each student. The teachers worked to help improve student attitudes towards learning in order to ensure their success in the future. Our committed staff, dedicated parents, active Parent Teacher Organization, and Student Improvement Council work closely with us to make learning enjoyable for each and every one of our 320 students.

Geiger Elementary School achieved an "Average" growth rating on the 2008 annual school report card. GES received the state's Palmetto Silver Award in recognition of our students' academic success. Our school implemented single-gender classes in 5th and 6th grade. As well as teaching academics, we also focused on the development of their public speaking skills, confidence and self-esteem, and the importance continuing their education.

In addition to academics being a major part of our school culture, we also focused on helping our students become productive citizens in the world. Our guidance counselor, along with the help of other staff and community leaders, worked with our students on character education and service learning. The student council sponsored Thanksgiving and Christmas canned food drives; the proceeds were used to provide food baskets to needy families. These opportunities showed our students the importance of giving back to the community.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	31	21
Percent satisfied with learning environment	86.4%	71.0%	55.0%
Percent satisfied with social and physical environment	95.5%	80.6%	61.9%
Percent satisfied with school-home relations	63.6%	87.1%	66.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress	YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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Geiger Elementary										03/16/10-2001012
PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	151	99.3	37.3	43.7	19	78.9	71.7	82.8	Yes	Yes
Gender										
Male	68	98.5	43.5	45.2	11.3	74.2	66.4	79.3	N/A	N/A
Female	83	100	32.5	42.5	25	82.5	76.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	24	95.8	40.9	31.8	27.3	72.7	77.4	89.5	I/S	I/S
African American	122	100	37.4	46.1	16.5	80	70.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	53.8	44.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	122	100	37.9	45.7	16.4	78.4	70	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	151	99.3	46.5	39.4	14.1	66.9	65.6	78.9	Yes	Yes
Gender										
Male	68	98.5	51.6	35.5	12.9	62.9	62.6	77	N/A	N/A
Female	83	100	42.5	42.5	15	70	68.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	24	95.8	54.5	31.8	13.6	63.6	73.4	87.2	I/S	I/S
African American	122	100	46.1	40.9	13	67	64.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	30.8	31.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	122	100	51.7	37.9	10.3	64.7	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Geiger Elementary								03/16/10-2001012
PASS Performance By Group								
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	98	100	59.6	37.2	3.2	40.4	46.5	67.5
Gender								
Male	42	100	61.5	33.3	5.1	38.5	44.3	67
Female	56	100	58.2	40	1.8	41.8	48.6	68
Racial/Ethnic Group								
White	17	100	43.8	37.5	18.8	56.3	54	79.5
African American	78	100	N/AV	N/AV	N/AV	37.3	45.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	40	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	16	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	40	59.6
Socio-Economic Status								
Subsized meals	76	100	63.5	35.1	1.4	36.5	43.7	55.1
Social Studies								
All Students	95	100	55.1	38.2	6.7	44.9	52.7	72.3
Gender								
Male	41	100	59.5	32.4	8.1	40.5	48.4	71.5
Female	54	100	51.9	42.3	5.8	48.1	56.5	73.2
Racial/Ethnic Group								
White	13	100	75	16.7	8.3	25	63.5	80.7
African American	79	100	54.1	40.5	5.4	45.9	50.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	93.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	29.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	92.9	67.9
Socio-Economic Status								
Subsized meals	81	100	59.2	32.9	7.9	40.8	49.6	62.1

Abbreviations for Missing Data

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Geiger Elementary										03/16/10-2001012
PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	151	97.4	41.5	36.6	21.8	58.5	56.3	70.2	96.8	95.6
Gender										
Male	67	95.5	52.5	31.1	16.4	47.5	48.2	63.2	96.3	95.3
Female	84	98.8	33.3	40.7	25.9	66.7	63.8	77.5	97.3	95.8
Racial/Ethnic Group										
White	23	91.3	38.1	42.9	19	61.9	59.1	79.1	95.3	94.6
African American	123	98.4	43.1	35.3	21.6	56.9	55.7	57.6	97.1	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	98.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	62.6	96.8	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	28.6	19.3	26.1	96	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	64.3	61.2	96.1	95.5
Socio-Economic Status										
Subsized meals	122	98.4	45.2	35.7	19.1	54.8	54.3	58.9	96.6	95.5

Abbreviations for Missing Data

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Geiger Elementary							03/16/10-2001012
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	42	97.6	45	32.5	22.5	55
	4	43	100	43.9	46.3	9.8	56.1
	5	34	100	22.6	58.1	19.4	77.4
	6	32	100	33.3	40	26.7	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	42	97.6	55	30	15	45
	4	43	100	48.8	41.5	9.8	51.2
	5	34	100	38.7	45.2	16.1	61.3
	6	32	100	40	43.3	16.7	60
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	61.9	28.6	9.5	38.1
	4	43	100	53.7	43.9	2.4	46.3
	5	17	100	N/AV	N/AV	N/AV	56.3
	6	17	100	N/AV	N/AV	N/AV	12.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	20	100	N/AV	N/AV	N/AV	36.8
	4	43	100	61	34.1	4.9	39
	5	17	100	40	40	20	60
	6	15	100	42.9	50	7.1	57.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	42	97.6	45	30	25	55
	4	43	97.7	48.8	41.5	9.8	51.2
	5	34	97.1	35.5	35.5	29	64.5
	6	32	96.9	33.3	40	26.7	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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Appendix B1A
Common Core Standards Memorandum of Agreement

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

	Signatures
Governor:	
Chief State School Officer:	

College and Career Ready

Standards For Reading Informational and Literary Texts

Core Standards

To be college and career ready, students must:

1. Determine what the text says explicitly and use evidence within the text to infer what is implied by or follows logically from the text.
2. Support or question statements about the text by citing the text explicitly and accurately.
3. Assess the contributions that significant details as well as larger portions of the text make to the whole.
4. Summarize the ideas, events, or information in the text and determine the main ideas and themes.
5. Trace how events and ideas unfold in the text and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Draw on context to determine what is meant by words and phrases, including figurative language.
8. Analyze how word choice shapes the meaning and tone of the text.
9. Analyze how the organizational structure advances the argument, explanation, or narrative.
10. Interpret data, graphics, and words in the text, and combine these elements of information to achieve comprehension.
11. Follow the reasoning that supports an argument or explanation and assess whether the evidence provided is relevant and sufficient.
12. Ascertain the origin and credibility of print and online sources when conducting research.
13. Analyze how two or more texts with different styles, perspectives, or arguments address similar topics or themes.
14. Apply knowledge and concepts drawn from texts to other texts, contexts, and circumstances.

Notes: The core standards are meant to apply to the different text types that students need to read for college and work. For example:
- "Trace how events and ideas unfold" applies to plot in literature and to a review of scientific procedures and explanations.
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts.

Standards For Reading Informational and Literary Texts

Required Range and Contexts

To be college and career ready, students must read texts of sufficient complexity, quality, and range:

Complexity: A crucial factor in students' readiness for college and careers is their ability to read and comprehend complex text independently. Students must be able to handle high levels of text complexity with regard to the sophistication of the language and content as well as the subtlety of the themes and issues explored. In college and careers, students will need to extract knowledge and information from reference materials, technical manuals, literature, and other texts (print and online) that are characterized by demanding and context-dependent vocabulary, subtle relationships among ideas and characters, a nuanced rhetorical style and tone, and often elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.

Quality: The literary and informational texts chosen for study should be rich in content. Since certain works are products of exceptional craft and thought, all students should have access to these especially strong models of thinking and writing. This includes texts that have broad resonance and are referred to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. At the same time, reading substantive contemporary fiction engages students in the world and culture around them, just as reading thoughtful contemporary works in science and other disciplines enables students to reflect on pertinent issues in these disciplines. Attentive and wide reading of high quality texts builds the background knowledge and vocabulary essential to college and career level reading comprehension.

Range: Students also must demonstrate their capacity to read a variety of literary and informational texts and read deeply within fields of study in order to gain the knowledge base they need for college and career readiness.

Literature: When reading literature, students must demonstrate their capacity to pay special attention to the choices authors make about words and structures. Many literary effects depend on the order in which events unfold and the specific details used to describe characters and actions. Since these same strategies—order and use of detail—are equally critical in understanding the most demanding informational texts, reading literature helps students comprehend what they read in science, history and other subjects.

Informational Text: Because the overwhelming majority of college and workplace reading is non-fiction, students need to hone their ability to acquire information from nonliterary texts in mathematics and the social and natural sciences. When reading informational text, students must become attuned to different formats in which ideas are presented to access the knowledge contained in these texts. In order to be college and career ready, students will need to encounter complex non-fiction in their English courses as well as when reading in history, the sciences and other disciplines.

Standards for Writing

Core Standards

To be college and career ready, students must:

1. Select and refine a topic or thesis that addresses the specific task and audience.
2. Sustain focus on a specific topic or argument through careful presentation of essential content.
3. Create a logical progression of ideas and use transitions effectively to convey the relationships among them.
4. Support and illustrate arguments and explanations with relevant details and examples.
5. Develop and maintain a style and tone appropriate to the purpose and audience.
6. Choose words and phrases to express ideas precisely and concisely.
7. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
8. Represent and cite accurately the data, conclusions, and opinions of others.
9. Assess the quality of one's own writing and, when necessary, strengthen it through revision.

When **writing arguments**, students must also:

10. Establish a substantive claim, distinguishing it from alternate or opposing claims.
11. Link claims and evidence and ensure that the evidence is relevant and sufficient to support the claims.
12. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

When **writing to inform or explain**, students must also:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through careful selection, organization, and presentation of the content.
15. Demonstrate understanding of the content by getting the key facts right, covering the essential points, and anticipating reader misconceptions.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. Correctness in writing is not an end in itself but rather a means to more effective communication. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation that clarifies meaning are of particular importance to formal writing.

Standards for Writing

Required Range and Contexts

To be college and career ready, students must adapt their writing to the:

Purpose: Students must be able to accomplish two main purposes with their writing:

Make an Argument: The ability to frame and defend an argument is particularly important to students' readiness for college and careers. The goal of making an argument is to convince an audience of the rightness of the claims being made using logical reasoning and relevant evidence. In some cases, a student will make an argument to gain access to college or to a job, laying out their qualifications or experience. In college, a student might defend an interpretation of a work of literature or of history and, in the workplace, an employee might write to recommend a course of action. Students must frame the debate over a claim, presenting the evidence for the argument and acknowledging and addressing its limitations. This approach allows readers to test the veracity of the claims being made and the reasoning offered in their defense.

Inform or Explain: Writing to inform or explain requires students to integrate complex information from multiple sources in a lucid fashion, such as facts about a new technological application or a set of workplace procedures. To achieve coherence, students must illustrate the connections between ideas and events, such as cause and effect. Students also must organize their description or explanation in a manner appropriate to the context, responding to the specific needs of the reader by both covering the relevant ground and anticipating confusions that might arise. Writing is an opportunity for students to show what they know and share what they have seen, so it is essential that they check their facts and provide reliable information.

Audience: Students should write for a range of audiences and adapt their style and tone so that it is appropriate to the task and audience. Students must be able to take into consideration an audience's characteristics, such as its background knowledge, its interests, and its potential objections to an argument. Strong, effective writing can overcome or at least influence an audience's biases and address its limitations.

On-demand writing requirements of college and careers: Writers sometimes have the opportunity to take a piece of writing through multiple drafts, receiving feedback along the way, successively refining and polishing the text. Frequently, however, writers must produce high-quality text the first time and under a tight deadline, whether in response to a supervisor's request for information or to a prompt on an exam. To meet the special requirements of on-demand writing, writers must exhibit flexibility, concentration, and fluency.

Note on narrative writing

Narrative writing is an important component of making an argument and writing to inform or explain. Telling an interesting story effectively, faithfully describing the steps in a scientific process, or providing an accurate account of a historical incident requires skillfully using narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Standards for Speaking and Listening

Core Standards

To be college and career ready, students must:

1. Present information and findings clearly and persuasively, selecting an appropriate format, organization, and register for the purpose and audience

2. Respond constructively to clarify points and to build on or challenge ideas.

3. Listen to complex information and understand what was said, identifying main ideas and supporting details.

4. Follow the progression of the speaker's message and evaluate the speaker's credibility and use of evidence.

Notes:

- Present information and findings clearly and persuasively: This includes conveying information concisely, taking into account audience background or prior knowledge of the selected topic, and ensuring that nonverbal cues such as gestures and eye contact contribute effectively to the delivery of the message.

- Register: This is the variety of language used in a particular setting. For example, a student should choose formal Standard English to deliver a presentation of research to an unfamiliar audience.

- Respond constructively: This can be accomplished by both a speaker and a listener. Responding constructively includes asking relevant questions, offering elaborations and answering questions, and using verbal and non-verbal cues to indicate or determine understanding, confusion, agreement, or disagreement.

- Evaluate the speaker's credibility and use of evidence: This includes distinguishing facts from opinions, determining bias and expertise, and assessing the speaker's supporting evidence.

Standards for Speaking and Listening

Required Range and Contexts

To be college and career ready, students must exhibit the Speaking and Listening Skills in the following contexts:

Formal and Informal:

Students are expected to exhibit the Speaking and Listening Skills in both formal and informal settings, adapting their language use accordingly. In particular, students should be able to use formal Standard English when called for in academic and workplace settings.

Group and One-to-One:

Students are expected to utilize the speaking and listening skills in both groups and one-to-one. The application of these skills may be different in varied settings. When communicating in a group and building on the ideas of others with group goals in mind, a student will have to respond constructively by taking turns, using non-verbal cues such as raising a hand. When communicating one-to-one, a student will be able to respond constructively in a more immediate manner such as by asking a question directly of the speaker.

Applications of the Core

Research

Note: *This section draws on the Reading, Writing, and Speaking and Listening standards to demonstrate important applications of the core to college and career readiness.*

The ability to conduct research independently, accurately, and effectively plays a fundamental role in college and the workplace. Research skills are critical tools for acquiring, extending, and sharing knowledge in academic and workplace settings, and students must be able to determine when and how to conduct and document research.

Research as described here is not limited to the formal, extended research paper; rather, these skills encompass a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from print and digital sources. These research skills equip students with the tools to engage in sustained inquiry as well as tackle short, focused research projects that typify many research assignments in college and the workplace. Research in the digital age offers new possibilities but also new or heightened challenges. For one, the explosion of information available electronically puts a premium on students being able to determine the origin and credibility of their sources.

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. While the skills represented in many of the standards from Reading, Writing, and Speaking and Listening could be called on when performing research, the following encapsulate the core standards for this application:

Reading:

- Summarize the ideas, events, or information in the text and determine the main ideas and themes. (4)
- Interpret data, graphics, and words in the text, and combine these elements of information to achieve comprehension. (10)
- Follow the reasoning that supports an argument or explanation and assess whether the evidence provided is relevant and sufficient. (11)
- Ascertain the origin and credibility of print and online sources when conducting research. (12)
- Apply knowledge and concepts drawn from texts to other texts, contexts, and circumstances. (13)

Writing:

- Select and refine a topic or thesis that addresses the specific task and audience. (1)
- Represent and cite accurately the data, conclusions, and opinions of others. (6)
- Establish a substantive claim, distinguishing it from alternate or opposing claims. (10)
- Link claims and evidence and ensure that the evidence is relevant and sufficient to support the claims. (11)
- Acknowledge competing information or arguments, defending or qualifying the initial claim as appropriate. (12)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to develop an accurate picture of that information. (13)
- Convey complex information clearly and coherently to the audience through careful selection, organization, and presentation of the content. (14)
- Demonstrate understanding of the content by getting the key facts right, covering the essential points, and anticipating reader misconceptions. (15)

Speaking and Listening:

- Present information and findings clearly and persuasively, selecting an appropriate format, organization, and register for the purpose and audience. (1)

Applications of the Core

Media

Media skills play an increasingly important role in the gathering and sharing of ideas and information. At the core of media mastery are the same fundamental capacities as are required "offline" in traditional print forms: an ability to produce clear communications and an ability to access, understand, and evaluate complex materials and messages.

Media mastery also calls upon some skills unique to the online environment, ranging from being able to conduct digital-based research to exchanging and debating ideas in online discussions to interacting with new text forms. In the electronic world, reading and writing are closely intertwined, which affects both the processing of information as well as its production. Students should be able to create, collaborate on, and distribute media communications and must learn both to read closely and critically and to contribute effectively online through different media forms, such as blogs, wikis, and social networks.

While the skills represented in many of the standards from Reading, Writing, and Speaking and Listening could be called on in the interpretation and production of media, the following encapsulate the core standards for this application:

Reading:

- Summarize the ideas, events, or information in the text and determine the main ideas and themes. (4)
- Interpret data, graphics, and words in the text, and combine these elements of information to achieve comprehension. (10)
- Ascertain the origin and credibility of print and online sources when conducting research. (12)
- Analyze how two or more texts with different styles, perspectives, or arguments address similar topics or themes. (13)

Writing:

- Represent and cite accurately the data, conclusions, and opinions of others. (6)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to develop an accurate picture of that information. (13)
- Convey complex information clearly and coherently to the audience through careful selection, organization, and presentation of the content. (14)
- Demonstrate understanding of the content by getting the key facts right, covering the essential points, and anticipating reader misconceptions. (15)
-

Speaking and Listening

- Present information and findings clearly and persuasively, selecting an appropriate format, organization, and register for the purpose and audience. (1)
- Listen to complex information and understand what was said, identifying main ideas and supporting details. (3)
- Follow the progression of the speaker's message and evaluate the speaker's credibility and use of evidence. (4)

Reading Illustrative Texts at the Required Level of Complexity

Significance and Measurement of Text Complexity

Why Samples of Complex Texts?

Studies show that one concrete measure of readiness for college and careers is students' ability to read and comprehend complex text independently. Many students who do not encounter sufficiently challenging texts in high school struggle upon entering college. In the twenty-first century, students may change jobs often; they must therefore be able to read a range of complex texts to be ready for an ever-evolving workplace. While no sampling can do justice to the numerous ways in which different authors craft engaging and complex prose, the four selections below exemplify the kinds of passages students need to grapple with in high school to be ready to meet the challenges of college classrooms and workplaces.

- The first selection, from the Declaration of Independence, illustrates the kind of primary source materials students should be able to confront on their own in high school.
- The second passage, from Katherine Mansfield's short story, "Miss Brill," appears on several international reading lists and in many U.S. high school curricula.
- The third excerpt, by Sylvia Mader, comes from an entry-level college science text.
- The fourth text, taken from one of ACT's WorkKeys® assessments, represents one important type of real-world reading challenge: the business memo.

How Has Complexity Been Measured?

In addition to surveys of required reading in twelfth grade and the first year of college and consultations with experts in text complexity, two leading measurement systems were used to help make the selections below. While other measures of readability and text complexity have value, the two described below helped guide this initial work and confirmed that these four texts are suitable exemplars of the types of complex texts that students need to master to be ready for college and careers.

The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, that is, the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text.

Sample Text #1

from The Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. --Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

Sample Text #2

***from* "Miss Brill," by Katherine Mansfield**

There were a number of people out this afternoon, far more than last Sunday. And the band sounded louder and gayer. That was because the Season had begun. For although the band played all the year round on Sundays, out of season it was never the same. It was like some one playing with only the family to listen; it didn't care how it played if there weren't any strangers present. Wasn't the conductor wearing a new coat, too? She was sure it was new. He scraped with his foot and flapped his arms like a rooster about to crow, and the bandsmen sitting in the green rotunda blew out their cheeks and glared at the music. Now there came a little "flutey" bit—very pretty! —a little chain of bright drops. She was sure it would be repeated. It was; she lifted her head and smiled.

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The band had been having a rest. Now they started again. And what they played was warm, sunny, yet there was just a faint chill—a something, what was it? —not sadness—no, not sadness—a something that made you want to sing. The tune lifted, lifted, the light shone; and it seemed to Miss Brill that in another moment all of them, all the whole company, would begin singing. The young ones, the laughing ones who were moving together, they would begin, and the men's voices, very resolute and brave, would join them. And then she too, she too, and the others on the benches—they would come in with a kind of accompaniment—something low, that scarcely rose or fell, something so beautiful—moving—And Miss Brill's eyes filled with tears and she looked smiling at all the other members of the company. Yes, we understand, we understand, she thought—though what they understood she didn't know.

Sample Text #3

***from* Inquiry into Life, by Sylvia S. Mader, 12th edition. (McGraw Hill)**

A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

* * * * * * * *

The passage of salt (NaCl) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2*a*, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed though the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

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Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Sample Text #4

Sample Business Memo

(ACT WorkKeys Reading for Information Test, Level 6 Sample Passage)

To permit our employees to communicate directly with one another as well as with vendors and customers, Molten Metals, Inc. provides a network of e-mail accounts. Access to e-mail is at the sole discretion of Molten Metals, Inc., and we will determine who is to be so empowered. Under President Duarte's leadership, all messages sent and received (even those intended as personal) are treated as business messages. Molten Metals, Inc. has the capability to and reserves the right to access, review, copy, and delete any messages sent, received, or stored on the company e-mail server. Molten Metals, Inc. will disclose these messages to any party (inside or outside the company) it deems appropriate. Employees should treat this server as a constantly reviewed, shared file stored in the system.

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Due to the reduced human effort required to redistribute electronic information, a greater degree of caution must be exercised by employees transmitting MM, Inc. confidential information using company e-mail accounts. Confidential information belonging to MM, Inc. is important to our independence and should never be transmitted or forwarded to persons or companies not authorized to receive that information. Likewise, it should not be sent or forwarded to other employees inside the company who do not need to know that information.

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MM, Inc. strongly discourages the storage of large numbers of e-mail messages for a number of reasons. First, because e-mail messages frequently contain company confidential information, it is good to limit the number of such messages to protect the company's information. Second, retention of messages fills up large amounts of storage space on the e-mail server and personal hard disks, and can slow down the performance of both the network and individual personal computers. Finally, in the event that the company needs to search the network server, backup tapes, or individual hard disks for genuinely important documents, the fewer documents it has to search through, the more economical the search will be. Therefore, employees are to delete as soon as possible any email messages they send or receive.

College and Career Readiness Standards for Mathematics

Draft for Review and Comment

July 16, 2009

Introduction and Overview of the Organization

Ten *Mathematical Principles* form the backbone of these standards. Each principle is accompanied by an explanation that describes the coherent view students are expected to have of a specific area of mathematics. With this coherent view, students will be better able to learn more mathematics and use the mathematics they know. The principles pull together topics previously studied and target topics yet to be learned in post-secondary programs.

Each principle consists of a statement of a Coherent Understanding of the principle, together with Core Concepts, Core Skills, and Explanatory Problems that exemplify and delimit the range of tasks students should be able to do.

These standards, like vectors, specify direction and distance for students to be ready for college and careers:

1. Direction—The Coherent Understanding

   The Coherent Understandings attempt to communicate the mathematical coherence of the knowledge students should take into college and careers. They are intended to tell teachers, 'This is how your students should see the mathematics in this area in order to aim them towards mastering it.'

2. Distance—The Concepts, Skills and Explanatory Problems

   Collectively, these statements and sets of problems define and clarify the level of expertise students should reach if they are to be prepared for success in college and career. They are

   a. statements of concepts students must know and actions students must be able to take using the mathematics; and

   b. examples of the problems and other assignments they must be able to complete.

In addition to the *Mathematical Principles*, the standards also contain a set of *Mathematical Practices* that are key to using mathematics in the workplace, in further education and in a 21st Century democracy. Students who care about being precise, who look for hidden structure and note regularity in repeated reasoning, who make sense of complex problems and persevere in solving them, who construct viable arguments and use technology intelligently are more likely to be able to apply the knowledge they have attained in school to new situations. These mathematical practices are described and tied to examples.

Taken together, the explanations of the mathematical principles, the associated concepts and skills and the mathematical practices form the College and Career Readiness Standards for Mathematics.

Overview of the Mathematical Principles

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations and are the foundation of algebra.

Expressions. Expressions use symbols and efficient notational conventions about order of operations, fractions and exponents to express verbal descriptions of computations in a compact form.

Equations. An equation is a statement that two expressions are equal, which may result from expressing the same quantity in two different ways, or from asking when two different quantities have the same value. Solving an equation means finding the values of the variables in it that make it true.

Functions. Functions describe the dependence of one quantity on another. For example, the return on an investment is a function of the interest rate. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Quantity. A quantity is an attribute of an object or phenomenon that can be measured using numbers. Specifying a quantity pairs a number with a unit of measure, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. Shapes, their attributes, and the relations among them can be analyzed and generalized using the deductive method first developed by Euclid, generating a rich body of theorems from a few axioms.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event. It allows for the quantification of uncertainty, describing the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. We often base decisions or predictions on data. The decisions or predictions would be easy to make if the data always sent a clear signal, but the signal is usually obscured by noise. Statistical analysis aims to account for both the signal and the noise, allowing decisions to be as well informed as possible.

College and Career Readiness Standards for Mathematics

Mathematical Practices

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically. The mathematical practices described below bind together the five strands of mathematical proficiency: procedural fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition.[a]

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls.[b] They learn that effort counts in mathematical achievement.[c] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[d]

1. They care about being precise.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies based on the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. They would never say "let *v* be speed and let *t* be elapsed time" but rather "let *v* be the speed in meters per second and let *t* be the elapsed time in seconds." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits are meaningless.

2. They construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others.

3. They make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for the entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4. They look for structure.

Mathematically proficient students look closely to discern a pattern or stand back to get an overview or shift their perspective, and they transfer fluently between these points of view. For example, in $x^2 + 5x + 6$ they can see the 5 as $2 + 3$ and the 6 as 2×3 They recognize the significance of an existing line in a geometric figure or add an auxiliary line to make the solution of a problem clear. They also can step back and see complicated things, such as some algebraic expressions, as single objects that they can manipulate. For example, they might determine that the value of $5 - 3(x - y)^2$ is at most 5 because $(x - y)^2$ is non-negative.[d]

5. They look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they are carrying them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, they might abstract an equation of the line of the form $\frac{y-2}{x-1} = 3$. By noticing the telescoping in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$, they might derive the general formula for the sum of a geometric series. As they work through the solution to a problem, they maintain oversight over the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[d]

6. They make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, graphing calculators, spreadsheets, dynamic geometry or statistical software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding, attention to levels of precision and estimation to provide realistic levels of approximation and to detect possible errors.

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a) The term *proficiency* is used here as it was defined in the 2001 National Research Council report *Adding it up: Helping children learn mathematics*. The term was used in the same way by the National Mathematics Advisory Panel (2008).

b) Singapore standards

c) National Mathematics Advisory Panel (2008)

d) Cuoco, A. , Goldenberg, E. P., and Mark, J. (1996). *Journal of Mathematical Behavior*, 15 (4), 375-402; *Focus in High School Mathematics*. Reston, VA: NCTM, in press.

Number

Core Concepts · Students understand that:

A Standard algorithms are based on place value and the rules of arithmetic.

B Fractions represent numbers. Equivalent fractions have the same value.

C All real numbers can be located on the number line.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations and are the foundation of algebra.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing a method for naming large numbers. Subdividing in a similar way extends this to the decimal system for naming all real numbers and locating them on a number line. This system is the basis for efficient algorithms. Numbers represented as fractions, such as rational numbers, can also be located on the number line by seeing them as numbers expressed in different units (for example, 3/5 is three fifths).

Operations with fractions depend on applying the rules of arithmetic:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Multiplication by 1 and addition of 0 leave numbers unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Mental computation strategies are opportunistic uses of these rules, which, for example, allow one to compute the product 5×177×2 at a glance, obtaining 1770 instantly rather than methodically working from left to right.

Sometimes an estimate is more appropriate than an exact value. For example, it might be more useful to give the length of a board approximately as 1 ft $4\frac{3}{4}$ in, rather than exactly as $\sqrt{2}$ ft; an estimate of how long a light bulb lasts helps in determining the number of light bulbs to buy. In addition, estimation and approximation are useful in checking calculations.

Connections to Expression, Equations and Functions. The rules of arithmetic govern the manipulations of expressions and functions and, along with the properties of equality, provide a foundation for solving equations.

Core Skills · Students can and do:

1 Use standard algorithms with procedural fluency.*

2 Use mental strategies and technology with strategic competence.**

3 Compare numbers and make sense of their magnitude.

Include positive and negative numbers expressed as fractions, decimals, powers and roots. Limit to square and cube roots. Include very large and very small numbers.

4 Solve multi-step problems involving fractions and percentages.

Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on. Students should also be able to solve problems of the three basic forms: 25 percent of 12 is what? 3 is what percent of 12? and 3 is 25 percent of what? and understand how these three problems are related.

5 Use estimation to solve problems and detect errors.

6 Give answers to an appropriate level of precision.

* The term procedural fluency as used in this document has the same meaning as in the National Research Council report *Adding it up: Helping children learn mathematics*. Specifically, "*Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** The term strategic competence as used in this document has the same meaning as in the National Research Council report *Adding it up: Helping children learn mathematics*. Specifically, "*Strategic competence* refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

Expressions

Core Concepts · Students understand that:

A Expressions represent computations with symbols standing for numbers.

B Complex expressions are made up of simpler expressions.

C Rewriting expressions serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use symbols and efficient notational conventions about order of operations, fractions and exponents to express verbal descriptions of computations in a compact form.

For example, $p + 0.05p$ expresses the addition of a 5% tax to a price p. Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Heuristic mnemonic devices are not a substitute for procedural fluency, which depends on understanding the basis of manipulations in the rules of arithmetic and the conventions of algebraic notation. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the interpretation we give to negative and rational exponents is based on the extension of the exponent laws for positive integers to negative and rational exponents. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions and manipulate simple expressions with procedural fluency.

See Explanatory Problems.

2 Write an expression to represent a quantity in a problem.

3 Interpret an expression and its parts in terms of the quantity it represents.

See Explanatory Problems.

Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B Solving is a process of algebraic manipulation guided by logical reasoning.

C Completing the square leads to a formula for solving quadratic equations.

D Equations not solvable in one number system might be solvable in a larger system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal, which may result from expressing the same quantity in two different ways, or from asking when two different quantities have the same value. Solving an equation means finding the values of the variables in it that make it true.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers). Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

A formula expressing a general relationship among several variables is a type of equation, and the same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive steps.

Like equations, inequalities can involve one or more variables and can be solved in much the same way. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables can define functions, and questions about when two functions have the same value lead to equations. Graphing the functions allows for the approximate solution of equations. Equations of lines are addressed under Coordinates, and converting verbal descriptions to equations is addressed under Modeling.

Core Skills · Students can and do:

1 Understand a word problem and restate it as an equation.

Extend to inequalities and systems.

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. *See Explanatory Problems.*

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.*

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

* Exclusions of this sort are modeled after Singapore's standards, which contains similar exclusions and limitations to help define the desired level of complexity.

Functions

Core Concepts · Students understand that:

A A function describes the dependence of one quantity on another.

B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.

C Common functions occur in parametric families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions describe the dependence of one quantity on another. For example, the return on an investment is a function of the interest rate. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Functions in school mathematics are often presented by an algebraic rule. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's speed in miles per hour; the rule $T(s) = 1000/s$ expresses this dependence algebraically and is said to define a function, whose name is T. The graph of a function is a useful way of visualizing the dependency it models, and manipulating the expression for a function can throw light on its properties. Sometimes functions are defined by a recursive process which can be modeled effectively using a spreadsheet or other technology.

Two important families of functions are characterized by laws of growth: linear functions grow at a constant rate, and exponential functions grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Functions may be defined by expressions. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions express relationships between quantities, they are frequently used in modeling.

Core Skills · Students can and do:

1 Recognize proportional relationships and solve problems involving rates and ratios.

2 Describe the qualitative behavior of common types of functions using expressions, graphs and tables.

Use graphs and tables to identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; and periodicity. Explore the effects of parameter changes (including shifts and stretches) on the graphs of these functions using technology. Include linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, trigonometric, absolute value and step functions. *See Explanatory Problems.*

3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; factored form to find horizontal intercepts; vertex form of quadratic functions to find maximums and minimums; and manipulations as described under Expressions. *See Explanatory Problems.*

4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor. *See Explanatory Problems.*

5 Find and interpret rates of change.

Compute the rate of change of a linear function and make qualitative observations about the rates of change of nonlinear functions.

Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same general kind (lengths, areas, speeds, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be measured using numbers. Specifying a quantity pairs a number with a unit of measure, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

For example, the length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has the value 186,000 miles per second. But the speed of light need not be expressed in second per hour; it may be expressed in meters per second or any other unit of speed. A speed of 186,000 miles per second is the same as a speed of meters per second. "Bare" numerical values such as 186,000 and do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be expressed in the same units, but even then it does not always make sense to add them. If a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions and Modeling. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using equations, functions and modeling.

Core Skills · Students can and do:

1 Use units consistently in describing real-life measures, including in data displays and graphs.

2 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same general kind expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.

3 Use and interpret derived quantities and units correctly in algebraic formulas.

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rate, such as points per game. *See Explanatory Problems.*

Modeling

Core Concepts · Students understand that:

A Models abstract key features from situations to help us solve problems.

B Models can be useful even if their assumptions are oversimplified.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How exact an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

The basic modeling cycle is one of (1) apprehending the important features of a situation, (2) creating a mathematical model that describes the situation, (3) analyzing and performing the mathematics needed to draw conclusions from the model, and (4) interpreting the results of the mathematics in terms of the original situation.

Connections to Quantity, Equations, Functions, Shape and Statistics. Modeling makes use of shape, data and algebra to represent real-world quantities and situations. In this way the Modeling Principle relies on concepts of quantity, equations, functions, shape and statistics.

Core Skills · Students can and do:

1 Model numerical situations.

Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get a problem started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.

2 Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

3 Model situations with equations, inequalities and functions.

Include situations well described by a linear inequality in two variables or a system of linear inequalities that define a region in the plane; situations well described by linear, quadratic or exponential equations or functions; and situations that can be well described by inverse variation.

4 Model situations with common functions.

Include identifying a family that models a problem and identify a particular function of that family adjusting parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

5 Model data with statistics.

Include replacing a distribution of values with a measure of its central tendency; modeling a bivariate relationship using a trend line or a linear regression line.

6 Compare models for a situation.

Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

7 Interpret the results of applying the model in the context of the situation.

Include realizing that models do not always fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models.

Shape

Core Concepts · Students understand that:

A Shapes, their attributes, and their measurements can be analyzed deductively.

B Right triangles and the Pythagorean theorem are focal points in geometry with practical and theoretical importance.

C Congruent shapes can be superimposed through rigid transformations.

D Proportionality governs the relationship between measurements of similar shapes.

A Coherent Understanding of Shape. Shapes, their attributes, and the relations among them can be analyzed and generalized using the deductive method first developed by Euclid, generating a rich body of theorems from a few axioms.

The analysis of an object rests on recognition of the points, lines and surfaces that define its shape: a circle is a set of points in a plane equidistant from a fixed point; a cube is a figure composed of six identical square regions in a particular three-dimensional arrangement. Precise definitions support an understanding of the ideal, allowing application to the real world where geometric modeling, measurement, and spatial reasoning offer ways to interpret and describe physical environments.

We can also analyze shapes, and the relations of congruence and symmetry, through transformations such as translations, reflections, and rotations. For example, the line of reflective symmetry in an isosceles triangle assures that its base angles are equal.

The study of similar right triangles supports the definition of sine, cosine and tangent for acute angles, and the Pythagorean theorem is a key link between shape, measurement, and coordinates. Knowledge about triangles and measurement can be applied in practical problems, such as estimating the amount of wood needed to frame a sloping roof.

Connections to Coordinates and Functions. The Pythagorean theorem provides an important bridge between shape and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs.

Core Skills · Students can and do:

1 Use geometric properties to solve multi-step problems involving shapes.

Include: measures of angles of a triangle sum to 180°; measures of vertical, alternate interior and corresponding angles are equal; measures of supplemental angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are equidistant from the segment's endpoints; and the radius of a circle is perpendicular to the tangent at the point of intersection of the circle and radius. *See Explanatory Problems.*

2 Prove theorems, test conjectures and identify logical errors.

Include theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

3 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones. *See Explanatory Problems.*

4 Construct shapes from a specification of their properties using a variety of tools.

Include classical construction techniques and construction techniques supported by modern technologies.

5 Solve problems about similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include applying sine, cosine and tangent to determine lengths and angle measures of a right triangle, the Pythagorean theorem and properties of special right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees. *See Explanatory Problems.*

7 Create and interpret two-dimensional representations of three-dimensional objects.

Include schematics, perspective drawings and multiple views.

Coordinates

Core Concepts · Students understand that:

A Locations in space can be described using numbers called coordinates.

B Coordinates serve as tools for blending algebra with geometry and allow methods from one domain to be used to solve problems in the other.

C The set of solutions to an equation in two variables is a line or curve in the coordinate plane and the solutions to systems of equations in two variables correspond to intersections of lines or curves.

D Equations in different families graph as different sorts of curves—such as straight lines, parabolas, circles.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be cast as equations, making algebraic manipulation into a tool for geometric proof and understanding.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? What features does the graph have for a rational function whose denominator can be zero? How is the geometric definition of a circle reflected in its equation?

Coordinates can also be applied to scale maps and provide a language for talking about direction and bearing. Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinates often have dimensions and units (such as lengths and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

2 Identify the correspondence between parameters in common families of equations and the shape of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining the parallelism or perpendicularity of lines. *See Explanatory Problems.*

Probability

Core Concepts · Students understand that:

A Probability expresses a rational degree of certainty with a number from 0 to 1 where probability of 1 means that an event is certain.

B When there are n equally likely outcomes the probability of any one of them occurring is $\frac{1}{n}$ and the probability of any combination of outcomes can be computed using the laws of probability.

C Probability is an important consideration in rational decision-making.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event. It allows for the quantification of uncertainty, describing the degree of certainty that an event will happen as a number from 0 through 1.

In some situations, such as flipping a coin, rolling a number cube or drawing a card, where no bias exists for or against any particular outcome, it is reasonable to assume that the possible outcomes are all equally likely. From this assumption the laws of probability give the probability for each possible number of heads, sixes or aces after a given number of trials. Generally speaking, if you know the probabilities of some simple events you can use the laws of probability to deduce probabilities of combinations of them.

An important method in such calculations is systematically counting all the possibilities in a situation. Systematic counting often involves arranging the objects to be counted in such a way that the problem of counting reduces to a smaller problem of the same kind.

In some situations it is not known whether an event has been influenced by outside factors. If we question whether a number cube is fair, we can compare the results we get by rolling it to the frequencies predicted by the mathematical model. It is this application of probability that underpins drawing valid conclusions from sampling or experimental data. For example, if the experimental population given a drug is categorized 20 different ways, a manufacturer's claim of significant results in one of the categories is not compelling.

Connections to Statistics and Expressions. The importance of randomized experimental design provides a connection with Statistics. Probability also has a more advanced connection with the Expression principle through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

1 Use methods of systematic counting to compute probabilities.

2 Take probability into account when making decisions and solving problems.

3 Compute theoretical probabilities and compare them to empirical results.

Include one- and two-stage investigations involving simple events and their complements, compound events involving dependent and independent simple events. Include using data from simulations carried out with technology to estimate probabilities.

4 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus. short-run behavior (the law of large numbers) and the "high exposure fallacy" (e.g., more media coverage suggests increased probability that an event will occur, which fails to account for the fact that media covers mostly unusual events).

5 Compute probabilities from a two-way table comparing two events.

Include reading conditional probabilities from two-way tables; do not emphasize fluency with the related formulas.

Statistics

Core Concepts · Students understand that:

A Statistics quantifies the uncertainty in claims based on data.

B Random sampling and assignment open the way for statistical methods.

C Visual displays and summary statistics condense the information in large data sets.

D A statistically significant result is one that is unlikely to be due to chance.

A Coherent Understanding of Statistics. We often base decisions or predictions on data. The decisions or predictions would be easy to make if the data always sent a clear signal, but the signal is usually obscured by noise. Statistical analysis aims to account for both the signal and the noise, allowing decisions to be as well informed as possible.

We gather, display, summarize, examine and interpret data to discover patterns. Data distributions can be described by a summary statistic measuring center, such as mean or median, and a summary statistic measuring spread, such as interquartile range or standard deviation. We can compare different distributions numerically using these statistics or visually using plots. Data are not just numbers, they are numbers that mean something in a context, and the meaning of a pattern in the data depends on the context. Which statistics to compare, and what the results of a comparison may mean, depend on the question to be investigated and the real-life actions to be taken.

We can use scatter plots or two-way tables to examine relationships between variables. Sometimes, if the scatter plot is approximately linear, we model the relationship with a trend line and summarize the strength and direction of the relationship with a correlation coefficient.

We use statistics to draw inferences about questions such as the effectiveness of a medical treatment or an investment strategy. There are two important uses of randomization in inference. First, collecting data from a random sample of a population of interest clears the way for inference about the whole population. Second, randomly assigning individuals to different treatments allows comparison of the their effectiveness. Randomness is the foundation for determining the statistical significance of a claim. A statistically significant difference is one that is unlikely to be due to chance; effects that are statistically significant may, nevertheless, be small and unimportant.

Sometimes we model a statistical relationship and use that model to show various possible outcomes. Technology makes it possible to simulate many possible outcomes in a short amount of time, allowing us to see what kind of variability to expect.

Connections to Probability, Expressions, and Numbers. Inferences rely on probability. Valid conclusions about a population depend on designed statistical studies using random sampling or assignment.

Core Skills · Students can and do:

1 Identify and formulate questions that can be addressed with data; collect and organize the data to respond to the question.

2 Use appropriate displays and summary statistics for data

Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of measures of center and spread to summarize data.

3 Estimate population statistics using samples.

Focus on the mean of the sample, and exclude standard deviation.

4 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Include paying attention to the context of the data, interpolating or extrapolating judiciously and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution.

5 Evaluate reports based on data.

Include looking for bias or flaws in way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

Explanatory Problems

[Note: The Explanatory Problems are incomplete in this draft. Explanatory Problems will eventually appear alongside their corresponding standards when the standards move to a two-page format.]

The purpose of the Explanatory Problems is to explain certain Core Skills and exemplify the kinds of problems students should be able to do. This feature of the College and Career Readiness Standards has been modeled on the standards of Singapore, Japan, and other high-performing countries—as well as the standards of states like Massachusetts whose standards include such problems.

Explanatory Problems have been provided for those Core Skills in which difficult judgments must be made about the desired level of mathematical complexity. For Number and Modeling, no Explanatory Problems were judged necessary to further clarify the Core Skills.

Please note that the explanatory problems are specific cases and do not fully cover the content scope of their corresponding Core Skills. Also please note that these problems are not intended to be classroom activities. They are best thought of as parts of the standards statements to which they correspond.

Number

No Explanatory Problems intended

Expressions

1 See structure in expressions and manipulate simple expressions with procedural fluency.

Explanatory Problems (a)

Perform manipulations such as the following with procedural fluency:

Expressions in (a) were taken from Japan COS, 2008

$(a+b)^2 = a^2 + 2ab + b^2$
$(a-b)^2 = a^2 - 2ab + b^2$
$(a+b)(a-b) = a^2 - b^2$
$(x+a)(x+b) = x^2 + (a+b)x + ab$

Explanatory Problems (b)

Problems in (b) were taken from Hong Kong Secondary 3 Territory-Wide Assessment 2007

Simplify $\frac{(x^4)^2}{x^2}$

Simplify $\frac{12x}{y} - \frac{3xy}{y^2}$

Explanatory Problem (c)

Problem (c) was taken from Singapore O Level January 2007 Exam

Expand fully $x\{1 - x(x+3)\}$

Additional Explanatory Problems to come

Expressions, continued

2 Write an expression to represent a quantity in a problem.

Explanatory Problems to come

Equations

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality. Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula.

Explanatory Problems to come

Functions

2 Describe the qualitative behavior of common types of functions using expressions, graphs and tables. Use graphs and tables to identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; and periodicity. Explore the effects of parameter changes (including shifts and stretches) on the graphs of these functions using technology. Include linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, trigonometric, absolute value and step functions.

Explanatory Problems to come

3 Analyze functions using symbolic manipulation. Include slope-intercept and point-slope form of linear functions; factored form to find horizontal intercepts; vertex form of quadratic functions to find maximums and minimums; and manipulations as described under Expressions.

Explanatory Problems to come

4 Use the families of linear and exponential functions to solve problems. For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

Explanatory Problems to come

Quantity

4 Use units as a way to understand problems and to guide the solution of multi-step problems. Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rate, such as points per game.

Explanatory Problems to come

Modeling

No Explanatory Problems intended

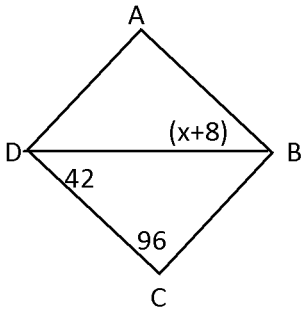
Shape

1 Use geometric properties to solve multi-step problems involving shapes. Include: measures of angles of a triangle sum to 180°; measures of vertical, alternate interior and corresponding angles are equal; measures of supplemental angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are equidistant from the segment's endpoints; and the radius of a circle is perpendicular to the tangent at the point of intersection of the circle and radius.

Explanatory Problem

This problem was taken from Hong Kong Secondary 3 Territory-Wide Assessment 2007

ABCD is a rhombus. Find *x*. Angle measurements are in degrees.



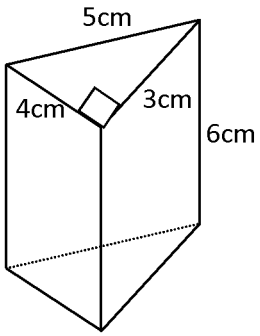
Shape, continued

3 **Solve problems involving measurements.** Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

Explanatory Problem

This problem was taken from Hong Kong Secondary 3 Territory-Wide Assessment 2007

The figure shows a solid prism. Its base is a right-angled triangle. Find its surface area.



6 **Apply properties of right triangles and right triangle trigonometry to solve problems.** Include applying sine, cosine and tangent to determine lengths and angle measures of a right triangle, the Pythagorean theorem and properties of special right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

Explanatory Problem to come

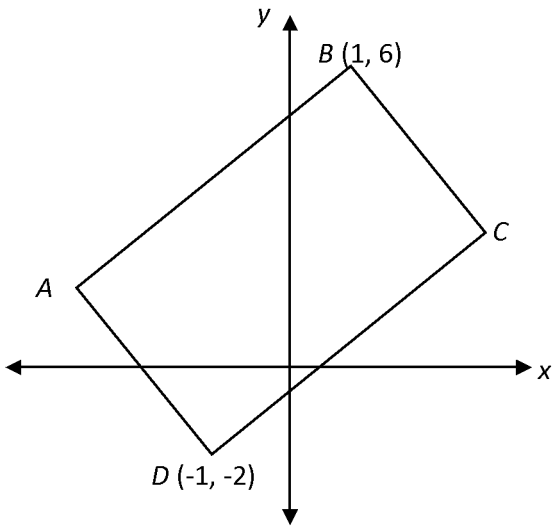
Coordinates

3 Use geometric properties to solve multi-step problems involving shapes. Include: measures of angles of a triangle sum to 180°; measures of vertical, alternate interior and corresponding angles are equal; measures of supplemental angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are equidistant from the segment's endpoints; and the radius of a circle is perpendicular to the tangent at the point of intersection of the circle and radius.

Explanatory Problem

This problem was taken from Hong Kong Secondary 3 Territory-Wide Assessment 2007

The figure below shows a rectangle ABCD. Find the length of the diagonal BD of the rectangle.



Probability

1 Use methods of systematic counting to compute probabilities.

Explanatory Problems to come

2 Take probability into account when making decisions and solving problems.

Explanatory Problems to come

Statistics

2 Use appropriate displays and summary statistics for data. Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of measures of center and spread to summarize data.

Explanatory Problems to come

5 Evaluate reports based on data. Include looking for bias or flaws in way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

Explanatory Problems to come

How Evidence Informed Decisions in Drafting the Standards

The Common Core Standards initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations were included by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again, we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again, we found that states included

them, even though college faculty rated them lower in value. High performing countries included this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where it was most important. We decided that students should develop deep understanding and mastery of linear and simple exponential functions. They should also have familiarity (so to speak) with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected in this case, instead of (say) quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to have received enough attention under Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

In the pages that follow, the work group has identified a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions.

Sample of Works Consulted

I. National Reports and Recommendations

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C. *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*. National Council of Teachers of Mathematics, (2006).

D. *Foundations for Success: Final Report of the National Mathematics Advisory Panel* (NMAP), (2008).

E. *Guidelines for Assessment and Instruction in Statistics Education (GAISE) project* http://www.amstat.org/education/gaise/.

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G. *How People Learn: Brain, Mind, Experience, and School.* Bransford, J.D., A.L. Brown and R.R. Cocking, eds.. Committee on Developments in the Science of Learning, Commission on Behavioral and Social Sciences and Education, National Research Council, (1999).

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I. *The Opportunity Equation: Transforming Mathematics and Science Education for Citizenship and the Global Economy*. The Carnegie Corporation of New York and the Institute for Advanced Study, 2009. Online: http://www.opportunityequation.org/

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E. *Advanced Placement Calculus, Statistics and Computer Science Course Descriptions. May 2009, May 2010.* College Board, (2008).

F. *Aligning Postsecondary Expectations and High School Practice: The Gap Defined* (Policy Implications of the ACT National Curriculum Survey Results 2005-2006). Last retrieved July 14, 2009, from www.act.org/research/policymakers/pdf/NCSPolicyBrief.pdf

G. *Condition of Education, 2004: Indicator 30, Top 30 Postsecondary Courses, U.S. Department of Education,* (2004).

H. *Condition of Education, 2007: High School Course-Taking*. U.S. Department of Education, (2007).

I. Conley, D.T. (2008). *Knowledge and Skills for University Success*

J. Conley, D.T. (2007). *Toward a More Comprehensive Conception of College Readiness*.

K. *Crisis at the Core: Preparing All Students for College and Work.* ACT, Last retrieved July 14, 2009, from www.act.org/research/policymakers/pdf/crisis_report.pdf

L. Achieve, Inc., Florida Postsecondary Survey, 2008.

M. Golfin, Peggy, et. al. CNA Corporation. (2005). *Strengthening Mathematics at the Postsecondary Level: Literature Review and Analysis*.

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O. CLEP Precalculus Curriculum Survey: Summary of Results. The College Board, (2005).

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V. Rigor at Risk: Reaffirming Quality in the High School Core Curriculum. ACT, Last retrieved July 14, 2009, from www.act.org/research/policymakers/pdf/rigor_report.pdf

W. *The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School.* ACT, Last retrieved July 14, 2009, from http://www.act.org/research/policymakers/reports/ForgottenMiddle.html

X. Achieve, Inc., Virginia Postsecondary Survey, 2004.

III. Career Readiness

A. ACT Job Skill Comparison Charts

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E. Colorado Business Leaders Top Skills, 2006

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http://www.act.org/workkeys/profiles/occuprof/index.html

IV. International Documents

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Department for Educational Development: Core Curriculum. (Grades 9-10 and 11-12) Retrieved June 24, 2009 from http://www.ond.vlaanderen.be/dvo/english/corecurriculum/corecurriculum.htm

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D. Chinese Taipei

- Curriculum Guidelines for the Required Subject Math in Senior High Schools, as submitted to the APEC consortium. (Grades 10-11) Last retrieved July 13, 2009 from http://www.apecknowledgebank.org/file.aspx?id=1900
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Qualifications and Curriculum Authority. (2007). *Programme of Study for Key Stage 4, National Curriculum, 2007.* (Grades 10-11)

F. Finland

Finnish National Board of Education. (2003). *National Core Curriculum For Upper Secondary Schools 2003*. (Grades 10-12)

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Learning Objectives for Key Stage 4. (Grades 10-11)

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- *The National Curriculum Framework.* (2005). (Grades 9-12). National Council of Educational Research and Training. Last retrieved July 13, 2009, from http://ncert.nic.in/html/pdf/schoolcurriculum/framework05/prelims.pdf
- *Secondary School Curriculum, (2010)*. (Grades 9-10). Central Board of Education.
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- *Junior Certificate Mathematics Syllabus (Higher, Ordinary and Foundation Level)*. (Grades 7-9). National Council for Curriculum and Assessment, (2000).
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L. Singapore

Secondary Mathematics Syllabuses, 2007, as submitted to the APEC consortium. (Grades ≈7-10/11). Last retrieved July 13, 2009, from http://www.moe.gov.sg/education/syllabuses/sciences/files/maths-secondary.pdf.

ASSESSMENTS [Key international assessments with global reach]

A. Program for International Student Assessment (PISA), (2006).

B. Trends in International Mathematics and Science Study (TIMSS), (2007).

C. International Baccalaureate, Mathematics Standard Level, (2006).

D. University of Cambridge International Examinations: General Certificate of Secondary Education in Mathematics, (2009).

E. EdExcel, General Certificate of Secondary Education, Mathematics, (2009).

F. Lundsgaard Hansen, Birthe and Vagn. Reference levels in School Mathematics, Education in Europe, National Presentation, Denmark, (2001). Last retrieved July 15, 2009, from http://www.emis.de/projects/Ref/doc_ems_pdf/EMS_NATIONAL_PRESENTATIONS/EMS_DENMARK.pdf

V. State Documents

A. California State Standards

B. Florida State Standards

C. Georgia State Standards

D. Massachusetts State Standards

E. Mathematics Curriculum Framework Revision Panel [Revised Progress Report]. Massachusetts Department of Elementary and Secondary Education, (2009). Last retrieved July 15, 2009, from http://www.doe.mass.edu/boe/docs/0509/item5_report.pdf.

F. Minnesota State Standards

Appendix B1C
Evidence of International Benchmark

International Benchmarking and the Common Core

The Common Core State Standards (CCSS) are designed to be **college- and career-ready** and **internationally benchmarked**. To that end, the development process included the review and consideration of many sources, including research studies, existing standards from the U.S and abroad, and the professional judgment of teachers, content area experts, and college faculty. This paper will briefly describe how international benchmarking was used to develop the CCSS.

What documents were used to ensure that the CCSS were internationally benchmarked?

To ensure that the standards prepare students to be globally competitive, the development team used a number of sources, including: the frameworks for PISA and TIMSS; the International Baccalaureate syllabi; the American Institutes for Research report , *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore* and; the A+ Composite found in *A Coherent Curriculum: The Case for Mathematics* by Bill Schmidt, Richard Houang, and Leland Cogan.

In addition, the development team looked to the standards of a number of individual countries and provinces to inform the content, structure and language of the CCSS. In *mathematics*, twelve set of standards were selected to help guide the writing of the standards: Belgium, Canada [Alberta], China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore.[i] In *English language arts*, the writing team looked closely at ten sets of standards from Australia (New South Wales and Victoria), Canada (Alberta, British Columbia, and Ontario), England, Finland, Hong Kong, Ireland, and Singapore.[ii]

How were the international benchmarks used to inform the development of the CCSS?

The goal of the international benchmarking in the common core state standards development process was to ensure that the CCSS are as rigorous as comparable standards in the high-performing and other countries. However, the use of international benchmarks as evidence is no easy feat; it is not simply a matter of identifying the "best" source and copying it, or of aggregating all viable sources to find some set of shared expectations. Rather, international benchmarks were used to guide critical decisions in the following areas:

- *Whether particular content should be included:* One of the principal ways international standards were used in this development process was as a guide when making tough decisions about whether content should be included or excluded.
- *When content should be introduced and how that content should progress*: The progression of topics in the international mathematics standards helped the development team make decisions about when to introduce topics in the CCSS as well as when to stop focusing on them.
- *Ensuring focus and coherence*: Standards from other countries tend to be very focused, including only what is absolutely necessary.
- *Organizing and formatting the standards*: Certain organizational aspects or characteristics of international standards that promoted clarity and ease of reading and use served as a model for the CCSS.

- *Determining emphasis on particular topics in standards*: Where emphasis on particular topics was found repeatedly in international standard, this was instructive in determining their importance for inclusion in the CCSS.

When the final version of the K-12 Common Core State Standards is released, it will be accompanied by a discussion of the evidence that was used in their development. In the meantime, the evidence from the September 2009 draft of the College and Career Ready Standards is available: The URL for the ELA document is http://www.corestandards.org/Files/ELAEvidence.pdf, and the URL for the mathematics document is http://www.corestandards.org/Files/MathEvidence.pdf.

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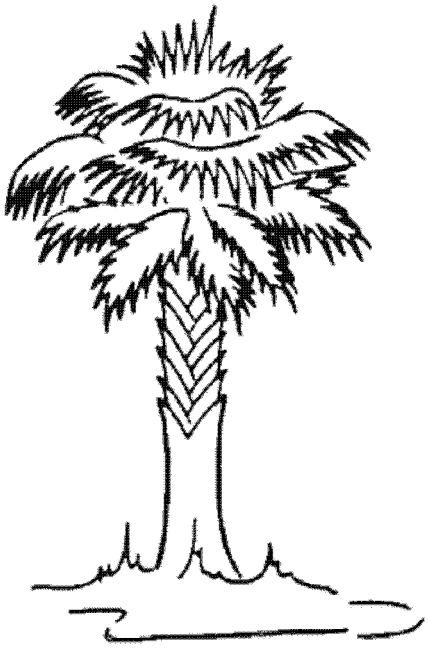
[i] Eight of these were high-performers on either TIMSS, PISA or both: Belgium, Canada [Alberta], Chinese Taipei, Finland, Hong Kong, Japan, Korea, and Singapore. England and Ireland, which have uneven performances on international assessments, were included because of their cultural links to the United States. China and India were included because of their growing global competitiveness.

[ii] Differences in language have a greater impact on the teaching and learning of language arts than of mathematics, so the teams looked primarily at English-speaking countries. All were high-performers on PISA except Singapore, which did not participate, and England, which as in mathematics was selected partly for its cultural links to the United States.

Appendix B1D

South Carolina's Application with Partnership for 21st Century Skills to be Recognized as a "21st Century Skills Leadership State"



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Critical Requirements Check List

Submission of this application indicates South Carolina's commitment to meet at least the following requirements of being a 21st Century Skills Leadership State.

- Sustain high level state leadership support including the Governor and the Chief State Schools Officer.
- Address all grades (at least pre K-12) and all subject areas including career and technology education.
- Establish a State Based Advisory Committee which includes leaders from a broad cross section of stakeholders including education organizations (pre K-12 and post secondary), the business community, government, the arts, parents, students, foundations, and civic organizations.
- Identify a P21 State Liaison who will serve as single-point of contact to interface with P21.
- Document and share best practices and progress milestones.
- Engage a third party evaluator(s) to provide objective feedback on progress.
- Attend P21 meetings and conference calls. This includes sending at least 3-5 representatives to P21's annual Institute.21 conference where each Leadership State team presents best practices.
- Within the first year, work with P21 to develop a more detailed work plan with milestones that can be used to objectively assess progress. The plan should also include a resource and funding strategy.
- Within three years, insure that at least:
    - Every educator in the state has had at least one significant 21st century skills professional development opportunity.
    - Update state standards to include 21st century skills.
    - Introduce at least one significant assessment of 21st century skills.

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Executive Summary

South Carolina's economy and future depend upon our ability to encourage, motivate, and foster achievement and interest in subjects and 21st century careers. Today's students face increasing challenges to their ultimate career success. Technological advances and the globalization of the economy have placed students entering the workforce in direct competition with workers as far afield as India and China. At the same time, our students lag behind in reading and math skills that are critical for success in the working world. South Carolina is consistently rated forty-ninth or fiftieth among the states in graduation rates, which hover at fifty-percent to seventy-percent across the state. Gaps between students' preparation and the requirements of the real-world economy leave many students unable to find good jobs and many businesses unable to find workers qualified to help them succeed. As South Carolina has lost jobs through mill and low-tech industry closures, and new jobs require increasingly more technical 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. The demand for these technical careers will exceed the current capability of South Carolina to attract, retain, and graduate qualified 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 underprepared students.

On May 27, 2005, Governor Mark Sanford signed the Education and Economic Development Act (EEDA), a comprehensive law designed to give South Carolina students the educational tools they need to build prosperous, successful futures through high school studies that will better prepare them for postsecondary study and twenty-first-century careers.

On November 20, 2006, just three days after he was certified as South Carolina's sixteenth State Superintendent of Education, Dr. Jim Rex began working to implement the comprehensive vision for education reform. Marshalling the talent and expertise of seventy-eight South Carolinians from all walks of life, guided by distinguished former Governor and U.S. Secretary of Education Dick Riley, Dr. Rex's transition leadership team began the task of recommending reforms crucial in improving South Carolina's schools.

- The mission of public education in the state of South Carolina is to provide leadership and services to ensure a system of public education through which all students will become educated, responsible, and contributing citizens.

- The vision for public education in the state of South Carolina is to accelerate innovation, reform accountability system to ensure success, expand choice options for parents and students, promote fair and equitable school funding, and elevate and reinvigorate the teaching profession.

The Transition Leadership Team completed its work on January 9, 2007, developing

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a total of ninety-seven recommendations for state action to promote achievement of Dr. Rex's vision. The team's recommendations will be the catalyst for a statewide discussion of comprehensive school reform, furthering Dr. Rex's goal of creating "the most fairly funded, innovative, choice-driven public school system in the nation."

Over the past decade, South Carolina's education system has been steadily improving. Currently, the state ranks 11th in the nation as reported in the 14th annual Quality Counts report released in Education Week in January 2010. SC's overall score of 80 for school policy and performance exceeds the national score of 75.9. The same report ranks South Carolina first in the nation for its efforts to improve teaching and seventh for academic standards, assessment and accountability.

For the first time in history, South Carolina students are scoring at or near the national average on nationally and internationally standardized tests. 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. South Carolina also is one of only a few states that have increased high school seniors' scores on the ACT college entrance exam over the past five years despite dramatically greater numbers of test-takers.

For 2009, 527 of 887 elementary and middle schools met AYP (59 percent), up from 19 percent last year. Of the 360 elementary and middle schools that did not meet AYP, 340 fell just short by missing 1-5 goals. About a quarter (87 schools) missed just one goal. High school goals jumped upward in 2009, from 52.3 percent to 71.3 percent proficient in English Language Arts and from 50 to 70 percent proficient in math. Fourteen of the state's 202 high schools met all of their federal AYP goals, down from 63 last year. Of the 188 high schools that did not meet AYP, 76 fell short by missing 1-5 goals. None of the state's school districts made AYP, the same as last year. Fifty-nine districts fell short by missing 1-5 goals. As a whole, South Carolina made 34 of its 37 goals and so fell short of making AYP.

South Carolina's 2008-2009 on-time graduation rate, was 74.9 percent, up from 71.2 percent in 2007-2008. No state has tougher high school graduation requirements than South Carolina, which is one of only six states that require students to complete 24 credits and pass an exit exam. South Carolina had the nation's best improvement in on-time high school graduation rates between 1996 and 2006, according to a national report released by *Education Week*. According to *Education Week's* "Diplomas Count," South Carolina's on-time graduation rate increased from 53.2 percent for the Class of 1996 to 66.3 percent for the Class of 2006 (a national ranking of 37th). The national average for the Class of 2006 was 69.2 percent.

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.

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Background

This section describes a number of initiatives that are underway at the State and local levels that are consistent with the agenda of the 21st Century Skills Partnership and that serve as "best practices" to reform efforts in schools throughout South Carolina.

SC Commission on Higher Education-On April 2, 2009, the Higher Education Study Committee, which was authorized by the General Assembly in 2007 to recommend a statewide strategic plan for higher education, released its final report. The Committee's work represents the culmination of efforts that have involved dozens of committed citizens representing education, government, business, and industry who have committed thousands of thoughtful hours in considering what the collective goals of our higher education system should be and what strategies might be pursued to attain them. *The Action Plan Implementation* outlines four goals (listed below) for higher education and provides clear direction through a series of specific strategies and recommendations to ensure the future success and competitiveness of South Carolina.

Goal 1: Making South Carolina One of the Most Educated States
Goal 2: Increasing Research and Innovation in South Carolina
Goal 3: Increasing Workforce Training and Educational Services in South Carolina
Goal 4: Realizing South Carolina's Potential Resources and Effectiveness

Education and Economic Development Act (EEDA) Project (***Personal Pathways to Success)***-Now in its fifth year of implementation, *Personal Pathways to Success* is a program designed to better prepare South Carolina students for the workforce and post-high-school education through early career planning and an individualized curriculum. In addition to fostering connections between what students are learning in school and what they hope to do in life, the EEDA also mandates a variety of supporting initiatives, including:

- ***High Schools That Work (HSTW)-***Established in 1987 by the Southern Regional Education Board (SREB), *HSTW* is the largest and oldest of the effort-based school improvement initiatives. More than 1,200 *High Schools That Work (HSTW)* sites in 30 states and the District of Columbia currently use the framework of *HSTW* Goals and Key Practices to raise student achievement and graduation rates. It is founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. In creating this environment, more students will recognize that high school matters to their future and more students will become independent learners able to set future educational and career goals and choose courses to take to achieve those goals. *HSTW* is a national effort to engage state, district, school leaders, and teachers in partnership with the students, parents, and the community to improve the way that high school students are prepared for work and further education. Specifically, *HSTW*

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seeks to advance the mathematics, science, communications, problem-solving, and technical achievement of students. Hundreds of *HSTW* publications, case studies, site development guides and other materials also help improve curriculum and instruction in high schools throughout the nation. In addition, *HSTW*'s annual Staff Development Conference for nearly 8,000 educators is a focal point for year-round professional development.

In 1987, South Carolina joined the HSTW initiative with one site (Swansea High School). During the following year four additional sites joined the initiative (Walhalla, Seneca, Tamassee-Salem and West Oak High Schools). By 2010, all South Carolina high schools are to be reorganized using the *High Schools That Work* model (or a similar approved model). South Carolina has one of the largest *HSTW* state networks currently with 193 sites having adopted the *HSTW* model. Schools are required to make a serious long-term commitment when joining the network. In return sites are strongly supported at the state level with funding to provide targeted staff development. Several data-driven accountability measures have been established to ensure site accountability (HSTW assessments (every 4 years), Data Analysis Workshops, Technical Assistance Visits (every 5 years), TAV follow-up visits, Technical Review Visit (TRV), Annual Site Progress Report, Focus Teams/Goals reviewed annually). All sites joining the network are required to send representation to the annual Education and Business Summit (EBS). Sites also have access to best practice models within the established state network and via the *Next Steps* electronic newsletter. Over 100 on-site TAV/TRVs will be conducted during the upcoming 2010-2011 school year.

HSTW is nationally recognized for its effectiveness and has led to several related school improvement initiatives being adopted by South Carolina's schools.

- ***Making Middle Grades Work* (*MMGW*)**-*MMGW* has helped make SREB states among the first in the nation to implement strategies that help students make stronger academic transitions into high school. *MMGW* helps states, districts and schools look at what they expect, what they teach and how they teach young adolescents to prepare for success in further education. South Carolina currently has 117 sites participating in the *MMGW* initiative with a projection of 40 additional sites for the 2010-2011 school year. All of the SC *MMGW* sites are provided the same support services and have the same commitment expectations established for the *HSTW* sites.

- ***Technology Centers That Work* (*TCTW*)** -*TCTW* helps career/technology centers in SREB states improve student readiness for college and careers. Tech centers, technology centers, technical centers, career centers and career/technical centers all have a common purpose: to provide high-quality

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career/technical studies to high school students. Students may attend these centers for only a portion of the school day, week or year, or they may attend full time, receiving both academic and technical instruction at the center. The *Technology Centers That Work* school improvement initiative was formed in 2007 to help shared-time centers review and implement the actions needed to produce high-demand, high-wage graduates who will be leaders in their selected careers. The network now includes more than 130 sites in 12 states. South Carolina currently has 17 sites with a projection of two additional sites for the 2010-2011 school year. Member sites are provided with staff development, technical assistance, publications and assessment services. *TCTW* sites participate in the *HSTW* Assessment and the *TCTW* Teacher Survey, designed specifically for teachers in shared-time centers.

- **Regional Education Centers**-These regional centers will provide career planning services for students and adults, professional development for educators, and workforce education programs. These twelve virtual centers, each managed through its own local coordinator and Advisory Board, are to coordinate educational and workforce services for lifelong learning including career planning services and workplace learning opportunities for students, professional development for educators, and career counseling and workforce education programs for adults.

- **Individual Attention for Students**-High schools are mandated to hire more guidance counselors to achieve a ratio of one counselor for every three-hundred students, and counselors specializing in career guidance will help students plan their educations. Students at risk of dropping out will be identified early, and schools will be required to have in place an approved model to help these students graduate.

- **Protection Against Tracking (Individual Graduation Plan-IGP)-**The EEDA includes provisions that protect students against being steered into pathways that do not fit their best interests. Parents or guardians review their children's IGP at least once a year and can designate someone to represent them if they cannot or choose not to participate. An appeals process will be created to resolve disagreements and ensure that every student has equal access to educational opportunities.

2020 Vision for Career and Technology Education- Local school district administrators and career center directors are encouraged to use the 2020 Vision as a framework for planning and program development. The strategic plan, developed by school and district administrators, career center directors, teachers, parents, students, legislators, and business people, reflects statewide priorities expressed through ten vision themes: Accountability, Business Relationships, Curriculum, Funding, Leadership, Marketing, Professional Development, Recruitment, Structural Change, and Technology. The goals and strategies developed for each theme need

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to be considered as local administrators assess program needs, allocate state and federal resources, and develop the educational and workforce connections needed to prepare secondary students for their future education and employment. The Office of Career and Technology Education uses the 2020 Vision strategic plan to provide leadership and direction for the many career and technology programs and initiatives in South Carolina.

SC Transfer and Articulation Center (SCTRAC)-The South Carolina Course Articulation and Transfer System serves as the primary tool and source of information for transfer of academic credit between and among institutions of higher education in the state. The system provides institutions with the software tools needed to update and maintain course articulation and transfer information easily. The student interface of this system is the South Carolina Transfer and Articulation Center (SCTRAC) web portal: www.SCTRAC.org. This web portal is an integrated solution to meet the needs of South Carolina's public colleges and universities and their students and is designed to help students make better choices and avoid taking courses which will not count toward their degree. Each institution's student information system interfaces with www.SCTRAC.org to help students and institutions by saving time and effort while ensuring accuracy and timeliness of information.

Dual Enrollment-Dual enrollment courses have been a feature in South Carolina high schools for at least a decade. The purpose of these courses is to provide an avenue through which highly talented high school youth can earn college credit while simultaneously meeting high school graduation requirements by taking courses in the high school setting that are offered by an institution of higher education. In this model both the high school and the college provider earn funding through the state, while the student pays tuition to the college. Promoters of dual enrollment maintain that it helps students earn credit for a small number of courses prior to entry into college and assists the student to graduate earlier than (s) he might otherwise have done. At the same time, it assists the state to bring more productive workers into the economy at a faster rate.

South Carolina Longitudinal Information Center for Education (SLICE)-The South Carolina Department of Education has been awarded a multimillion-dollar federal grant that will help the state's educators improve student achievement, teacher performance and school quality. It will help South Carolina design, develop and implement a statewide longitudinal data system – creating the foundation for integrating K-12 data systems with early childhood data systems, other human service systems, postsecondary data systems and workforce data systems. It will include new data sources and quality control and will create a statewide system for teachers and principals who need information to make immediate decisions about student learning. SLICE will provide high-quality data to help educators and policymakers in their efforts to address the distribution of effective teachers and education leaders, the use of rigorous standards and assessments, and the transformation of struggling schools – all of which are critical factors in improving learner performance.

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Science, Technology, Engineering, Math (STEM)-For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world**.** 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.

Project Lead The Way (PLTW) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy. 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.

National Board Certification
South Carolina became involved in the National Board process 15 years ago. In 1994, five teachers earned the designation. The highest one-year total came in 2002, when 1,073 teachers were certified. In, 2009 another 799 South Carolina teachers have joined the ranks of those receiving the highest credential available in the teaching profession, up from 755 teachers in 2008. South Carolina now has a total of 7,297 National Board Certified teachers and maintains its third-place national ranking. National Board Certified teachers now represent approximately 14.5 percent of the state's teaching force of nearly 50,000 with nearly a third of the Board Certified teachers working in Title 1 schools. The newly certified teachers are spread among 62 of South Carolina's 85 school districts and three special schools. Greenville County (473), Richland Two (453) and the Charleston County School District (388) each rank in the top 20 nationally for total number of NBCTs.

Gaining Early Awareness and Readiness for Undergraduate Program(GEAR UP)-The goals are to increase the academic performance and preparation for postsecondary students in GEAR UP and to increase the rate of high school graduation and participation in postsecondary education for students. The program also increases students' and their parents' understanding and knowledge of postsecondary options, preparation, and financing. The SC GEAR UP Program provides teachers from participating schools with a variety of professional

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development opportunities in order to stay current in their subject area and to hone their instructional skills.

21st Century Community Learning Centers Program- A community-learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, during holidays, and/or during the summer recess). Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the law's specific purposes are to: Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend high-poverty and low-performing schools, to meet State and local student performance standards in core academic subjects, such as reading and mathematics; Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and Offer families of students served by community learning centers opportunities for literacy and related educational development.

SC Chamber of Commerce SCCC.org-South Carolina, every three years a survey is conducted statewide by the State Chamber of Commerce to assess South Carolina's employment needs and the top skills that South Carolina employers look for in their employees. The ***Skills That Work*** survey is the most comprehensive effort South Carolina has ever made to identify the specific skills and education young people need to be successful in the world of work both now and in the future.

International Education- For a student in a College Prep program to meet South Carolina state high school diploma requirements, one unit must be earned in foreign language, although many colleges and universities require a minimum of two units. Other initiatives in the state include:

The International Baccalaureate Organization(IBO) -The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who demonstrate respect for others and their opinions regardless of their differences.

International Memoranda of Agreement-The South Carolina Department of Education has entered into agreements with several countries on a variety of topics, from exchanging teachers to improving cultural exchanges. In 2007-2008, agreements exist with the countries of China, France, India,

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Spain, and Taiwan. Negotiations are underway with the German Democratic Republic.

Financial Literacy-The General Assembly passed the Financial Literacy Act, which enables local school boards to adopt or develop financial education curricula and to establish a fund to aid instruction. Examples of the new requirements for personal financial education principles include: opening a deposit account and assessing institution services; spending, credit, credit scoring and managing debt; basic principles of personal insurance policies; savings and investing; understanding simple contracts; and computing interest rates. Financial literacy instruction is addressed in South Carolina's Career Education and Consumer, Family, and Life Skills Standards. The Financial Literacy Instruction is established to increase the knowledge of personal finance and investments among all school students. Students are expected to understand and apply the components of financial education to make sound economic choices. The SC Jump$tart Coalition works to assess the level of financial literacy; develop and maintain a clearinghouse of personal financial resources; serve as a resource for the Legislature; build awareness about personal finance education; maintain a statewide bureau of contacts and speakers; and promote grassroots support and participation in improving personal financial literacy. The month of April has been designated as Financial Literacy Month in South Carolina.

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Content Standards

South Carolina Core Academic Standards, initially adopted in 1998 provide a performance based accountability system for students in public education that focuses on improving teaching and learning so that students are equipped with a strong academic foundation.

In 2004, the term for the state approved expectations for student learning and academic performance in South Carolina was changed from *curriculum standards* to *academic standards.* All academic areas were initially reviewed in 2005 and at a minimum are updated every seven years. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, must examine the standards and assessment system to determine rigor and relevancy.

The South Carolina Department of Education's Division of Standards and Learning provides vision, leadership, direction, and support for quality, innovative and effective educational practices that improve learning and outcomes for students in the state educational system through the development of policies, programs and services while ensuring compliance with laws and regulations. This is accomplished this by:

- developing and revising academic standards and creating supporting documents and professional learning opportunities for districts, schools and teachers;
- promoting the use of effective evidence-based instructional practices by schools and districts; and
- facilitating the implementation of programs, projects, grants, and activities that support standards-based instruction.

The Standards Support System (S^3)-Standards Support System initiative brings together in one place three key elements of a standards-based instructional support system: standards and supporting documents, curriculum, and professional development services. The S^3 Curriculum was developed to ensure that any district, school, or classroom teacher has the resources to provide their students with high-quality standards-aligned curriculum in English Language Arts, mathematics, science, and social studies.

South Carolina 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.

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Common Core Standards In fall 2009, South Carolina signed a Memorandum of Agreement and became the forty-eighth state to join the Common Core State Standards Initiative (CCSSSI). The Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) launched the CCSSSI to coordinate a state-led effort to develop a common core of consistent and clear state education standards for prekindergarten through grade twelve in English language arts (ELA) and mathematics. The group's goals were to develop standards that are fewer, higher, and clearer. South Carolina educators and policymakers are especially interested in this initiative for the following reasons:

- The CCSSI is a means of accomplishing our vision of having every South Carolina student graduate from high school ready for college and careers.
- The CCSSI standards are internationally benchmarked and will prepare our students to compete in the global economy.
- The CCSSI standards will create a high-quality, but level, playing field on which fair comparisons can be made about the progress of students between and among states.

The most recent draft of the grade-by-grade standards is now available, and the Office of Standards and Support is seeking input from South Carolina's education stakeholders via an online survey review of the standards.

***LiteracySC* Framework**- Rather than pursuing multiple approaches to literacy, the state convened a task force to develop The LiteracySC Framework to have a single focus using research-based practices to improve students' literacy skills across disciplines. The Framework begins the task of addressing the problem of low attainment of literacy in South Carolina schools, with a particular focus on those students in grades 4—12 whose ability to learn mathematics, science, history, and literature is inhibited by their inability to read and write – their literacy skills. This framework is designed to provide a comprehensive preK—12 approach to literacy for the State of South Carolina. The continued focus on the importance of early reading and writing skills acquisition and support is the core of this plan. South Carolina has set ambitious goals improving the education of all students. Key to accomplishing these goals is for all stakeholders to work from a common plan.

Online Learning-The Office of eLearning develops and delivers standards-based, student-centered online technology based interactive instruction to expand educational opportunities and 21st century skills for a smooth transition and to offer professional development to educators and expand the scope and depth of their instructional skills. The Office of eLearning provides educational opportunities needed in areas of the state where districts have limited resources and workings collaboratively with schools, districts, educators, and divisions to offer the highest quality online technology-based instructional resources available for students and educators. An innovative, standards-based curriculum delivered online creating access to relevant content anytime and anywhere, offers diverse, exciting learning choices, and the opportunity and skills to participate in a national and global community. Nearly 2,800 students are currently participating in online courses through the South Carolina Virtual School programs.

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Professional Development for Standards Implementation (PDSI)-EIA funds are appropriated for Professional Development on Standards and used for professional development for certified instructional and instructional leadership personnel in kindergarten through grade twelve in the academic areas for which standards have been approved to better link instruction and lesson plans to the standards, to develop classroom assessments consistent with the standards, and to analyze results for needed modifications in instructional strategies.

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Professional Development

The South Carolina State Board of Education has adopted standards specific to South Carolina that extend beyond, but mesh within the National Council for Accreditation of Teacher Education (NCATE) standards. State standards are based on state law or state board regulations that impose specific requirements for teachers and programs in South Carolina. The state standards are intended to assure that teacher education programs provide teacher candidates with the preparation they need to meet these requirements.

All teacher education institutions offering professional development courses for teachers and other personnel working in schools will align those courses and related activities with National Professional Development Standards (March 2000), as these relate to post-secondary offerings. The higher education institutions will, where applicable, align degree programs as well as courses and related activities with the standards of the International Society for Technology in Education (2000) as a strategy for significantly enhancing the capacity of pre-service as well as in-service teachers to incorporate technology into teaching and learning.

The South Carolina Department of Education has designed a multi tiered office approach to provide extensive professional development initiatives which support teacher professional growth, school leadership development, recruiting and retention throughout the state.

Recruiting and retaining the best possible teachers is critical to the future of public education and the success of the students we serve. This section coordinates efforts to create and sustain programs that help "elevate and reinvigorate" the teaching profession.

Troops to Teachers-Troops to Teachers is a cooperative project between the U.S. Department of Education and the South Carolina Department of Education. Troops to Teachers is a federally funded program to assist retired and separated members of the Armed Forces, as well as Guard and Reserve personnel with obtaining certification and employment as teachers.

PACE-PACE was designed to help alleviate the teacher shortage by placing highly qualified career-changers in South Carolina's classrooms. Over a three-year-period, PACE participants must complete a rigorous training program based on state and federal standards and must demonstrate successful and effective classroom teaching performance.

International Visiting Teachers-The International Visiting Teachers program is designed to recruit highly qualified teachers from Spain, China, and India. Spanish educators teach the Spanish language as well as English as a Second Language (ESL). The International Visiting Teachers program provides students, parents, and educators with the unique opportunity to learn and work with professionals from other countries and cultures.

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Career and Technology Educators Program-provides assistance and information to individuals seeking certification under *Regulation R43-63: Career and Technology Education Work-Based Certification*. In addition, assistance and information is provided to educators and school district personnel regarding the renewal, extension, and advancement of career and technology education certificates.

South Carolina Teacher Advancement Program (SCTAP) - provides on-going and applied professional development for teachers through a careful and mentor-guided analysis of student data. Another vital component of SCTAP is a career ladder which affords teachers the opportunity to remain in the classroom while increasing their responsibilities and leadership roles within a school.

Teacher Recognition-The primary mission of the Teacher Recognition effort is to strengthen the South Carolina teaching force by honoring and recognizing exceptional teachers on local, district, state, and national levels. Award programs such as the Teacher of the Year program, the Milken Family Foundation awards, and the All USA-Today Teacher Team awards, among others, serve as motivational tools as these nationally recognized educator-leaders encourage, mentor, and assist in the retention of educators statewide.

Teacher Mentor and Induction Support-Beginning teachers receive assistance and support from their respective school districts, the purpose of which is to maximize teaching effectiveness and increase the likelihood that these teachers will remain in the field. The SC Department of Education coordinates this statewide initiative; provides technical assistance to schools and school districts; and, in collaboration with the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA), provides training for mentors. The DEQL also oversees the development and implementation of district plans for assisting beginning teachers.

Certificate Renewal Credit Plan-encourages educators to engage in meaningful professional development activities that are specifically directed toward student achievement. Individual professional growth and development plans ensure that each educator is held accountable for his or her ongoing professional growth. The Renewal Credit Plan is flexible in that it offers eleven areas of professional development. Through the certificate renewal system, all school districts in the state are able to approve their educators' renewal credits and renew their professional certificates.

Center for Educator Recruitment, Retention, & Advancement (CERRA) - provides leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. Current initiatives include teacher housing projects, social networking site development, and the Task Force on 21st Century Teaching and Learning.

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The SC Department of Education recognizes the need for professional development that matches the Professional Development Standards, is correlated with the state curriculum standards, and meets the needs of educators with their time constraints.

iCoach Model- The South Carolina Department of Education (SCDE) has created an intensive staff development effort designed to increase academic achievement by improving instruction through the creation of self-directed and self-supporting schools. The iCoach SC initiative is a school-wide program to enhance the teaching of the South Carolina Academic Standards in the areas of English language arts, mathematics, and science. The work of the iCoach will be based on a coherent and viable curriculum, assessment for learning, instructional materials support, and powerfully prepared teachers within an engaged school and community.

South Carolina Online Professional Development (SCOPD)-program offers a series of online professional development courses for K - 12 teachers and administrators focused on specific subject areas and grade levels.

PBS TeacherLine- provides online professional development opportunities for teachers through facilitated courses, a supportive learning community, and exemplary professional resources.

Southern Regional Education Board (SREB) - is a student services portal connecting educational agencies and colleges and universities in the 16 SREB states. SREB understands the challenges current and future educators face in obtaining and maintaining their teaching credentials while balancing work, family and life's other responsibilities.

Education and Business Summit (EBS) - is the state's premier professional development conference for Career and Technology educators, administrators, and career guidance personnel and is produced annually by the South Carolina Department of Education.

Support Services for Making a Real Transformation [S2MART] Centers- provide state-coordinated, collaborative, intensive, site-based professional development and training and technical assistance through cross-trained coaches housed at regional hubs.

Several initiatives are available to provide a continuum of professional development opportunities and experiences for educational leaders in South Carolina focused on improving school and student achievement. All programs have a foundation in state and national standards for educational leaders.

Foundations in School Leadership- This program is designed to provide leadership skills and competencies to teachers serving in leadership positions. This program also provides foundations in leadership that can assist in the transition to administrative positions.

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The Assistant Principal Program for Leadership Excellence (APPLE)-is designed specifically for newly assigned assistant principals. APPLE assists participants in developing and enhancing their leadership, management and instructional leadership skills.

Developing Aspiring Principals Program (DAPP)-is designed to provide an intensive curriculum for veteran assistant principals aspiring to become principals.

Principal Induction Program (PIP) is to provide quality rigorous research-based professional development for newly appointed principals.

School Leadership Executive Institute for Principals-(SLEI)-designed to give veteran principals the insights, knowledge, and competencies to lead South Carolina schools to success. In partnership with the internationally renowned Center for Creative Leadership (CCL), the Darla Moore School of Business and School of Education at the University of South Carolina, the South Carolina Department of Education has developed and implemented a rigorous, two-year institute for principals. A SLEI program is also offered for Superintendents.

Program for Assisting, Developing and Evaluating Principal Performance-(PADEPP) is the framework for principal evaluation in South Carolina and is mandated by *Section 59-24-40* of the South Carolina Code of Laws. The standards for principal performance were adopted by the State Board of Education and approved by the General Assembly.

Institute for District Administrators (IDA) – is a professional development opportunity for Assistant and Associate Superintendents, Program Directors, and District Officers. The curriculum is designed on high levels of participant involvement, self-analysis, research-based practices, current professional literature, and opportunities to apply learning to local districts.

Tapping Executive Educators (TEE)-is designed to enhance and foster the knowledge and skills necessary to effectively perform the duties of a school superintendent. By the end of the 2008–09 school year, almost one-half (48 percent) of the sitting school superintendents in South Carolina will have completed the TEE program.

Rising Stars-is an in-depth leadership program for highly motivated SC Department of Education Associates II and III who are demonstrating agency leadership potential.

OSL On-Line Campus (OLC)-provides a technology-rich, online learning environment where educational leaders have the opportunity to participate in professional development, collaborate with colleagues anytime, anywhere to develop professional learning communities.

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Current Assessment Overview

The offices in the Division of Accountability demonstrate leadership in the development and administration of high quality assessment programs, the appropriate use of data to inform policy and practice, technological support, and focused professional development and support for schools and districts while ensuring that federal and state requirements for accountability, accreditation, and the Education and Economic Development Act are applied appropriately.

South Carolina Code Ann. § 59-18-310 (E) (Supp. 2007) provided for the creation of a statewide adoption list of formative assessments in English language arts (ELA) and mathematics. Act 282 of 2008 amended this code to include grades one through nine. The legislation requires that the formative assessment satisfy professional measurement standards and align with the South Carolina Academic Standards. The following assessments have been approved by the State Board of Education (2009-2010):

- ***Blending Assessment with Instruction Program (BAIP-MATH)***
  Published by Computerized Assessment and Learning, LLC
- ***STAR Reading and STAR Mathematics***
  Published by Renaissance Learning
- ***Measure of Academic Progress(MAP) (Reading and Math)***
  Published by Northwest Evaluation Association

South Carolina High School Diploma Program- Accredited public high schools may issue South Carolina High School Diplomas, South Carolina High School Certificates, and South Carolina Academic Achievement Honors Awards. Adult education programs also issue South Carolina High School Diplomas through accredited public high schools. Additionally, the South Carolina Department of Education (SCDE) maintains a listing of South Carolina public high school and SC Virtual School graduates and issues replacement South Carolina High School Diplomas upon request. When a graduate of a South Carolina public high school provides the SCDE with a signed release, the SCDE uses the list to verify the student's graduation for a post-secondary educational institution, a branch of the armed forces, or a business that requests such verification. A foreign national student may be awarded a South Carolina High School Diploma upon his or her completion of all requirements if the policy of the particular district board allows diplomas to be granted to students in exchange visitor programs or in academic study programs.

Curriculum Requirements for a South Carolina Diploma
For a public school student to receive a South Carolina High School Diploma, the student must meet the following requirements:

- complete a minimum of twenty-four units of credit as prescribed and
- meet the standard on all subtests of the Exit Examination, in addition to passing all required courses.

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End of Course Exams (EOCEP)-The Education Accountability Act of 1998 requires the development of end-of-course examinations in gateway or benchmark courses. The program is called End-of-Course-Examination Program (EOCEP). The examinations, which count 20 percent of the students' final grade in each gateway or benchmark course, currently, include Algebra 1/Math for the Technologies 2, English 1, Physical Science, and US History and the Constitution. Biology 1/Applied Biology 2 were administered for the first time beginning in fall 2009 but will not count as 20 percent of the students' final grade until approved by the Education Oversight Committee. Education Oversight Committee (EOC) staff are in the process of reviewing the EOCEP Biology test and are scheduled to present the test for approval at the June EOC meeting. When approved, Biology will replace Physical Science for accountability.

The English Language Development Assessment (ELDA)-Title III of the No Child Left Behind Act of 2001 requires states to administer an assessment designed to measure students' progress in "…attaining proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English". The English Language Development Assessment (ELDA) was developed to meet these requirements. The ELDA consists of four tests designed to measure academic and social language proficiency in the domains of speaking, listening, reading, and writing. From the listening and reading tests, a comprehension score is calculated. The overall ELDA proficiency level (1-5) for each student is based upon a composite score that is derived from all four tests: speaking, listening, reading, and writing.

The High School Assessment Program (HSAP) meets both federal and state requirements. It meets the requirement of the South Carolina Education Accountability Act (EAA) of 1998 that each public school student pass an exit examination to receive a South Carolina high school diploma. It is also used to measure students' academic achievement on high school standards in accordance with the federal No Child Left Behind Act of 2001 (NCLBA). The HSAP assesses selected South Carolina academic standards in English language arts and mathematics that students have had opportunity to learn by the end of the tenth grade. Students who meet the state HSAP participation guidelines will take the HSAP, unless they meet the state qualifications for alternate assessment.

Palmetto Assessment of State Standards (PASS)- In accordance with Act 282 (passed by the State Legislature in June 2008), the South Carolina Department of Education has developed a new statewide assessment program for students in grades three through eight. The new program, known as the Palmetto Assessment of State Standards (PASS), is aligned to the state academic standards and includes tests in writing, English language arts (reading and research), mathematics, science, and social studies replaces the old assessment PACT. The PASS test results will be used for school and school district accountability purposes beginning with the 2008-09 school year. The assessment results will also be used for federal accountability purposes (No Child Left Behind). All students in grades three through eight take the PASS writing, ELA, and mathematics tests. All students in grades 4 and 7 take both the science and social studies tests. Students in grades 3, 5, 6, and 8 take either the science or the social studies test (with approximately

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half of the students in each of those grades taking each test). The PASS writing test for each grade level includes multiple-choice items and one extended-response item. All other PASS tests contain multiple-choice items only. The writing test includes editing passages and the ELA test includes reading passages linked to the multiple-choice items.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) Grades 3-8 2007-08

PERCENTAGE OF STUDENTS SCORING BASIC OR ABOVE BY GRADE

	English/ Language Arts	Mathematics	Social Studies	Science
Grade 3	86.7	77.2	71.1	83.9
Grade 4	80.8	70.0	68.9	76.3
Grade 5	77.6	78.0	61.4	66.3
Grade 6	74.8	75.7	56.5	77.8
Grade 7	73.0	77.8	69.8	56.4
Grade 8	71.0	69.7	63.4	68.7

PERCENT OF STUDENTS SCORING PROFICIENT AND ADVANCED BY DEMOGRAPHIC GROUP

	English/ Language Arts	Mathematics	Social Studies	Science
ALL STUDENTS	38.0	34.7	33.6	35.1
GENDER				
Male	32.2	35.2	36.2	36.9
Female	44.2	34.2	30.9	33.4
RACIAL/ETHNIC GROUP				
White	49.3	47.0	44.2	48.8
African American	22.3	17.1	18.6	16.4
Asian/Pacific Islander	60.1	60.6	58.1	56.2
Hispanic	27.8	25.8	26.8	23.8
American Indian/Alaskan	35.0	33.8	31.7	35.4
DISABILITY STATUS				
Non-disabled	41.0	37.7	36.8	38.8
Disabled	11.4	11.0	12.7	11.6
MIGRANT STATUS				
Migrant	N/A	N/A	N/A	N/A
Non-migrant	N/A	N/A	N/A	N/A
ENGLISH PROFICIENCY				
Limited English Proficiency	27.0	26.7	26.5	23.1
Non-limited English Proficiency	35.7	38.6	35.0	33.9
SOCIO-ECONOMIC STATUS				
Subsidized Meals	24.4	21.0	20.5	20.5
Full-pay Meals	53.2	50.0	48.7	51.9

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Project STAR-As a part of the process to assist in the identification of students for participation in programs for the gifted and talented, the state has developed performance assessments that are available for administration. Scoring of the assessments as well as training in their administration is provided by the Office of Assessment through a contractor. Students are identified by their school districts and must meet the criteria specified in Regulation 43-220.

Operationalizing Alternate Assessment for Science Inquiry Skills (OAASIS)- Recent regulations under NCLB and IDEA allow states the flexibility to develop an alternate assessment based on modified achievement standards (AA-MAS) for students with disabilities who do not qualify to take the SC-Alt, yet continue to score below proficient even after receiving grade-level instruction and accommodations. The South Carolina Department of Education has been awarded a federal grant to address this issue in the area of high school science.

The South Carolina Student ePortfolio System-The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. ISTE is A nonprofit membership organization. ISTE's National Educational Technology Standards (NETS) have served as a roadmap since 1998 for improved teaching and learning by educators. ISTE represents more than 85,000 professionals worldwide.

ISTE standards for students, teachers, and administrators help to measure proficiency and set inspirational goals for the knowledge, skills, and attitudes needed to succeed in today's Digital Age. ISTE's proven leadership in developing these benchmarks and providing guidance in implementing them has resulted in broad adoption of the ISTE standards in the U.S. and in several countries.

In order to address the No Child Left Behind Act (NCLB) goal which states that "every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability", the Office of eLearning developed a tech literacy assessment to for all k-8 students aligned with the six 2007 ISTE National Educational Technology Skills (NETS) Standards.

The components of the South Carolina Student ePortfolio System include:

- Grade level assessments (k-8) aligned with the 2007 NETS Standards
- Student ePortfolios (k-8) aligned with the 2007 NETS Standards

The South Carolina Student assessments for grades K-8 are aligned with the following 2007 NETS Standards:

1. **Creativity and Innovation**
2. **Communication and Collaboration**
3. **Research and Information Fluency**
4. **Critical Thinking, Problem Solving, and Decision Making**
5. **Digital Citizenship**
6. **Technology Operations and Concepts**

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Outreach/Participation

To gain broad support for the 21st Century Skill Partnership and to achieve the shared vision of providing every child in South Carolina with a seamlessly aligned educational experience and adequate preparation for a lifetime of learning, communication and collaboration among all key stakeholders is essential. To this end, South Carolina will need to implement a P21 Advisory Council that will be charged with responsibility to:

- Create a public engagement campaign to involve students, parents, teachers, school leaders, employers, college and university leaders, and others in ensuring the success of all South Carolina students in achieving 21st century skills;
- Provide information and build consensus on the critical need for raising the expectations for academic and skill achievement for all students in a seamlessly aligned P-16 education system;
- Consistently inform stakeholder groups of the progress being made and challenges being faced in this effort;
- Involve stakeholder groups in the decision making; and
- Motivate individuals and groups to take action to support the 21st Century Skills Partnership.

Involvement of stakeholders will be assured through a variety of means, including, but not limited to:

- Periodic, regional focus group meetings;
- Written (or web-based) reports/updates from the P21 Advisory Council on current efforts and outcomes; and
- Surveys.

To ensure sustained commitment to the 21st Century Skills Partnership, the P21 Advisory Committee will also meet at least once annually for the specific purpose of assessing its progress and identifying and updating priority areas.

Additionally, to leverage resources at the state level, South Carolina will convene a summit to engage all state agencies in the process of aligning individual agency initiatives to support 21st century skills. This summit will allow for open sharing of information about existing initiatives, as well as networking and planning for the development of new and collaborative (cross-agency) initiatives.

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Resources

South Carolina and its local school districts must make tough and prudent decisions about how best to use available state and federal funds to support the 21st Century Skills Partnership. This will mean that many school districts may need to redirect funds at the local level to accomplish the vision set forth by South Carolina to prepare all students to achieve at the highest levels.

Similarly, because South Carolina expects local school districts to prioritize programs and expenditures to support 21st century skills development, the State, too, must prioritize and reallocate resources to support local school districts in their effort. This will require a strategic analysis of current funding sources (state and federal) to identify how available funds can be reallocated to ensure the greatest efficiency and effectiveness in preparing students in 21st century skills. In this regard, the following activities must be considered:

- Reassess current administrative practices to eliminate any efficiencies;
- Reassign staff, as needed, to support the focus on 21st century teaching and learning across all school, with a particular emphasis on struggling schools and struggling students;
- Collaborate across offices within the South Carolina Department of Education;
- Collaborate across state agencies and with business and nonprofit organizations to explore and implement ways to deliver learning and resources in the most creative and efficient ways; and
- Capitalize on the successes of currently funded programs and initiatives in school districts across the state.

The South Carolina Department of Education will work to aggressively seek grants to support initiatives that impact implementation. South Carolina will also actively seek to collaborate with other agencies and entities to identify and secure additional resources through federal, corporate, and private sources to further support planning, outreach and professional development activities consistent with the State's commitment to the 21st Century Partnership.

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Equity

As South Carolina moves forward in implementing its vision for 21st Century Learning, the challenge will be to make a higher level of learning and skill development possible and meaningful to all students, including the disenfranchised student, the student who lacks support at home, the student who struggles to learn and needs more focused attention, and the student whose first language is not English. The goal in this regard is twofold: to ensure equity in opportunity and equity in resources for all students.

In regard to equity of opportunity, particular attention must be focused on the State's struggling students and struggling schools, and on the teachers who serve those students in those schools, Key strategies in the State's equity plan should include:

- Creating urban education programs at colleges of education;
- Conducting summer urban academies to introduce high school students to the rewards of teaching in high need districts;
- Improving online recruitment services and tools in high needs district;
- Increase training for mentors of new teachers;
- Providing district-and school-based professional development; and
- Collecting and analyzing data on working conditions in schools to inform teacher quality policy.

Additionally, an integrated approach to issues of equity will require greater emphasis on support systems available through such efforts:

- Expansion of the State's social and emotional learning initiatives;
- Development of inter-departmental collaborative arrangements with other state agencies; and
- Review and amendment of South Carolina's administrative regulations governing equity.

South Carolina will also look closely and specifically at equity in resource availability, South Carolina will support innovative, inter-agency collaborations at the state and local levels designed to ensure equitable access to needed resources. To this end, South Carolina's efforts may include, but not be limited to:

- Designing a survey tool to assess the status of access to technology in the schools, homes, and communities of all South Carolina's students; and
- Establishing and supporting collaborative arrangements between schools, libraries, and other public centers of interaction/activity to increase technology access to all members of a community.

Ultimately, the goal of equity is to prepare all students to be not only high academic achievers who can succeed I the economic realm, but to prepare them t be well-rounded individuals who will contribute in meaningful ways to family and community in the 21st century, and who will understand and value the democratic principles of our global society.

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P21 Advisory Committee

The P21 Advisory Committee will provide leadership for the South Carolina 21st Century Skills initiative. The advisory committee will be developed over the coming months and will include a broad cross section of stakeholders as recommended by the Partnership for 21st Century Skills, including education organizations (pre-K12 and postsecondary), the business community, government, the arts, parents, students, foundations, and civic organizations.

Representatives from the following groups will be included:

- Governor's Office
- Legislature
- Higher Ed
- DOE
- Workforce and Economic Development
- Business Organizations
- CEO(s)
- Education Association(s)
- Civic/Community
- District Superintendents(s)
- Foundation(s)
- Research
- Parents

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Appendix B1D
List of States in Common Core

Common Core Standards Initiative Participants

Alabama	Arizona	Arkansas	California	Colorado
Connecticut	Delaware	District of Columbia	Florida	Georgia
Hawaii	Idaho	Illinois	Indiana	Iowa
Kansas	Kentucky	Louisiana	Maine	Maryland
Massachusetts	Michigan	Minnesota	Mississippi	Missouri
Montana	Nebraska	Nevada	New Hampshire	New Jersey
New Mexico	New York	North Carolina	North Dakota	Ohio
Oklahoma	Oregon	Pennsylvania	Puerto Rico	Rhode Island
South Carolina	South Dakota	Tennessee	Utah	Vermont
Virgin Islands	Virginia	Washington	West Virginia	Wisconsin
Wyoming				

48 states
2 territories
District of Columbia

Description of Legal Process for Adopting Standards

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

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

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

(1) read, view, and listen to complex information in the English language;

(2) write and speak effectively in the English language;

(3) solve problems by applying mathematics;

(4) conduct research and communicate findings;

(5) understand and apply scientific concepts;

(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and

(7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level."

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

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education

Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year."

As set forth above, the responsibility for review and approval of standards is a joint responsibility of the State Board of Education and the Education Oversight Committee. Adoption of core area standards requires two readings by the State Board of Education. The typical process for approval is to have first reading by the State Board; approval by the Education Oversight Committee; and second reading by the State Board.

Appendix B1G
ELA Standards Alignment and National Common Core Standards Math

READING STANDARDS	
Common Core	**SC Standards**
1. Determine both what the text says explicitly and what can be inferred logically from the text.	4-1.1 Compare/contrast ideas within and across literary texts to make inferences.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.	4-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.	4-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.	4-2.1 Evaluate theses within and across informational texts.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.	4-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.	4-2.7 Evaluate propaganda techniques and rhetorical devices in informational texts.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.	4-1.2 Evaluate the impact of point of view on literary texts. 4-1.3 Evaluate devices of figurative language (including extended metaphor, oxymoron, pun and paradox.). 4-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
8. Analyze how specific word choices shape the meaning and tone of the text.	4-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts. 4-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.	4-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text. 4-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.	4-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text. 4-2.5 Evaluate the impact that text elements have on the meaning of a given informational text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.	4-2.6 Evaluate information from graphic features (for examples, charts and graphs in information texts).
12. Extract key information efficiently in print and online using text features and search techniques.	4-6.7 Use a variety of print and electronic reference materials.

	4-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
13. Ascertain the origin, credibility, and accuracy of print and online sources.	4-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.	4-1.2 Evaluate the impact of point of view on literary texts. 4-1.5 Analyze the effect of author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts. 4-2.3 Evaluate informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion). 4-2.7 Evaluate propaganda techniques and rhetorical devices in informational texts.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.	4-1.1 Compare/contrast ideas within and across literary texts to make inferences. 4-1.7 Evaluate an author's use of genre to convey theme. 4-2.2 Compare/contrast information within and across texts to draw conclusion and make inferences.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.	4-1.8 Read independently for extended periods of time for pleasure. 4-2.8 Read independently for extended periods of time to gain information.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and to solve problems.	4-1.8 Read independently for extended periods of time for pleasure. 4-2.8 Read independently for extended periods of time to gain information
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.	4-2.1 Evaluate theses within and across informational texts. 4-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences. 4-2.6 Evaluate information from graphic features (for example, charts and graphs in informational texts). 4-2.7 Evaluate propaganda techniques and rhetorical devices in informational texts.

SPEAKING/LISTENING STANDARDS	
Common Core	**SC Standards**
1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.	4-6.5 Create written words, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
2. Present information, findings, and supporting evidence clearly and concisely.	4-6.2 Use direct quotation, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.	4-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentation, and visual presentations.
4. Demonstrate command of formal Standard English when appropriate to task and audience.	4-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.	
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.	
7. Ask relevant questions to clarify points and challenge ideas.	
8. Respond constructively to advance a discussion and build on the input of others.	

WRITING STANDARDS	
Common Core	**SC Standards**
1. Establish and refine a topic or thesis that addresses the specific task and audience.	**4-4.3** Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions). **4-6.1** Clarify and refine a research topic.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.	**4-6.2** Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
3. Sustain focus on a specific topic or argument.	**4-6.1** Clarify and refine a research topic.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.	**4-5.4** Create **persuasive essays** (for example, editorials, essays, speeches, or reports) that address a specific **audience** and use logical **arguments** supported by facts or expert opinions.
5. Create a logical progression of ideas or events, and convey the relationships among them.	FIRST PART CAN BE CAPTURED, BUT NOT SECOND.
6. Choose words and phrases to express ideas precisely and concisely.	**4-6.4** Use vocabulary (including **Standard American English**) that is appropriate for the particular **audience** or purpose.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.	**4-4.2** Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.	**4-5.5** Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and **audience**.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.	**4-4.4** Use grammatical conventions of written **Standard American English** to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and • idiomatic usage. **4-4.6 Edit** for the correct mechanics and usage of written **Standard American English** including •internal and end of sentence punctuation, • commas to indicate • appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination,

	• relationship between and among clauses, • placement of modifiers, and • shifts in construction.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.	**4-6.2** Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources. **4-6.3** Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others. **4-6.8** Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.	**4-4.5 Revise** writing to improve clarity, **tone**, **voice**, content, and the development of ideas.
12. Use technology as a tool to produce, edit, and distribute writing.	**4-6.6** Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations. **4-6.7** Use a variety of print and electronic reference materials.
When **writing to inform or explain**, students must also do the following:	
13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.	**4-6.2** Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.	**4-6.5** Create written works, oral and auditory presentations, and visual presentations that are designed for a specific **audience** and purpose.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.	**4-6.2** Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources
When **writing arguments**, students must also do the following:	
16. Establish a substantive claim, distinguishing it from alternate or opposing claims.	CANNOT MATCH SECOND HALF
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.	**4-5.4** Create **persuasive essays** (for example, editorials, essays, speeches, or reports) that address a specific **audience** and use logical **arguments** supported by facts or expert opinions.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.	CANNOT FIND A MATCH

National Common Core Standards Alignment SC Mathematics Standards

Standard for Mathematical Practice	**Related Topics in S. C. Academic Standards for Mathematics**
Core Practices • Attend to precision. • Construct viable arguments. • Make sense of complex problems and persevere in solving them. • Look for and make use of structure. • Look for and express regularity in repeated reasoning. • Make strategic decisions about the use of technological tools.	The core practices align to the mathematical processes that are the foundation for the S. C. Academic Standards for Mathematics. These are embedded and woven throughout the S. C. Academic Standards for Mathematics. Attending to precision is addressed throughout measurement standards/indicators throughout grades K-12. Selecting and using appropriate tools, including technological tools, is also addressed throughout grades K-12.
Standards for Mathematical Content	**Related Topics in S. C. Academic Standards for Mathematics**
• **Number**. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra. **Core Concepts** Students understand that: A. The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line. B. Quantities can be compared using division, yielding rates and ratios. C. A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value. D. Place value and the rules of arithmetic form the foundation for efficient algorithms. **Core Skills** Students can and do: 1. Compare numbers and make sense of their magnitude. 2. Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently. 3. Use mental strategies and technology to formulate, represent and solve problems. 4. Solve multi-step problems involving fractions and percentages. 5. Use estimation and approximation to solve problems.	Content standards related to number are addressed throughout grades K-12. • comparing sets of objects, • recognizing the effect of computation, • representing place value within specified ranges, • recalling basic computation facts, • estimating items in a set, • understanding equal groupings as they relate to addition, subtraction, multiplication and division, • generating strategies and applying algorithms to compute accurately and fluently with all kinds of numbers, • rounding numbers to specified place values, • symbolically comparing number quantities, including percentages, • applying strategies and procedures to find equivalent forms of numbers, • understanding the concept of odd and even numbers, • understanding the concept of prime and composite numbers, • understanding the concepts of exponents and powers of ten, • understanding the concepts of all subsets of complex numbers; • applying procedures to approximate square and cube roots;

• **Quantity**. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.
Core Concepts
Students understand that:
A. The value of a quantity is not specified unless the units are named or understood from the context.
B. Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.)
C. Quantities can be multiplied or divided to create new types of quantities, called derived quantities.
Core Skills
Students can and do:
1. Know when and how to convert units in computations.
2. Use and interpret quantities and units correctly in algebraic formulas.
3. Use and interpret quantities and units correctly in graphs and data displays.
4. Use units as a way to understand problems and to guide the solution of multi-step problems.
	Content standards related to quantity are addressed throughout grades K-12.
	• representing quantities in word form,
	  • telling time and using a calendar,
	  • making nonstandard measurements and identifying measuring devices, and
	• determining the value of a collection of coins,
	• generating and using common referents for measurements,
	• using thermometers to measure temperature
	• making change,
	• using appropriate tools and units to measure,
	• matching *a.m.* and *p.m.* to familiar situations,
	• using equivalencies to convert units of measure within the U.S. Customary System;
	• applying strategies and procedures to determine elapsed time;
	• using a protractor to measure angles,
	• using equivalencies to convert units of measure within the metric system,
	• applying strategies and formulas to determine perimeter and area,
	• applying strategies and formulas to determine volume,
	• applying strategies and formulas to approximate circumference and area of a circle,
	• applying strategies and procedures to estimate and determine perimeters and areas of irregular shapes,
	• understanding the meaning of absolute value;
	• applying strategies and formulas to determine the surface area and volume of three-dimensional shapes;
	• using one-step unit analysis to convert between and within U.S. Customary System and the metric system; and
	• using multistep unit analysis to convert between and with the U.S. Customary System and the metric system;

• **Expressions**. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value. **Core Concepts** Students understand that: A. Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number. B. Complex expressions are made up of simpler expressions. C. The rules of arithmetic can be applied to transform an expression without changing its value. D. Rewriting expressions in equivalent forms serves a purpose in solving problems. **Core Skills** Students can and do: 1. See structure in expressions. 2. Manipulate simple expressions. 3. Define variables and write an expression to represent a quantity in a problem. 4. Interpret an expression that represents a quantity in terms of the context.	Content standards related to expressions are addressed throughout grades K-12. • translating patterns into rules, • translating among letters, symbols, and words to represent quantities in a simple mathematical expression or equation; • applying procedures to find the value of an unknown in a simple whole-number equation; • applying order of operations, • applying procedures to find the value of an expression; • applying procedures and order of operations to simplify expressions ,

• **Equations**. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. **Core Concepts** Students understand that: A. An equation is a statement that two expressions are equal. B. The solutions of an equation are the values of the variables that make the resulting numerical statement true. C. The steps in solving an equation are guided by understanding and justified by logical reasoning. D. Equations not solvable in one number system may have solutions in a larger number system. **Core Skills** Students can and do: 1. Understand a problem and formulate an equation to solve it. 2. Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality. 3. Rearrange formulas to isolate a quantity of interest. 4. Solve systems of equations. 5. Solve linear inequalities in one variable and graph the solution set on a number line. 6. Graph the solution set of a linear inequality in two variables on the coordinate plane.	Content standards related to equations are addressed throughout grades K-12. • Using equations to model problem situations, • using inverse operations to solve equations, • using equations to model problem situations, • using inverse operations to solve inequalities; • solving systems of equations and inequalities; • solving linear inequalities graphically; • graphing solution sets of systems of equations and inequalities; • applying procedures to find the value of an unknown in an equation;

• **Functions**. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models. **Core Concepts** Students understand that: A. A function is a rule, often defined by an expression, which assigns a unique output for every input. B. The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane. C. Functions model situations where one quantity determines another. D. Common functions occur in families where each member describes a similar type of dependence. **Core Skills** Students can and do: 1. Recognize proportional relationships and solve problems involving rates and ratios. 2. Describe the qualitative behavior of common types of functions using graphs and tables. 3. Analyze functions using symbolic manipulation. 4. Use the families of linear and exponential functions to solve problems. 5. Find and interpret rates of change.	Content standards related to functions are addressed throughout grades K-12. • using proportions to determine unit rates, • using a scale to determine distance, • understanding how patterns relate to computation • applying procedures to solve multistep equations; • classifying relationships between two variables as either linear or nonlinear; • identifying the coordinates of the x- and y-intercepts of a linear equation; • understanding slope as a constant rate of change; • applying the Pythagorean theorem;
• **Modeling**. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions. **Core Concepts** Students understand that: A. Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems. B. Even very simple models can be useful. **Core Skills** Students can and do: 1. Model numerical situations. 2. Model physical objects with geometric shapes. 3. Model situations with equations and inequalities. 4. Model situations with common functions. 5. Model situations using probability and statistics. 6. Interpret the results of applying a model and compare models for a particular situation.	Content standards related to modeling are addressed throughout grades K-12. • Construct a model to represent numerical situations. • Construct a model of physical objects with geometric shapes. • Construct an algebraic model for situations involving equations and inequalities. • Construct function models for problem situations and make decisions based on the model • model situations using probability and statistics. • Determine probability of an event by using a geometric model • Interpret the results of applying a model • Compare different models of problem situation and make conjectures.

• **Shape**. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. **Core Concepts** Students understand that: A. Shapes and their parts, attributes, and measurements can be analyzed deductively. B. Congruence, similarity, and symmetry can be analyzed using transformations. C. Mathematical shapes model the physical world, resulting in practical applications of geometry. D. Right triangles and the Pythagorean Theorem are central to geometry and its applications, including trigonometry. **Core Skills** Students can and do: 1. Use multiple geometric properties to solve problems involving geometric figures. 2. Prove theorems, test conjectures and identify logical errors. 3. Construct and interpret representations of geometric objects. 4. Solve problems involving measurements. 5. Solve problems involving similar triangles and scale drawings. 6. Apply properties of right triangles and right triangle trigonometry to solve problems.	Content standards related to shape are addressed throughout grades K-12. • identifying two- and three-dimensional shapes, • representing basic two-dimensional shapes, • classifying two-dimensional shapes as polygons or nonpolygons, • identifying line symmetry, • classifying based on attributes, • identifying multiple lines of symmetry, • predicting results of combing and subdividing two-dimensional shapes, • understanding the attributes of circles; • classifying polygons; • classifying lines, line segments, and angles; • predicting the results of one or more transformations; • generating strategies to determine perimeters of polygons; • analyzing quadrilaterals; • analyzing shapes for rotational symmetry, • using a protractor to measure angles, • applying formulas to determine perimeter and area, • applying strategies and formulas to determine volume, • applying properties of right triangles and right triangle trigonometry to solve problems, • constructing two-dimensional shapes with rotational symmetry, • classifying shapes as similar or congruent and justify conjectures, • identifying pairs of angles that are complementary or supplementary, • applying strategies and formulas to approximate circumference and area of a circle, • applying strategies and procedures to estimate and determine perimeters and areas of irregular shapes, • translating between two- and three-dimensional representations of compound figures; • creating tessellations with transformations and explaining the angle-measure relationships among shapes that tessellate; • applying the Pythagorean theorem; • applying strategies and formulas to determine the surface area and volume of three-dimensional shapes;

• **Coordinates**. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving. **Core Concepts** Students understand that: A. Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates. B. Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other. C. The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves. **Core Skills** Students can and do: 1. Translate fluently between lines in the coordinate plane and their equations. 2. Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs. 3. Use coordinates to solve geometric problems.	Content standards related to coordinates are addressed throughout grades K-12. • using positional and directional words to describe location and movement, • representing location of points in all four quadrants, • identifying the coordinates of the *x*- and *y*-intercepts of a linear equation; • using ordered pairs, equations, intercepts, and intersections to locate points and lines in a coordinate plane; • applying a dilation on a square, rectangle, or right triangle in a coordinate plane and analyzing the effect;

• **Probability**. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. **Core Concepts** Students understand that: A. Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence. B. The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies. C. The laws of probability govern the calculation of probabilities of combined events. D. Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness. **Core Skills** Students can and do: 1. Compute theoretical probabilities by systematically counting points in the sample space. 2. Interpret probabilities of compound events using concepts of independence and conditional probability. 3. Compute probabilities of compound events. 4. Estimate probabilities empirically. 5. Identify and explain common misconceptions regarding probability. 6. Adapt probability models to solve real-world problems.	Content standards related to probability are addressed throughout grades K-12. • understanding when the probability of an event is 0 or 1. • analyzing possible outcomes for a simple event. • concluding why the sum of the probabilities of the outcomes of an experiment must equal 1. • applying procedures to calculate the probability of complementary events. • applying procedures to calculate the interquartile range and the probability of mutually exclusive events. • applying procedures to compute the odds of a given event and make decisions. • applying procedures to compute conditional probabilities and make decisions • construct sample spaces for events and compute theoretical probabilities •

• **Statistics**. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. **Core Concepts** Students understand that: A. Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions. B. Visual displays and summary statistics condense the information in data sets into usable knowledge. C. Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic. D. The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions. **Core Skills** Students can and do: 1. Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question. 2. Use appropriate displays and summary statistics for data. 3. Interpret data displays and summaries critically; draw conclusions and develop recommendations. 4. Draw statistical conclusions involving population means or proportions using sample data. 5. Evaluate reports based on data.	Content standards related to statistics are addressed throughout grades K-12. • organizing data in graphic displays and interpreting data. • using survey questions to generate data and making predictions based on data. • creating survey questions to collect data • inferring trends and making predictions based on data sets • applying a procedure to find the range of a data set; • comparing the benefits of multiple representations of a given data set; • interpreting data in graphic displays with increments greater or equal to one; and • applying procedures to calculate the measures of central tendency and other summary statistics, • solving problems related to means or proportions of data sets • apply knowledge of normal distribution and standard deviations to solve problems

Appendix B2A

Smarter Balance Assessment Consortium
Document of Commitment

Please sign and return by April 15, 2010 to
Tony Alpert, Director of Assessment, Oregon Department of Education

Email as PDF attachment to: Tony.Alpert@ode.state.or.us , or
Fax: 503-378-5156

The Document of Commitment may be returned after April 15, allowing a state to begin to participate as a voting Member State from the date of commitment. Signature on this document indicates support of decisions made prior to Consortia receipt of this document.

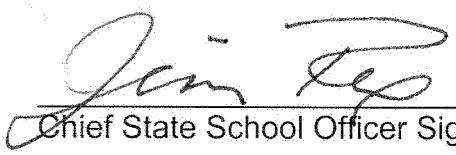
Complete descriptions of the responsibilities and time commitments of various levels of consortium governance are provided in the Governance Structure document. This initial governance structure refers to the *proposal process only.* Governance structure will be revised after proposal acceptance to reflect long-term needs during the grant implementation period.

State Name: _____South Carolina_____

Please indicate which governance levels are of interest to your state at this time.

- [X] **Member State –** May also sign as member state for other consortia, may participate in setting general direction, may vote on selected issues.
- [ ] **Governing State –** May only sign with one consortia per competition category; has an active role in policy decisions, is committed to using the assessment system or program developed.

- [ ] Please consider my state for representation on the **steering committee**. (10 hr/wk)
- [ ] Please consider my state for representation on the **proposal design team** (20 hr/wk)
- [ ] We are interested in participating in the following **work groups** (variable hr/wk)
  - [ ] Item Specs/Quality Control, Writing/Constructed Response Scoring/Validity
  - [ ] Psychometrics, Reliability, Standard Setting, Reporting
  - [ ] Universal Design, Test Administration, Accommodations, Special Populations
  - [ ] Technical Specifications/Requirements
  - [ ] Communications and Documentation
  - [ ] External Validation, Research and Innovations
  - [ ] Professional Development and Capacity Building (IT and Human)
  - [ ] Formative and Benchmark Assessment
  - [ ] Performance-Based, Curriculum-Embedded Assessments
  - [ ] High School and Higher Education



Chief State School Officer Signature

4-20-10
Date

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS
MEMORANDUM OF UNDERSTANDING

Purpose. This document commits states to participate in the Partnership for Assessment of Readiness for College and Career, a state-led consortium that will collaborate on the development of common, high-quality assessments aligned to the Common Core State Standards (CCSS) in English language arts and mathematics for grades 3-8 and high school. The primary goal of the Partnership's work is to measure and document students' college and career readiness against common academic standards and to measure students' progress toward this target throughout the rest of the system.

While participating in the Partnership demonstrates the state's commitment to pursue a common assessment system that enables comparisons against the CCSS across all Partnership states, it does not commit the state to a specific assessment design at this point. Partnership states are still considering several options for the design of a common assessment system in pursuit of the Race to the Top (RTTT) Comprehensive Assessments Grant and will not be asked to commit to the Partnership's application until a later date. Until that time, all participating states will have the opportunity to contribute to and shape the Partnership's proposal.

Preliminary Design Principles. Partnership states have identified the following major purposes and uses for the assessment system. As the Partnership collaborates to develop its application for the RTTT assessment competition, these purposes will guide its work.

- The primary purpose is to measure and document students' **college and career readiness** and to measure students' progress toward this target throughout the rest of the system. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in participating states.

- Additionally, the partnership is committed to ensuring that the assessment results:
  - Are **comparable across states** at the student level;
  - Meet **internationally rigorous benchmarks**;
  - Support valid assessment of **student longitudinal growth**; and
  - Serve as a **signal for good instructional practices**.

- The results must be able to support multiple levels and forms of accountability including:
  - Decisions about **promotion and graduation for individual students**,
  - **Teacher and leader evaluations**, and
  - **School accountability** determinations.

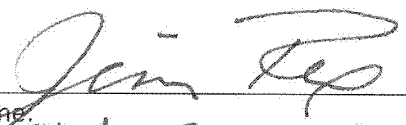
Roles and Responsibilities of Partnership States. The Partnership will employ a multi-level governance and management structure designed to guide the partnership through the submission of the proposal.

- The **Governing States** are comprised of a representative group of leaders from Partnership states that are committed to implementing the assessment system developed by the partnership, should it win a grant from the Race to the Top Comprehensive Assessment System competition, and are responsible for guiding the proposal development process. Each Governing State will commit a team comprised of the chief, assessment director, and other key officials from the SEA, Governor's office, and higher education as appropriate.
- The **Proposal Design Team** will include officials from partnership states who will work with an advisory group of national and international experts to create an assessment system design for the Partnership's proposal. The design team will include as many states as are interested in and capable of contributing to and shaping the design of the proposed next generation assessment system.

- **Participating States** will include other partnership states that are unable to provide staff time to the design team but will provide rapid feedback on drafts of the proposal through the development phase.

State Commitment. This memorandum of understanding is voluntary and non-binding for states. States signing this MOU should do so with the intent of continuing in the Partnership through the proposal development, assessment development, and implementation phases. However, there will be an opportunity for states re-assess their participation in the Partnership before it submits its application for a Race to the Top Comprehensive Assessment Systems Grant by June 23, 2010.

Agreement. The undersigned state leader agrees to the process and structure as described above and attests accordingly by his/her signature below.

Signature(s) for the State of:	
Authorized State Signature: 	
Name: State Superintendent	Date: 5-7-10
Title:	

Jim Rex, South Carolina State Superintendent

Members of the Career and Technical Education Consortium of States (CTECS)

State
1. Alabama
2. Arizona
3. Idaho
4. Kentucky
5. Louisiana
6. Maine
7. Maryland
8. Minnesota
9. Pennsylvania
10. South Carolina
11. Virginia
12. Wyoming
Total

Appendix B2B – South Carolina's Participation in Assessment Consortia

South Carolina has successfully demonstrated its commitment to developing accessible, valid assessments and has implemented high-quality assessments as a member of consortia:

- English Language Development Assessment (ELDA) – Development of the ELDA was a collaborative effort of member states in the LEP State Collaborative on Assessment and Student Standards (SCASS), the Council of Chief State School Officers (CCSSO), and was partially funded by a grant from the US Department of Education. The first statewide administration of ELDA in South Carolina took place in the spring of 2005 and involved all LEP students in grades 3-12. ELDA for grades K-2 was subsequently developed and was administered statewide for the first time in spring 2006.
- Operationalizing Alternate Assessment for Science Inquiry Skills (OAASIS) – South Carolina received a grant to develop an alternate assessment based on modified achievement standards (AA-MAS) for students with disabilities who do not qualify to take the alternate assessment (AA-AAS), yet continue to score below proficient even after receiving grade-level instruction and accommodations. South Carolina is partnering with Wyoming and South Dakota in this endeavor.
- Test of Emerging Academic English: Listening and Speaking (TEAELS) – The South Carolina Department of Education partnered with the Minnesota Department of The Minnesota Department of Children, Families & Learning (CFL) and the Nevada Department of Education on a 2003 Enhanced Assessment Instruments grant from the U.S. Department of Education to complete the TEAELS project. IT tools were used to develop an authentic, contextually based listening and speaking assessments as well as a web-based framework for on-going staff development to help teachers interpret scores from state assessments.
- Adding Value to Accommodations Decision-Making (AVAD) – South Carolina received a 2006 Enhanced Assessment Instruments grant (EAG) award for the AVAD project. The project period extends from October 1, 2006 to March 31, 2010. Project partners include the Assessing Limited English Proficient (LEP) and Assessing Special Education Students (ASES) SCASS groups. In addition to the Selection Taxonomy for English Language Learner Accommodations (STELLA) and the Accommodations Selection Process (AccSelPro), developed through collaboratives for which South Carolina was the lead state, final deliverables include prototypes of computer-delivered access-enhanced science items.
- South Carolina received grants to study making items more accessible for diverse learners (2004 Enhanced Assessment Instruments grant extending from October 1, 2004 to May 31, 2007). Partners included Maryland State Department of Education, the Pennsylvania Department of

Education, the Minnesota Department of Education, and the Oregon Department of Education. The initiative included: training teachers to develop higher quality classroom assessments; studying standard and non-standard accommodations, score reports, and growth standards for students with disabilities; approaching standard setting for alternate assessment from a new perspective by combining judgmental and empirical approaches to develop growth standards to complement performance status-based standards; producing unique score reports based on focus group input from families, educators, and expert advisory groups; and using empirical methodology to determine whether or not the use of accommodations alters the construct being measured in English language arts and mathematics for grades 3-8.

- South Carolina recently received a grant to develop a biology end of course examination.

South Carolina Department of Education

Together, we can.

Common Core State Standards Initiative

Comparative Review Report

Prepared for the State Board of Education and

the Education Oversight Committee

May 2010

Dr. Jim Rex

State Superintendent of Education

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Introduction

In February 2010, the SBE adopted a goal of to *ensure that the Common Core State Standards (CCSS) maintain South Carolina's rigorous expectations for student learning and, if so, adopt a development and implementation plan for CCSS, aligned curriculum resources, formative/summative assessments, and professional development.* In preparation for meeting this goal, staff members at the South Carolina Department of Education (SCDE) and the Education Oversight Committee (EOC) agreed upon a process and timeline that would allow both bodies to receive staff recommendations on the adoption of the standards. Accommodations have been built into the Common Core State Standards Initiative (CCSSI) that respect each state's unique context and rights to set standards.

After the passage of the Education Accountability Act (EAA) in 1998, the SCDE and EOC staff agreed upon procedures for adopting education standards to carry out the intent of the General Assembly. The EAA requires a cyclical review of standards and assessments by academic area to ensure the state is maintaining high expectations for learning and teaching. The EAA mandates that the South Carolina academic standards reflect the highest level of academic skills to improve the curriculum and instruction in South Carolina's schools so that all students are given the opportunity to learn at unprecedented levels.

This Common Core State Standards Comparative Review Report provides to the SBE and the EOC information detailing South Carolina's efforts, including the following:

- specific details of the Common Core Comparative Review Process that the Common Core Comparative Review Panels (CCCRP) followed;
- information about the rigor and alignment of the CCSS with current South Carolina English language arts (ELA) and mathematics academic standards;
- national and state experts' perspectives of the quality of the CCSS; and
- findings and recommendations related to the adoption and implementation of the CCSS in South Carolina.

Process

With consensus of SCDE and EOC staff members, the procedures for adopting education standards were modified to accommodate the timeline for adopting the CCSS (See Appendices A and B). Staff from the SCDE and EOC jointly attended a November 2009 meeting convened by CCSSO and NGA to learn the details of the CCSSI and the timeline for adoption. During that meeting the group decided to request a joint meeting of the SBE and the EOC to provide an update to members of those groups on the CCSSI. That meeting was held February 8, 2010.

The SCDE's Division of Standards and Learning established a Leadership Team that convened practitioners to examine the draft CCSS documents. The CCSS review and alignment process focused on the criteria of comprehensiveness and balance, rigor, measurability, manageability, organization, and communication.

Because South Carolina's cyclical review process (See Appendix C) places a high premium on the participation of a variety of stakeholders, nominations were solicited from the SBE, the EOC, and South Carolina public school districts. Teachers, school and district administrators, representatives of professional organizations, and representatives of higher education were identified and designated for two CCCRP team panels, one for ELA and one for mathematics. The CCSS ELA standards integrate content from science and social studies to foster thematic instruction and real-life types of problem solving. To expand our perspective and to consider the inclusion of science and social studies content in the ELA standards, science and social studies practitioners were convened to discuss implications for those content areas if the CCSS are adopted (See Appendix D).

The CCCRP panels carefully compared the CCSS content and format with that of South Carolina's ELA and mathematics standards. This comparison resulted in a report on the alignment between the two sets of standards and an assessment of whether the CCSS are at least as rigorous as the current South Carolina standards. In many cases, the CCSS exceeded the rigor of the current South Carolina standards. Panel members conducted a standard-by-standard review of South Carolina standards for assigned grade levels and content areas (ELA and mathematics) and calculated the percentage of standards that were in alignment with the South Carolina ELA or mathematics standards.

Where there are differences between the CCSS and South Carolina's standards, a subset of the CCCRP panels plus new members will continue meeting and will recommend whether action is needed to address differences between the two sets of standards. Recommendations are based on what is crucial to student learning and what is necessary for success in subsequent grade levels. This group will also recommend any additional standards that the SBE and EOC could consider adopting as part of the fifteen percent that states have the discretion to add. This process can occur after the August 2, 2010 deadline.

Step 1 Indicator-to-Indicator Alignment Analysis

Question: What percentage of South Carolina's ELA and mathematics indicators are found in the CCSS?

Rationale: This process was used to assist the CCCRP in the identification and evaluation of the South Carolina indicators in comparison to the CCSS to make decisions about the content that is to be deleted, included in the support materials, or included in the fifteen percent allowed by the CCSSI.

To facilitate this work, each team member was given a data collection sheet that listed each South Carolina standard and its indicators (See Appendix E). Panel members used the following coding system for determining alignment between South Carolina's academic standards in ELA or mathematics and the kindergarten through grade twelve CCSS (ELA/mathematics) documents:

- (A) A match exists between the CCSS and the South Carolina standards indicator at the SAME grade level, or
- (B) A match exists between the CCSS and the South Carolina standards indicator but at a DIFFERENT grade level, or
- (C) No match exists between the two documents at any grade level.

A fourth column on the data collection sheet allowed panel members to provide qualifying comments of differences between the standards and indicators in the two documents. The fifth column on the data collection sheet asked the reviewing panel member to indicate if the two standards documents required similar cognitive demands.

The CCCRP began its alignment review using the CCSS version released prior to March 9, 2010, and finalized the alignment review using the most recent draft CCSS version released by CCSSO and NGA on March 10, 2010. The conclusions included in this report, dated May 12, 2010, reflect the findings for the most recent version of the CCSS.

Indicator-to-Indicator Alignment Analysis for English Language Arts

Kindergarten through Grade Two

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Kindergarten	76%	= to >
Grade One	78%	= to >
Grade Two	83%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

A seventy-nine percent correlation exists between the South Carolina ELA standards and the CCSS for kindergarten through grade two. Concepts included in South Carolina's standards but not emphasized in the CCSS in this grade band include the following: making inferences, recognizing environmental print, distinguishing between fact and opinion, alphabetical order, following directions, and generating ideas for writing. In addition, cause and effect is included only in informational text.

Differences often result based on the language or examples used or a shift in the grade level placement, e.g. *Classify works of fiction (SC)* versus *Explain major differences between poetry and prose (CCSS).*

Overall, both sets of standards are rigorous, but the area of writing at this level is not as stringent in the CCSS as compared to the South Carolina ELA standards. However, the standards which address language in the CCSS document are more detailed in the areas of phonics and phonemic awareness than in the South Carolina standards.

Grades Three through Five

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Grade Three	88%	= to >
Grade Four	82%	= to >
Grade Five	95%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

An eighty-eight percent correlation exists between the third through fifth grade band of the South Carolina ELA standards and the CCSS. Differences are again noted based on the wording used in the CCSS document (e.g. *Classify works of fiction* versus *Demonstrate understanding of common features of legend, myths, and folk- and fairytales)*. One area not addressed directly in the CCSS is prediction. In a few instances, the grade-level designation comes at a higher grade level in the CCSS than in the current South Carolina standards.

Grades Six through Eight

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Grade Six	100%	= to >
Grade Seven	100%	= to >
Grade Eight	91%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The correlation between the CCSS and the South Carolina standards for grades six through eight shows a ninety-seven percent alignment. Propaganda techniques are not directly addressed in the CCSS document in any obvious way. Grade-level placement of standards in the CCSS is very similar to the South Carolina ELA standards. The language of the CCSS continues to present opportunities for clarification.

English 1–English 4

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
English 1	96%	= to >
English 2	96%	= to >
English 3	96%	= to >
English 4	96%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The CCSS and the South Carolina standards show another close alignment for the high school English courses at ninety-six percent. While the specific devices of *figurative language* (SC) and *figures of speech* (CCSS) differ between the two documents, this can be addressed by adding to or deleting from what South Carolina currently includes in its standards. In addition, the CCSS do not include *Spell new words using Greek and Latin roots and affixes* at the high school level; however, the study of Greek and Latin roots related to vocabulary is included in the CCSS in earlier grades.

Overall, the kindergarten through grade twelve CCSS for ELA maintain the same level of higher thinking skills and rigor as the current South Carolina ELA standards. An overall alignment of ninety percent exists between the two sets of standards, with the differences often just in the terminology. Ongoing professional development, coupled with a bridge document, will ensure that South Carolina teachers have the necessary information to provide effective instruction using the CCSS.

Indicator-to-Indicator Alignment Analysis for Mathematics

Kindergarten through Grade Five

Alignment and Cognitive Level between SC Mathematics and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Kindergarten	71%	>=
Grade One	65%	>=
Grade Two	72%	>=
Grade Three	67%	>=
Grade Four	62%	>=
Grade Five	76%	>=

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The CCSS are not organized around the five content strands used in the South Carolina standards; therefore, at each grade level in kindergarten through grade five, indicators related to algebra and data and probability are not explicitly mentioned. The South Carolina indicators related to algebra can be embedded in other areas. For example, South Carolina indicator 3-3.1 requires students to create numeric patterns that involve whole-number operations. Although this indicator is not directly aligned to the CCSS, it can be used as a strategy to deepen students' understanding of whole number operations; therefore, this indicator can be addressed during instruction. These types of examples appear throughout the elementary school standards.

Following the recommendations from the National Mathematics Advisory Panel, the CCSS does not place emphasis on this strand in kindergarten through grade five. The CCSS does use graphs and plots strategically to display data collected as students work in other content such as measurement. Probability, on the other hand, is not mentioned explicitly until grade six; therefore, the South Carolina probability indicators will be evaluated to determine what is essential for student success at that grade level and what is needed to create a seamless articulation of content.

The topic of money is not addressed in the CCSS until grade two at which point students are asked to solve problems involving money. Since the CCSS do not address prior knowledge of money, it may be necessary to include content that is

related to identifying coins, knowing the value of coins, and making exchanges at earlier grade levels.

The CCSS also place a greater emphasis on operations with fractions and decimals in grades three through six.

Grades Six through Eight

Alignment and Cognitive Level between SC Mathematics and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Grade Six	79%	>=
Grade Seven	83%	>=
Grade Eight	93%	>=

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

Although the CCSS include statistics and probability in middle school, several of the South Carolina indicators related to probability were not included in grade six and seven. The remaining middle school content in grade six and seven that is not aligned to the CCSS can be categorized in two ways.

The first category includes indicators that have been previously identified during the National Math Panel Review in 2009 as indicators that needed to be clarified or deleted during the next state standards revision process. Typically, indicators in this category were difficult for teachers to interpret for instructional and assessment purposes. An example is South Carolina indicator 8-4.2, which requires a student to use ordered pairs, equations, intercepts, and intersections to locate points and lines in a coordinate plane.

The second category includes indicators whose content will be considered for inclusion in the fifteen percent allowed by the Common Core. An example is South Carolina indicator 6–3.2, which relates to order of operations.

Also, middle school content has traditionally been focused on building competency and fluency with fractions, decimals, and percents. As a result of the CCSS addressing much of that content in grades three through five, professional development in grades six through eight will need to place a greater emphasis on other areas such as geometry and data and probability.

High School

Alignment and Cognitive Level between SC Mathematics and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Elementary Algebra	98%	>=
Intermediate Algebra	93%	>=
Geometry	75%	>=
Pre-Calculus	88%	>=
Probability and Statistics	85%	>=

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The CCSS high school standards are not organized around courses but around conceptual categories such as functions, algebra, and modeling.

The alignment of content between the CCSS and the South Carolina standards is high in Elementary and Intermediate Algebra but appears to be not as strong in Geometry, Pre-Calculus, and Probability and Statistics.

Overall, this indicator-by-indicator comparison between the *South Carolina Academic Standards for Mathematics 2007* with the CCSS for mathematics yields an alignment of eighty-five percent. However, the CCSS are strongly aligned with the 2006 Standards (National Council of Teachers of Mathematics, 2006) created by the National Council of Teachers of Mathematics as well as with the recommendations of the National Mathematics Advisory Panel. At each grade level the CCSS for mathematics reflect the Focal Points' recommendations for the content to be taught at that grade level. The National Mathematics Advisory Panel recommended that at the earlier grades the focus should be on whole numbers and whole number computations and that data analysis should be de-emphasized. This de-emphasis is reflected in the alignment differences between the CCSS and the South Carolina mathematics standards. The expectations for teaching and learning in the CCSS for mathematics are as high as those in the South Carolina standards.

Step 2 Content-to-Content Alignment Analysis

Question: What percent of the CCSS content in the entire document for ELA and mathematics are South Carolina teachers already teaching?

Rationale: This step compares instructional content; that is, the process ensures a direct comparison and compensates for the fact that the alignment analysis is comparing documents created from different assumptions. The step will also assist the CCCRP in the identification of what content would be new to South Carolina teachers in the event that the CCSS are adopted. In addition, the analysis will show how close South Carolina is to meeting the expectations of the CCSS.

The ELA and mathematics content described in the CCSS was compared with the content found in South Carolina standards. This step makes it possible to compare the content coverage required by the CCSS with that required by the state standards. In both content areas, an overall alignment of ninety-seven percent between the CCSS and the South Carolina standards was found.

Content-to-Content Alignment Analysis Findings for ELA

Grade Level	Content Alignment Percentages	New Content
Kindergarten	96%	2 of the SC indicators for this grade level are not included in the CCSS. These deal with environmental print and generating ideas for writing.
First Grade	94%	4 of the SC indicators for this grade level are not included in the CCSS. These deal with facts and opinions, alphabetizing words to the first letter, environmental print, and following one-and two step oral directions.
Second Grade	92%	3 of the SC indicators for this grade level are not included in the CCSS. These deal with alphabetizing words, generating ideas for writing and following multi-step directions.
Third Grade	100%	No new content
Fourth Grade	100%	No new content
Fifth Grade	99%	No new content
Sixth Grade	100%	2 of the SC indicators for this grade level are not included in the CCSS. These deal with interpreting information from graphic features and propaganda techniques.
Seventh Grade	100%	1 of the SC indicators for this grade level is not included in the CCSS. This indicator deals with propaganda techniques.
Eighth Grade	98%	1 of the SC indicators for this grade level is not included in the CCSS. This indicator deals with propaganda techniques.

English 1	96%	1 of the SC indicators for this course is not included in the CCSS. This indicator deals with using Greek and Latin roots and affixes to spell words.
English 2	96%	1 of the SC indicators for this course is not included in the CCSS. This indicator deals with using Greek and Latin roots and affixes to spell words.
English 3	96%	1 of the SC indicators for this course is not included in the CCSS. This indicator deals with using Greek and Latin roots and affixes to spell words.
English 4	96%	1 of the SC indicators for this course is not included in the CCSS. This indicator deals with using Greek and Latin roots and affixes to spell words.

Content-to-Content Alignment Analysis Findings for Mathematics

Grade Level	Content Alignment Percentages	New Content at Each Grade Level
Kindergarten	100%	No new content
First Grade	91%	3 of the 34 CCSS will be new SC content. This content is related to geometry and finding one of three unknowns in addition and subtractions equations.
Second Grade	100%	3 of the 36 CCSS will be new grade level content. This content is related to operations with three digit whole numbers.
Third Grade	94%	3 of the 49 CCSS will be new to the SC standards. 8 of the 49 CCSS will be new grade level content. The new content is related to operations with fractions, area, and finding one of three numbers in multiplication and division equations.
Fourth Grade	97%	1 of the 37 CCSS will be new to the SC standards. 4 of the 37 will be new grade level content. The new content is related to operations with fractions.
Fifth Grade	100%	5 of the 43 CCSS will be new grade level content. The new content is related to operations with fractions.
Sixth Grade	100%	4 of the 46 CCSS will be new grade level content. The new content is related to absolute value, volume and square/cube roots.
Seventh Grade	100%	4 of the 43 CCSS will be new grade level content. The new content is related to algebraic expressions and irrational numbers.
Eighth Grade	100%	12 of the 39 CCSS will be new grade level content. The new content is related to algebra concepts, systems of linear equations and geometry.

High School	92%	21 out of the 260 CCSS will be new content for high school teachers. The new content is related to vectors, matrices, comparing polynomial functions, probability, ellipses and foundational calculus concepts.

The following pages provide a detailed listing of the CCSS mathematics content and the corresponding South Carolina mathematics indicators in red (e.g., K-2.1). Content that is new to the South Carolina mathematics standards is labeled in red as NEW.

Mathematics Kindergarten

100% of the CCSS for kindergarten represent content that is either directly aligned to or an extension of current South Carolina content.

No new content.

Number—Counting and Cardinality K-NCC

Number names

1. Say the number name sequence to 100. K–2.1
2. Know the decade words to ninety and recite them in order (—ten, twenty, thirty). 2-2.3
3. Say the number name sequence forward or backward beginning from a given number within the known sequence (instead of always beginning at 1). K-2.1
4. Write numbers from 1 to 20 in base-ten notation. K–2.2

Counting to tell the number of objects

5. Count to answer —how many questions about as many as 20 things. *Objects may be arranged in a line, a rectangular array, a circle, or a scattered configuration.* K–2.2, 1–2.1
6. Understand that when counting objects,
   a. The number names are said in the standard order. K–2.1
   b. Each object is paired with one and only one number name. K–2.1
   c. The last number name said tells the number of objects counted. K–2.1
7. Understand that when counting forward, each successive number name refers to a quantity that is 1 larger. K–2.1

Comparing and ordering numbers

8. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. *Include groups with up to ten objects.* K–2.3

9. Compare and put in order numbers between 1 and 10 presented in written symbols: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. K–2.1

Number—Operations and the Problems They Solve K-NOP

Composing and decomposing numbers; addition and subtraction

1. Understand addition as putting together—e.g., finding the number of objects in a group formed by putting two groups together. Understand subtraction as taking apart—e.g., finding the number of objects left when a one group is taken from another. K–2.5
2. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Note that drawings need not show details, but should show the mathematics in the problem. (This note also applies wherever drawings are mentioned in subsequent standards.)* K–2.4
3. *Decompose numbers less than or equal to 10 into pairs in various ways, e.g., using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3). Compose numbers whose sum is less than or equal to 10, e.g., using objects or drawings, and record each composition by a drawing or equation (e.g., 3 + 1 = 4). K–2.4
4. Compose and decompose numbers less than or equal to 10 in two different ways, and record compositions and decompositions by drawings or equations. *For example, 7 might be composed or decomposed in two different ways by a drawing showing how a group of 2 and a group of 5 together make the same number as do a group of 3 and a group of 4.* K–2.4
5. *Understand that addition and subtraction are related. *For example, when a group of 9 is decomposed into a group of 6 and a group of 3, this means not only 9 = 6 + 3 but also 9 – 3 = 6 and 9 – 6 = 3.* K–2.4
6. *Solve addition and subtraction word problems, and calculate additions and subtractions within 10, e.g., using objects or drawings to represent the problem. K–2.4
7. Fluently add and subtract, for sums and minuends of 5 or less.K-2.4

Number—Base Ten K-NBT

Two-digit numbers

1. Understand that 10 can be thought of as a bundle of ones—a unit called a —ten. K–2.6 and K–2.7
2. Understand that a teen number is composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. K–2.6
3. Compose and decompose teen numbers into a ten and some ones, e.g., by using objects or drawings, and record the compositions and decompositions in base-ten notation. *For example, 10 + 8 = 18 and 14 = 10 + 4*. K–2.6
4. Put in order numbers presented in base-ten notation from 1 to 20 (inclusive), and be able to explain the reasoning. K–2.1
5. Understand that a decade word refers to one, two, three, four, five, six, seven, eight, or nine tens. K–2.6

6. Understand that the two digits of a two-digit number represent amounts of tens and ones. *In 29, for example, the 2 represents two tens and the 9 represents nine ones.* K-2.6 and K–2.7

Composing and decomposing ten

7. Decompose 10 into pairs of numbers, e.g., by using objects or drawings, and record each decomposition with a drawing or equation. K–2.4
8. Compose numbers to make 10, e.g., by using objects or drawings, and record each composition with a drawing or equation. K–2.4
9. *For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K–2.4

Measurement and Data K-MD

Direct measurement

1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest. K–5.3
2. Directly compare two objects with a measurable attribute in common, to see which object has —more of the attribute. *For example, directly compare the heights of two books and identify which book is taller*. K–5.2 and K–5.3

Representing and interpreting data

3. Classify objects or people into given categories; count the numbers in each category and sort the categories by count. *Limit category counts to be less than or equal to 10.* K–2.1

Geometry K-G

Shapes, their attributes, and spatial reasoning

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. K–4.3
2. Understand that names of shapes apply regardless of the orientation or overall size of the shape. *For example, a square in any orientation is still a square. Students may initially need to physically rotate a shape until it is "level" before they can correctly name it.* K-3.4
3. Understand that shapes can be two-dimensional (lying in a plane, —flat) or three-dimensional (—solid). K–3.4, K–4.1 and K–4.2
4. Understand that shapes can be seen as having parts, such as sides and vertices (—corners), and that shapes can be put together to compose other shapes. K–3.4
5. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, component parts (e.g., number of sides and vertices) and other attributes (e.g., having sides of equal length).
K–3.4, K–4.1, K–4.2, 1–4.1, 1–4.2 and 2–4.1

6. Combine two- or three-dimensional shapes to solve problems such as deciding which puzzle piece will fit into a place in a puzzle. K–4.1

Mathematics Grade One

91% of the CCSS first grade standards represent content that is either directly aligned to or an extension of current South Carolina content.

3 of the 34 CCSS will be new content for first grade teachers related to geometry and finding one of three unknown values in addition and subtraction equations.

Number—Operations and the Problems They Solve 1-NOP

Addition and subtraction

1. *Understand the properties of addition.
   a. Addition is commutative. *For example, if 3 cups are added to a stack of 8 cups, then the total number of cups is the same as when 8 cups are added to a stack of 3 cups; that is, 8 + 3 = 3 + 8. 1–3.3*
   b. Addition is associative. *For example, 4 + 3 + 2 can be found by first adding 4 + 3 = 7 then adding 7 + 2 = 9, or by first adding 3 + 2 = 5 then adding 4 + 5 = 9.* 5–3.4
   c. 0 is the additive identity. 1-2.6
2. *Explain and justify properties of addition and subtraction, e.g., by using representations such as objects, drawings, and story contexts. Explain what happens when:
   a. The order of addends in a sum is changed in a sum with two addends. 1-3.3
   b. 0 is added to a number. 1-2.6
   c. A number is subtracted from itself. NEW
   d. One addend in a sum is increased by 1 and the other addend is decreased by 1. *Limit to two addends.* NEW
3. *Understand that addition and subtraction have an inverse relationship. *For example, if 8 + 2 = 10 is known, then 10 – 2 = 8 and 10 – 8 = 2 are also known.* 1-2.7
4. *Understand that when all but one of three numbers in an addition or subtraction equation are known, the unknown number can be found. *Limit to cases where the unknown number is a whole number.* NEW
5. Understand that addition can be recorded by an expression (e.g., 6 + 3), or by an equation that shows the sum (e.g., 6 + 3 = 9). Likewise, subtraction can be recorded by an expression (e.g., 9 – 5), or by an equation that shows the difference (e.g., 9 – 5 = 4). 1-2.8

Describing situations and solving problems with addition and subtraction

6. Understand that addition and subtraction apply to situations of adding-to, taking-from, putting together, taking apart, and comparing. *See Glossary, Table 1.* 1–2.8

7. *Solve word problems involving addition and subtraction within 20, e.g., by using objects, drawings and equations to represent the problem. *Students should work with all of the addition and subtraction situations shown in the Glossary, Table 1, solving problems with unknowns in all positions, and representing these situations with equations that use a symbol for the unknown (e.g., a question mark or a small square). Grade 1 students need not master the more difficult problem types.* 1 – 2.8
8. Solve word problems involving addition of three whole numbers whose sum is less than or equal to 20. NEW

Number—Base Ten 1-NBT

Numbers up to 100

1. Read and write numbers to 100. 1–2.1
2. Starting at any number, count to 100 or beyond. 1-2.1
3. Understand that when comparing two-digit numbers, if one number has more tens, it is greater; if the amount of tens is the same in each number, then the number with more ones is greater. 1–2.5
4. Compare and order two-digit numbers based on meanings of the tens and ones digits, using > and < symbols to record the results of comparisons. 1–2.5

Adding and subtracting in base ten

5. Calculate mentally, additions and subtractions within 20.
   a. Use strategies that include counting on; making ten (for example, 7 + 6 = 7 + 3 + 3 = 10 + 3 = 13); and decomposing a number (for example, 17 – 9 = 17 – 7 – 2 = 10 – 2 = 8). 1-2.6
6. Demonstrate fluency in addition and subtraction within 10. 1–2.8
7. Understand that in adding or subtracting two-digit numbers, one adds or subtracts like units (tens and tens, ones and ones) and sometimes it is necessary to compose or decompose a higher value unit. 1-2.8
8. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count. 1-2.8
9. Add one-digit numbers to two-digit numbers, and add multiples of 10 to one-digit and two-digit numbers. 1–2.8
10. Explain addition of two-digit numbers using concrete models or drawings to show composition of a ten or a hundred. 1–2.8
11. *Add two-digit numbers to two-digit numbers using strategies based on place value, properties of operations, and/or the inverse relationship between addition and subtraction; explain the reasoning used. 1–2.8

Measurement and Data 1-MD

Length measurement

1. Order three objects by length; compare the length of two objects indirectly by using a third object. 1–5.6
2. Understand that the length of an object can be expressed numerically by using another object as a length unit (such as a paper-clip, yardstick, or inch length on a ruler). The object to be measured is partitioned into as many equal parts as possible with the same length as the length unit. The length measurement of the object is the number of length units that span it with no gaps or overlaps. *For example, "I can put four paperclips end to end along the pencil, so the pencil is four paperclips long."* 1-5.5 and 1–5.6
3. Measure the length of an object by using another object as a length unit. 1–5.5 and 1–5.6

Time measurement

4. Tell time from analog clocks in hours and half- or quarter-hours. 1–5.8

Representing and interpreting data

5. Organize, represent, and interpret data with several categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. 1–6.2 and 1–6.3

Geometry 1-G

Shapes, their attributes, and spatial reasoning

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes. 1–4.3
2. Understand that shapes can be joined together (composed) to form a larger shape or taken apart (decomposed) into a collection of smaller shapes. Composing multiple copies of some shapes creates tilings. *In this grade, "circles," "rectangles," and other shapes include their interiors as well as their boundaries.* 2–4.3 and 3–4.7
3. Compose two-dimensional shapes to create a unit, using cutouts of rectangles, squares, triangles, half-circles, and quarter-circles. Form new shapes by repeating the unit. 2–4.3 and 3–4.7
4. Compose three-dimensional shapes to create a unit, using concrete models of cubes, right rectangular prisms, right circular cones, and right circular cylinders. Form new shapes by repeating the unit. *Students do not need to learn formal names such as "right rectangular prism."* NEW
5. Decompose circles and rectangles into two and four equal parts. Describe the parts using the words *halves*, *fourths*, and *quarters*, and using the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the parts. Understand that decomposing into more equal shares creates smaller shares. 3-4.7
6. Decompose two-dimensional shapes into rectangles, squares, triangles, half-circles, and quarter-circles, including decompositions into equal shares. 3-4.7

Mathematics Grade Two

92 % of the CCSS for second grade represent content that is either directly aligned to or an extension of current South Carolina content.

3 of the 36 CCSS will be new content for second grade teachers related to operations with three digit whole numbers.

Number—Operations and the Problems They Solve 2-NOP

Addition and subtraction

1. *Explain and justify properties of addition and subtraction, e.g., by using representations such as objects, drawings, and story contexts. Include properties such as:
a. Changing the order of addends does not change their sum. 2–2.8
b. Subtracting one addend from a sum of two numbers results in the other addend. 2–2.8
c. If more is subtracted from a number, the difference is decreased, and if less is subtracted the difference is increased. 2–2.8
d. In an addition equation, each addend can be decomposed and the parts can be recombined in any order without changing the sum. *For example, 5 + 3 = 8. Because 5 decomposes as 4 + 1, the first addend can be replaced by 4 + 1, yielding (4 + 1) + 3 = 8. Recombining in two different orders: 4 + 4 = 8, also 7 + 1 = 8.* 2–2.8

Describing situations and solving problems with addition and subtraction

2. *Solve word problems involving addition and subtraction within 100, e.g., by using drawings or equations to represent the problem. *Students should work with all of the addition and subtraction situations shown in the Glossary, Table 1, solving problems with unknown sums, addends, differences, minuends, and subtrahends, and representing these situations with equations that use a symbol for the unknown (e.g., a question mark or a small square). Focus on the more difficult problem types.* 2–2.7
3. Solve two-step word problems involving addition and subtraction within 100, e.g., by using drawings or equations to represent the problem. 2–2.7

Number—Base Ten 2-NBT

Numbers up to 1000

1. Understand that 100 can be thought of as a bundle of tens—a unit called a hundred. 2–2.10
2. Read and write numbers to 1000 using base-ten notation, number names, and expanded form. 2-2.1
3. Count within 1000; skip count by 2s, 5s, 10s, and 100s. 2-3.1

4. Understand that when comparing three-digit numbers, if one number has more hundreds, it is greater; if the amount of hundreds is the same in each number, then the number with more tens is greater. If the amount of tens and hundreds is the same in each number, then the number with more ones is greater. 2–2.10

5. Compare and order three-digit numbers based on meanings of the hundreds, tens, and ones digits. 2–2.4

Adding and subtracting in Base Ten

6. Fluently add and subtract within 20. By end of Grade 2, know from memory sums of one-digit numbers. 2–2.8

7. Mentally compute sums and differences of multiples of 10. *For example, mentally calculate 130–80.* 2–2.7

8. Understand that in adding or subtracting three-digit numbers, one adds or subtracts like units (hundreds and hundreds, tens and tens, ones and ones) and sometimes it is necessary to compose or decompose a higher value unit. NEW (3 digits)

9. Given a number from 100 to 900, mentally find 10 more or 10 less than the number, and mentally find 100 more or 100 less than the number, without counting. NEW

10. Understand that algorithms are predefined steps that give the correct result in every case, while strategies are purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. *For example, one might mentally compute 503 – 398 as follows: 398 + 2 = 400, 400 + 100 = 500, 500 + 3 = 503, so the answer is 2 + 100 + 3, or 105.* 2-2.7

11. *Compute sums and differences of one-, two-, and three-digit numbers using strategies based on place value, properties of operations, and/or the inverse relationship between addition and subtraction; explain the reasoning used. 2-2.7

12. *Explain why addition and subtraction strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings or objects. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.* 2–2.7

13. Compute sums of two three-digit numbers, and compute sums of three or four two-digit numbers, using the standard algorithm; compute differences of two three-digit numbers using the standard algorithm.
NEW (3 and 4 digits)

Measurement and Data 2-MD

Length measurement

1. Understand that 1 inch, 1 foot, 1 centimeter, and 1 meter are conventionally defined lengths used as standard units. 2–5.3
2. Measure lengths using measurement tools such as rulers, yardsticks and measuring tapes; understand that these tools are used to find out how many standard length units span an object with no gaps or overlaps, when the 0 mark of the tool is aligned with an end of the object. 2–5.3
3. Understand that when measuring a length, if a smaller unit is used, more copies of that unit are needed to measure the length than would be necessary if a larger unit were used. 2–5.6
4. Understand that units can be decomposed into smaller units, e.g., 1 foot can be decomposed into 12 inches and 1 meter can be decomposed into 100 centimeters. A small number of long units might compose a greater length than a large number of small units. 2–5.6
5. Understand that lengths can be compared by placing objects side by side, with one end lined up. The difference in lengths is how far the longer extends beyond the end of the shorter. 2–5.6
6. Understand that a sum of two whole numbers can represent a combination of two lengths; a difference of two whole numbers can represent a difference in length; find total lengths and differences in lengths using addition and subtraction. 2–5.6

Time and money

7. Find time intervals between hours in one day. 2-5.7
8. Solve word problems involving dollar bills, quarters, dimes, nickels and pennies. *Do not include dollars and cents in the same problem.* 2–5.1 and 2–5.2

Representing and interpreting data

9. Generate measurement data by measuring whole-unit lengths of several objects, or by making repeated measurements of the same object. Show the measurements by making a dot plot, where the horizontal scale is marked off in whole-number units. 2–5.4 and 2–5.5
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with several categories. Connect representations on bar graph scales, rulers, and number lines that begin with zero. Solve simple Put Together/Take Apart and Compare problems using information presented in a bar graph. *See Glossary, Table 1.* 2–6.2

Geometry 2-G

Shapes, their attributes, and spatial reasoning

1. Understand that different categories of shapes (e.g., rhombuses, trapezoids, rectangles, and others) can be united into a larger category (e.g., quadrilaterals) on the basis of shared attributes (e.g., having four straight sides). 2-4.3
2. Identify and name polygons of up to six sides by the number of their sides or angles. 2–4.3
3. Recognize rectangles, rhombuses, squares and trapezoids as examples of quadrilaterals; draw examples of quadrilaterals that do not belong to any of these subcategories. 2–4.3
4. Draw and identify shapes that have specific attributes, such as number of equal sides or number of equal angles. *Sizes of lengths and angles are compared directly or visually, not compared by measuring.* 2–4.3
5. Recognize objects as resembling spheres, right circular cylinders, and right rectangular prisms. *Students do not need to learn formal names such as "right rectangular prism."* 2–4.1
6. Decompose circular and rectangular objects into two, three, or four equal parts. Describe the parts using the words *halves*, *thirds*, *half of*, *a third of*, etc.; describe the wholes as two halves, three thirds, four fourths. Recognize that a half, a third, or a fourth of a circular or rectangular object—a graham cracker, for example—is the same size regardless of its shape. 2–4.3

Mathematics Grade Three

90 % of the CCSS for third grade represent content that is either directly aligned to or an extension of current South Carolina content.

5 of the 49 CCSS will be new content for third grade teachers related to operations with fractions, area and finding one of three numbers in multiplication and division equations.

Number—Operations and the Problems They Solve 3-NOP

Multiplication and division

1. Understand that multiplication of whole numbers is repeated addition. *For example, 5 ? 7 means 7 added to itself 5 times. Products can be represented by rectangular arrays, with one factor the number of rows and the other the number of columns.* 3–2.10
2. *Understand the properties of multiplication.

a. Multiplication is commutative. *For example, the total number in 3 groups with 6 things each is the same as the total number in 6 groups with 3 things each, that is, 3 ? 6 = 6 ? 3.* 3–2.7 and 3–2.10

b. Multiplication is associative. *For example, 4 ? 3 ? 2 can be calculated by first calculating 4 ? 3 = 12 then calculating 12 ? 2 = 24, or by first calculating 3 ? 2 =6 then calculating 4 ? 6 = 24.* 3–2.7

c. 1 is the multiplicative identity. 3–2.7

d. Multiplication distributes over addition (the distributive property). *For example, 5 ? (3 + 4) = (5 ? 3) + (5 ? 4).* 3–2.10

3. *Explain and justify properties of multiplication and division, e.g., by using representations such as objects, drawings, and story contexts. Include properties such as:

a. Changing the order of two factors does not change their product.
3 –2.7 and 3–2.10

b. The product of a number and 1 is the number. 3–2.7

c. Dividing a nonzero number by itself yields 1. 3–2.6

d. Multiplying a quantity by a nonzero number, then dividing by the same number, yields the original quantity. NEW

e. When one factor in a product is multiplied by a number and another factor divided by the same number, the product is unchanged. *Limit to multiplying and dividing by numbers that result in whole-number quotients.* NEW

f. Products where one factor is a one-digit number can be computed by decomposing one factor as the sum of two numbers, multiplying each number by the other factor, and adding the two products. 3–2.10

4. Understand that multiplication and division have an inverse relationship. *For example, if 5 ? 7 = 35 is known, then 35 ? 5 = 7 and 35 ? 7 = 5 are also known. The division 35 ? 5 means the number which yields 35 when multiplied by 5; because 5 ? 7 = 35, then 35 ? 5 = 7.* 3–2.8

5. Understand that when all but one of three numbers in a multiplication or division equation are known, the unknown number can be found. *Limit to cases where the unknown number is a whole number.* NEW

Describing situations and solving problems with multiplication and division

6. Understand that multiplication and division apply to situations with equal groups, arrays or area, and comparing. *See Glossary, Table 2.* 3–2.8

7. *Solve word problems involving multiplication and division within 100, using an equation with a symbol for the unknown to represent the problem. *This standard is limited to problems with whole-number quantities and whole-number quotients. Focus on situations described in the Glossary, Table 2.* 3–2.10 (multiplication); 3-3.3 (symbols)

8. *Solve one- or two-step word problems involving the four operations. *This standard is limited to problems with whole-number quantities and whole-number quotients.* 3–3.2

9. Understand that multiplication and division can be used to compare quantities (see Glossary, Table 2); solve multiplicative comparison problems with whole numbers (problems involving the notion of —times as much). 3–2.8

Number—Base Ten 3-NBT

Numbers up to 10,000

1. Understand that 1000 can be thought of as a bundle of hundreds—a unit called a —thousand 3-2.1

2. Read and write numbers to 10,000 using base-ten notation, number names, and expanded form. 3–2.1

3. Count within 10,000; skip count by 10s, 100s and 1000s. 3–2.11

4. Understand that when comparing four-digit numbers, if one number has more thousands, it is greater; if the amount of thousands is the same in each number, then the number with more hundreds is greater; and so on. Compare and order four-digit numbers based on meanings of the digits. 3–2.1

Adding and subtracting in base ten

5. Mentally calculate sums and differences of multiples of 10, 100, and 1000. *For example, mentally calculate 1300 – 800* 3–2.3 and 3–2.11

6. Given a number from 1000 to 9000, mentally find 100 more or 100 less than the number, and mentally find 1000 more or 1000 less than the number, without counting. 3–2.3

Multiplying and dividing in base ten

7. *Understand that the distributive property is at the heart of strategies and algorithms for multiplication and division computations with numbers in base-ten notation; use the distributive property and other properties of operations to explain patterns in the multiplication table and to derive new multiplication and division equations from known ones. *For example, the distributive property makes it possible to multiply 4 ? 7 by decomposing 7 as 5 + 2 and using 4 ? 7 = 4 ? (5 + 2) = (4 ? 5) + (4 ? 2) = 20 + 8 = 28.* 3–2.10

8. Fluently multiply one-digit numbers by 10. 3–2.11

9. Use a variety of strategies for multiplication and division within 100. By end of Grade 3, know from memory products of one-digit numbers where one of the factors is 2, 3, 4, or 5. 3-2.7

Number—Fractions 3-NF

Fractions as representations of numbers

1. Understand that a unit fraction corresponds to a point on a number line. *For example, 1/3 represents the point obtained by decomposing the interval from 0 to 1 into three equal parts and taking the right-hand endpoint of the first part. In Grade 3, all number lines begin with zero.* 3–2.5

2. Understand that fractions are built from unit fractions. *For example, 5/4 represents the point on a number line obtained by marking off five lengths of ¼ to the right of 0*. 3–2.6

3. Understand that two fractions are equivalent (represent the same number) when both fractions correspond to the same point on a number line. Recognize and generate equivalent fractions with denominators 2, 3, 4, and 6 (e.g., 1/2 = 2/4, 4/6 = 2/3), and explain the reasoning. NEW 4–2.8

4. Understand that whole numbers can be expressed as fractions. *Three important cases are illustrated by the examples 1 = 4/4, 6 = 6/1, and 7 = (4 ? 7)/4. Expressing whole numbers as fractions can be useful for solving problems or making calculations.* 3–2.6

Fractional quantities

5. Understand that fractions apply to situations where a whole is decomposed into equal parts; use fractions to describe parts of wholes. *For example, to show 1/3 of a length, decompose the length into 3 equal parts and show one of the parts.* 3–2.5

6. Compare and order fractional quantities with equal numerators or equal denominators, using the fractions themselves, tape diagrams, number line representations, and area models. Use > and < symbols to record the results of comparisons. NEW 4–2.5

Measurement and Data 3-MD

The number line and units of measure

1. Understand that a number line has an origin (0) and a unit (1), with whole numbers one unit distance apart. Use number lines to represent problems involving distances, elapsed time, amounts of money and other quantities. *In such problems, the interval from 0 to 1 may represent a unit of distance, time, money, etc.* NEW

2. Understand that a unit of measure can be decomposed into equal-sized parts, whose sizes can be represented as fractions of the unit. Convert measurements in one unit to measurements in a smaller or a larger unit, and solve problems involving such mixed units (e.g., feet and inches, weeks and days). NEW 4–5.3 and 4–5.8

Perimeter and area

3. Understand and use concepts of area measurement.

a. A square with side length 1 unit, called —a unit square is said to have —one square unit of area, and can be used to measure area. NEW 4–5.5

b. A plane figure which can be covered without gaps or overlaps by *n* unit squares has an area of *n* square units. Areas of some other figures can be measured by using fractions of unit squares or using figures whose areas have been found by decomposing other figures. NEW 4–5.5

c. When measuring an area, if a smaller unit of measurement is used, more units must be iterated to measure the area in those units. NEW 4–5.5

d. Determine and compare areas by counting square units. *Use cm2, m2, in2, ft2, and improvised units.* NEW 4–5.5

4. Understand that multiplication of whole numbers can be represented by area models; a rectangular region that is *a* length units by *b* length units (where *a* and *b* are whole numbers) and tiled with unit squares illustrates why the rectangle encloses an area of *a* ? *b* square units. 3–2.7

5. Solve problems involving perimeters of polygons.

a. Add given side lengths, and multiply for the case of equal side lengths. 3–5.5

b. Find an unknown length of a side in a polygon given the perimeter and all other side lengths; represent these problems with equations involving a letter for the unknown quantity. 3–5.5

c. Exhibit rectangles with the same perimeter and different area, and with the same area and different perimeter. NEW (area new to 3rd)

Representing and interpreting data

6. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step —how many more and —how many less problems using information presented in scaled bar graphs. *Include single-unit scales and multiple-unit scales; for example, each square in the bar graph might represent 1 pet, 5 pets, or 10 pets.* 3–6.2 and 3–6.3
7. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a dot plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. 3–5.2 and 3–6.3

Geometry 3-G

Properties of 2-dimensional shapes

1. Understand that a given category of plane figures (e.g., triangles) has subcategories (e.g., isosceles triangles) defined by special properties. 3–4.2
2. Describe, analyze, compare and classify two-dimensional shapes by their properties and connect these properties to the classification of shapes into categories and subcategories (e.g., squares are —special rectangles as well as —special rhombuses). *Focus on triangles and quadrilaterals.* 3–4.2

Structuring rectangular shapes

3. Understand that rectangular regions can be tiled with squares in rows and columns, or decomposed into such arrays. 3–2.7
4. Structure a rectangular region spatially by decomposing it into rows and columns of squares. Determine the number of squares in the region using that spatial structure (e.g., by multiplication or skip counting). 3–2.7
5. Understand that shapes can be decomposed into parts with equal areas; the area of each part is a unit fraction of the whole. *For example, when a shape is partitioned into 4 parts with equal area, the area of each part is ¼ of the area of the shape.* 3–2.5

Mathematics Grade Four

97 % of the CCSS for fourth grade represent content that is either directly aligned to or an extension of current SC content.

5 of the 37 CCSS will be new content for fourth grade teachers related to operations with fractions.

Number—Operations and the Problems They Solve 4-NOP

Multiplication and division

1. Find the factor pairs for a given whole number less than or equal to 100; recognize prime numbers as numbers greater than 1 with exactly one factor pair. *Example: The factor pairs of 42 are {42, 1}, {21, 2}, {14, 3}, {7, 6}.* 4–2.5

Problem solving with the four operations

2. *Solve multistep word problems involving the four operations with whole numbers. 4–3.1 and 4–4.1

3. *Solve problems posed with both whole numbers and fractions. Understand that while quantities in a problem might be described with whole numbers, fractions, or decimals, the operations used to solve the problem depend on the relationships between the quantities regardless of which number representations are involved. NEW (because of fractions)

4. Assess the reasonableness of answers using mental computation and estimation strategies including rounding to the nearest 10 or 100. 4–2.3 and 4–2.5

Number—Base Ten 4-NBT

Numbers up to 100,000

1. Understand that a digit in one place represents ten times what it represents in the place to its right. *For example, 7 in the thousands place represents 10 times as many as than 7 in the hundreds place.* 3–2.12 (familiar content)

2. Read, write and compare numbers to 100,000 using base-ten notation, number names, and expanded form. 3–2.1 and 3–2.12 (familiar content)

Multiplying and dividing in base ten

3. Understand how the distributive property and the expanded form of a multi-digit number can be used to calculate products of multi-digit numbers.

a. *The product of a one-digit number times a multi-digit number is the sum of the products of the one-digit number with the summands in the expanded form of the multi-digit number. Illustrate this numerically and visually using equations, rectangular arrays, area models, and tape diagrams. 4–2.3

b. Algorithms for multi-digit multiplication can be derived and explained by writing multi-digit numbers in expanded form and applying the distributive property. 4–2.3

4. Fluently multiply and divide within 100. By end of Grade 4, know from memory products of one-digit numbers where one of the factors is 6, 7, 8, or 9. 4–2.3

5. Mentally calculate products of one-digit numbers and one-digit multiples of 10, 100, and 1000 (e.g., 7 ? 6000). Mentally calculate whole number quotients with divisors of 10 and 100. 3–2.11 and 4–2.3

6. Compute products and whole number quotients of two-, three- or four-digit numbers and one-digit numbers, and compute products of two two-digit numbers, using strategies based on place value, the properties of operations, and/or the inverse relationship between multiplication and division; explain the reasoning used. 4-2.3 (x) and 4–2.5 (÷)

7. Explain why multiplication and division strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithms.*
4-2.3 (x) and 4–2.5 (÷)

8. Compute products of two-digit numbers using the standard algorithm, and check the result using estimation. 4–2.3

9. Given two whole numbers, find an equation displaying the largest multiple of one which is less than or equal to the other. *For example, given 325 and 7, the equation 325 = 46 ? 7 + 3 shows the largest multiple of 7 less than or equal to 325.* NEW

Number—Fractions 4-NF

Operations on fractions

1. Understand addition of fractions:

a. Adding or subtracting fractions with the same denominator means adding or subtracting copies of unit fractions. *For example, 2/3 + 4/3 is 2 copies of 1/3 plus 4 copies of 1/3, or 6 copies of 1/3 in all, that is 6/3.* NEW 5–2.8

b. Sums of related fractions can be computed by replacing one with an equivalent fraction that has the same denominator as the other. *For example, the sum of the related fractions 2/3 and 1/6 can be computed by rewriting 2/3 as 4/6 and computing 4/6 + 1/6 = 5/6.* NEW 5–2.8

2. Compute sums and differences of fractions with like denominators, add and subtract related fractions within 1 (e.g., 1/2 + 1/4, 3/10 + 4/100, 7/8 – 1/4), and solve word problems involving these operations. NEW 5–2.8

3. *Understand that the meaning of multiplying a fraction by a whole number comes from interpreting multiplication by a whole number as repeated addition. *For example, 3 ? 2/5 = 6/5 because 3 ? 2/5 = 2/5 + 2/5 + 2/5 = 6/5.* NEW 6–2.5

4. Solve word problems that involve multiplication of fractions by whole numbers; represent multiplication of fractions by whole numbers using tape diagrams and area models that explain numerical results. NEW 6–2.5

5. *Understand that fractions give meaning to the quotient of any whole number by any non-zero whole number. *For example, 3 ? 4 = 3/4, because 3/4 multiplied by 4 equals 3. (The division 3 ? 4 means the number which yields 3 when multiplied by 4.)* 4–2.11

6. Solve word problems that involve non-whole number quotients of whole numbers; represent quotients of whole numbers using tape diagrams and area models that explain numerical results. 4–2.5

Decimal concepts

7. Understand that a two-digit decimal is a sum of fractions with denominators 10 and 100. *For example, 0.34 is 3/10 + 4/100.* 4–2.10

8. Use decimals to hundredths to describe parts of wholes; compare and order decimals to hundredths based on meanings of the digits; and write fractions of the form *a*/10 or *a*/100 in decimal notation. *Use > and < symbols to record the results of comparisons.* 4–2.6, 4–2.7 and 4–2.10

Measurement and Data 4-MD

The number line and units of measure

1. Understand that the unit length on a number line (interval from 0 to 1) can be divided into parts of equal fractional length. Draw number line representations of problem situations involving length, height, and distance including fractional or decimal units. *For example, show distances along a race course to tenths of a mile on a number line, by dividing the unit length into 10 equal parts to get parts of length 1/10; the endpoint of the segment of 1/10 length from 0 represents 1/10 of a mile from the starting point of the race. In Grade 4, all numbers lines begin with zero.* 4–5.1

Perimeter and area

2. Understand that if a region is decomposed into several disjoint pieces, then the area of the region can be found by adding the areas of the pieces (when these areas are expressed in the same units). 4–5.5

3. *Apply the formulas for area of squares and rectangles. Measure and compute whole-square-unit areas of objects and regions enclosed by geometric figures which can be decomposed into rectangles. *Limit to situations requiring products of one-or two-digit numbers.* 4–5.5

4. *Find one dimension of a rectangle, given the other dimension and the area or perimeter; find the length of one side of a square, given the area or perimeter. Represent these problems using equations involving a letter for the unknown quantity. 4–5.4 (perimeter) and 4–5.5 (area)

Angle measurement

5. Understand what an angle is and how it is measured:

a. An angle is formed by two rays with a common endpoint. 4–5.2

b. An angle is measured by reference to a circle with its center at the common endpoint of the rays. The measure of an angle is based on the fraction of the circle between the points where the two rays intersect the circle. 4–5.2

c. A one-degree angle turns through 1/360 of a circle, where the circle is centered at the common endpoint of its rays; the measure of a given angle is the number of one-degree angles turned with no gaps or overlaps. 4–5.2

6. Measure angles in whole-number degrees using a protractor; sketch angles of specified measure; ?find the measure of a missing part of an angle, given the measure of the angle and the measure of a part of it, representing these problems with equations involving a letter for the unknown quantity. 4–5.2

Representing and interpreting data

7. Make a dot plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in dot plots. *For example, from a dot plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.* NEW (5–2.8)

Geometry 4-G

Lines and angles

1. Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines; identify these in plane figures. 3–4.3 and 4–4.6

2. Identify right angles, and angles smaller than or greater than a right angle in geometric figures; recognize right triangles. 4–5.2

3. Classify shapes based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. 3–4.3

Line symmetry

4. Understand that a line of symmetry for a geometric figure is a line across the figure such that the figure can be folded along the line into matching parts. 1–4.4 and 2–4.2

5. Identify line-symmetric figures; given a horizontal or vertical line and a drawing that is not a closed figure, complete the drawing to create a figure that is symmetric with respect to the given line. 1–4.4 and 2–4.2

Mathematics Grade Five

100 % of the CCSS for fifth grade represent content that is either directly aligned to or an extension of current SC content.

5 of the 43 CCSS will be new content for fifth grade teachers related to operations with fractions.

Number—Base Ten 5-NBT

Whole numbers in base ten

1. Compute quotients of two-, three-, and four-digit whole numbers and two-digit whole numbers using strategies based on place value, the properties of operations, and/or the inverse relationship between multiplication and division; explain the reasoning used. 5–2.2
2. Explain why division strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.* 5–2.2
3. Use the standard algorithm to compute quotients of two-, three- and four-digit whole numbers and two-digit whole numbers, expressing the results as an equation (e.g., 145 = 11 ? 13 + 2 or 120 ? 7 = 17 1/7).
5–2.2 and 5– 2.3
4. Fluently add, subtract and multiply whole numbers using the standard algorithm for each operation. 3–2.3 (+ and -) and 4–2.3 (x)

Decimal concepts

5. Read, write, and compare numbers expressed as decimals. Understand that a digit in one place represents ten times what it represents in the place to its right. *For example, 7 in the hundredths place represents 10 times as many as 7 in the thousandths place*. 5–2.1
6. Round decimals (to hundredths) to the nearest whole number. 5–2.1
7. Write fractions in decimal notation for fractions with denominators 2, 4, 5, 8, 10, and 100. 5–2.4

Operations on decimals

8. Understand that in adding or subtracting finite decimals, one adds or subtracts like units (tenths and tenths, hundredths and hundredths, etc.) and sometimes it is necessary to compose or decompose a higher value unit.
5–2.5
9. Fluently find 0.1 more than a number and less than a number; 0.01 more than a number and less than a number; and 0.001 more than a number and less than a number, for numbers expressed as finite decimals. 5–2.5

10. Compute sums and differences of finite decimals by expressing the decimals as fractions and adding the fractions. *For example, 0.05 + 0.91 = 5/100 + 91/100 = 96/100 or 0.96.* 5–2.5

11. Compute sums, differences, products, and quotients of finite decimals using strategies based on place value, the properties of operations, and/or the inverse relationships between addition and subtraction and between multiplication and division; explain the reasoning used. *For example, transform 1.5 ? 0.3 into 15 ? 3 = 5.* 5–2.5 (+ and -); NEW content is x and ÷

12. Explain why strategies and algorithms for computations with finite decimals work. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.* 5–2.5

13. Use the standard algorithm for each of the four operations on decimals (to hundredths). 5–2.5 (+ and -); NEW content is x and ÷

14. Solve word problems involving operations on decimals.
5–2.5 (+ and -); NEW content is x and ÷

Number—Fractions 5-NF

Fraction equivalence

1. *Understand fraction equivalence:

a. Multiplying the numerator and denominator of a fraction by the same nonzero whole number produces an equivalent fraction. *For example, 2/3 = (2 ? 4)/(3 ? 4) = 8/12. (1/3 is 4 copies of 1/12, so 2/3 is 8 copies of 1/12.)* NEW (6–2.5)

b. Equivalent fractions correspond to the same point on a number line. *In Grade 5, all numbers lines begin with zero.* 5–2.8

c. When the numerators of equivalent fractions are divided by their denominators, the resulting quotients are the same. 5–2.8

2. Identify pairs of equivalent fractions; given two fractions with unlike denominators, find two fractions with the same denominator and equivalent to each. 5–2.8

3. Compare and order fractions with like or unlike denominators, e.g., by finding equivalent fractions with the same denominator, and describe the sizes of fractional quantities from a context with reference to the context. *Compare using the fractions themselves, tape diagrams or number line representations, and area models.* 5–2.4

Operations on fractions

4. Understand that sums and differences of fractions with unlike denominators can be computed by replacing each with an equivalent fraction so that the resulting fractions have the same denominator. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12.* 5–2.8

5. Compute sums and differences of fractions with like or unlike denominators, and solve word problems involving addition and subtraction of fractions. Estimate fraction sums and differences to assess the reasonableness of results. 5–2.8

6. *Understand that multiplying a fraction by *a*/*b* means taking *a* parts of a decomposition of the fraction into *b* equal parts. *For example, to multiply 2/3 ? 4/5 = 8/15, one may decompose a whole of size 4/5 into 3 equal parts; each part has size 4/15. Two of these parts then make 8/15, so 2/3 ? 4/5 = 8/15. (In general, a/b ? p/q = ap/bq.) This standard includes multiplication of a whole number by a fraction, by writing the whole number as fraction with denominator 1.* NEW (6–2.5)

7. Understand that the area of a rectangle with side lengths *a*/*b* and *c*/*d* is the product *a/b ? p/q*. This extends the area formula for rectangles to fractional side lengths, and also allows products of fractions to be represented visually as areas of rectangles. NEW 6–2.5

8. *Explain and justify the properties of operations with fractions, e.g., by using equations, number line representations, area models, and story contexts. 5–2.8 (+ and -)

9. Understand division of unit fractions by whole numbers and division of whole numbers by unit fractions:

a. Dividing a unit fraction 1/b by a whole number a results in a smaller unit fraction1/a ? b. *For example, 1/3 ÷ 2 = 1/6 because when 1/3 is divided into 2 equal parts, the size of each part is 1/6; a third of a pound of cheese shared between two people will give each person a sixth of a pound. (Using the inverse relationship between multiplication and division: 1/3 ÷ 2 = 1/6 because 1/6 ? 2 = 1/3.)* NEW 6–2.5

b. Dividing a whole number a by a unit fraction 1/b results in a greater whole number a ? b. *For example, 2 ÷ 1/3 = 6 because 6 is the number of 1/3s in 2; two pounds of cheese will make six portions of a third of a pound each. (Using the inverse relationship between multiplication and division: 2 ÷ 1/3 = 6 because 6 ? 1/3 = 2.)* NEW 6–2.5

10. Calculate products of fractions, and quotients of unit fractions and nonzero whole numbers (with either as divisor), and solve word problems involving these operations. Represent these operations using equations, area models and length models. NEW 6–2.5

11. Understand that a mixed number such as 3 2/5 represents the sum of a whole number and a fraction less than one. Because a whole number can be represented as a fraction (3 = 3/1), and the sum of two fractions is also a fraction, a mixed number also represents a fraction (3 2/5 = 3 + 2/5 = 15/5 + 2/5 = 17/5). Write fractions as equivalent mixed numbers and vice versa. 5–2.8

Measurement and Data 5-MD

Units of measure

1. Understand that quantities expressed in like units can be added or subtracted giving a sum or difference with the same unit; different quantities may be multiplied to obtain a new kind of quantity (e.g., as when two lengths are multiplied to compute an area, or when an area and a length are multiplied to compute a volume). 5–5.5

2. Understand that when measuring a quantity, if a smaller unit is used, more units must be iterated to measure the quantity in those units. 5–5.5

3. Convert among different-sized standard measurement units within a given measurement system (e.g., feet to yards, centimeters to meters) and use conversion in solving multi-step word problems. 5–5.3 and 5–5.8

Volume

4. Understand concepts of volume measurement:

a. A cube with side length 1 unit (a unit cube) is said to have —one cubic unit of volume, and can be used to measure volume. 5–5.5

b. The volume of a right rectangular prism with whole-unit side lengths can be found by packing it with unit cubes and using multiplication to count their number. *For example, decomposing a right rectangular prism 3 length units wide by 5 units deep by 2 units tall shows that its volume is 3 ? 5 ? 2 cubic units. The base of the prism has area 3 ? 5 square units, so the volume can also be expressed as the height times the area of the base.* 5–5.5

c. When measuring a volume, if a smaller unit is used, more units must be iterated to measure the volume in those units. 5–5.5

d. If a solid figure is decomposed into several disjoint pieces, then the volume enclosed by the figure can be found by adding the volumes of the pieces (when these volumes are expressed in the same units). 5–5.5

5. Decompose right rectangular prisms into layers of arrays of cubes; determine and compare volumes of right rectangular prisms, and objects well described as right rectangular prisms, by counting cubic units (using cm3, m3, in3, ft3, and improvised units). 5–5.5

Representing and interpreting data

6. Make a dot plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in dot plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* 5–2.8 (+ and – fractions); NEW dot plots

Geometry 5-G

Coordinates

1. Understand that a pair of perpendicular number lines, called axes, defines a coordinate system.

a. Their intersection is called the origin, usually arranged to coincide with the 0 on each line. 4–4.7

b. A given point in the plane can be located by using an ordered pair of numbers, called its coordinates. The first number indicates how far to travel from the origin in the direction of one axis, the second number indicates how far to travel in the direction of the second axis. 4–4.7

c. To avoid ambiguity, conventions dictate that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). 4–4.7

2. Graph points in the first quadrant of the coordinate plane, and identify the coordinates of graphed points. Where ordered pairs arise in a problem situation, interpret the coordinate values in the context of the situation.
4 – 4.7

Plane figures

3. Understand that properties belonging to a category of plane figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* 5–4.1
4. Classify plane figures in a hierarchy based on properties. 5-4.1

Mathematics Grade Six

100% of the CCSS for six grade represent content that is either directly aligned to or an extension of current SC content.

4 of the 46 CCSS will be new content for six grade teachers related to absolute value, volume and square/cube roots.

Ratios and Proportional Relationships 6-RP

Ratios

1. Understand the concept of a ratio: Two quantities are said to be in a ratio of *a* to *b* when for every *a* units of the first quantity there are *b* units of the second. *For example, in a flock of birds, the ratio of wings to beaks might be 2 to 1; this ratio is also written 2:1. In Grade 6, limit to ratios of whole numbers.* 6–2.6
2. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. 6–2.6
3. Solve for an unknown quantity in a problem involving two equal ratios. 6– 5.7
4. Describe categorical data sets using ratios (e.g., for every vote candidate A received, candidate C received nearly three votes; the ratio of type O blood donors to type B blood donors was 9:2). 6–2.6

Unit rates

5. Understand that for a ratio *a*:*b*, the corresponding unit rate is *a*/*b*. If there are *a* units of the first quantity for every *b* units of the second, where *b* ? 0, then there are *a*/*b* units of the first quantity for 1 unit of the second. *For example, if a recipe has a ratio of 3 cups of flour to 4 cups of sugar, then there is 3/4 cup of flour for each cup of sugar.*6–2.6
6. *Solve unit rate problems including unit pricing and constant speed, including reasoning with equations such as *d* = *r* ? *t*, *r* = *d*/*t*, *t* = *d* ? *r*. 6–5.6

The Number System 6-NS

Operations

1. Understand that the properties of operations apply to, and can be used with, addition and multiplication of fractions. 6–2.4
2. Understand that division of fractions is defined by viewing a quotient as the solution for an unknown-factor multiplication problem. *For example, (2/3) ? (5/7) = 14/15 because (5/7) ? (14/15) = (2/3).* 6–2.5

3. Solve word problems requiring arithmetic with fractions, using the properties of operations and converting between forms as appropriate; estimate to check reasonableness of answers. 6–2.4
4. Fluently divide whole numbers using the standard algorithm. 5–5.2

The system of rational numbers

5. Understand that a number is a point on the number line. 6–2.2
6. Understand that some quantities have opposite directions, such as elevation above and below sea level or money received and spent. These quantities can be described using positive and negative numbers. 6–2.2
7. Understand that number lines familiar from previous grades can be extended to represent negative numbers to the left of zero. *Number lines can also be vertically oriented, as when a coordinate system is formed. Then the conventional terms "to the right of 0" and "to the left of 0" conventionally become "above 0" and "below 0."* 6–2.2

a. Two different numbers, such as 7 and –7, that are equidistant from zero on a number line are said to be opposites of one another. The opposite of the opposite of a number is the number itself, e.g., –(–3) = 3. The opposite of 0 is 0. 6–2.2

b. The absolute value of a number q, written $|q|$, is its distance from zero, and is always positive or zero. NEW 7–2.4

c. Fractions and their opposites form a system of numbers called the rational numbers, represented by points on a number line. Whole numbers and their opposites form the integers, which are contained in the rational numbers. 6 – 2.3

d. Previous ways of comparing positive numbers can be extended to the rational numbers. The statement $p > q$ means that p is located to the right of q on a number line, while $p < q$ means that p is located to the left of q on a number line. Comparisons can also be made by reasoning appropriately about signed quantities (e.g, –3 > –7 makes sense because –3oC is a higher temperature than –7oC). The way two numbers compare does not always agree with the way their absolute values compare; for example, –3 > –7, but |–3| < |–7|. 6–2.3

8. Find and position rational numbers, including integers, on a number line. 6–2.2 and 6–2.3
9. Use rational numbers to describe quantities such as elevation, temperature, account balance and so on. Compare these quantities, recording the results of comparisons using > and < symbols. 6–2.3
10. Graph points and identify coordinates of points on the coordinate plane in all four quadrants. Where ordered pairs arise in a problem situation, interpret the coordinate values in the context of the situation. 6–4.1

Expressions and Equations 6-EE

Expressions

1. Understand that an expression records operations with numbers or with letters standing for numbers. *For example, the expression 2 ? (8 + 7) records adding 8 and 7 then multiplying by 2; the expression 5 – y records subtracting y from 5. Focus on the operations of addition, subtraction, multiplication and division, with some attention to square or cube roots.* 6–3.3

2. Understand the use of variables in expressions and algebraic conventions:

a. A letter is used to stand for a number in an expression in cases where the number is unknown, or where, for the purpose at hand, it can be any number in a domain of interest. Such a letter is called a variable. 6 –3.3

b. If a variable appears in an expression more than once (e.g., as in $t + 3t$), that variable is understood to refer to the same number in each instance. 6–3.3

c. The multiplication symbol can be omitted when writing products of two or more variables or of a number and a variable. *For example, the expressions xy and 2a indicate x ? y and 2 ? a, respectively.* 6–3.3

3. Describe the structure and elements of simple expressions using correct terminology (sum, term, product, factor, quotient, coefficient); describe an expression by viewing one or more of its parts as a single entity. *For example, describe the expression 2 ? (8 + 7) as a product of two factors, by viewing (8 + 7) as a single entity. The second factor is itself a sum of two terms.* 6–3.3

4. Understand and generate equivalent expressions:

a. Understand that two expressions are equivalent if they name the same number regardless of which numbers the variables in them stand for. *For example, the expressions x + 3 and 4x are not equivalent, even though they happen to name the same number in the case when x stands for 1.* 6–3.4

b. Understand that applying the laws of arithmetic to an expression results in an equivalent expression. *For example, applying the distributive law to the expression 3 ? (2 + x) leads to the equivalent expression 6 + 3x. Applying the distributive law to y + y + y leads to the equivalent expression y ? (1 + 1 + 1), i.e., y ? 3 and then the commutative law of multiplication leads to the equivalent expression 3y.* 6–3.4

c. Generate equivalent expressions to reinterpret the meaning of an expression. *For example, 2t + 3t records the addition of twice a quantity to three times itself; applying the distributive law leads to the equivalent expression 5t, so that the original expression can be reinterpreted as recording five times the quantity.* 6-3.3 and 6–3.4

Quantitative relationships and the algebraic approach to problems

5. Understand that an equation is a statement that two expressions are equal, and a solution to an equation is a replacement value of the variable (or replacement values for all the variables if there is more than one) that makes the equation true. 6–3.3 and 6–3.5

6. Using the idea of maintaining equality between both sides of the equation, solve equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. 6–3.5
7. Choose variables to represent quantities in a word problem, and construct simple expressions or equations to solve the problem by reasoning about the quantities. 6–3.3
8. Understand that a variable can be used to represent a quantity that can change, often in relationship to another changing quantity, and an equation can express one quantity, thought of as the dependent variable, in terms of other quantities, thought of as the independent variables; represent a relationship between two quantities using equations, graphs, and tables; translate between any two of these representations. *For example, describe the terms in a sequence t = 3, 6, 9, 12, ... of multiples of 3 by writing the equation t = 3n for n = 1, 2, 3, 4, ….* 6–3.3

Geometry 6-G

Properties of area, surface area, and volume

1. Understand that plane figures can be decomposed, reassembled, and completed into new figures; use this technique to derive area formulas. 6–5.3 and 6–5.5
2. Find the areas enclosed by right triangles, other triangles, special quadrilaterals, and polygons (by composing into rectangles or decomposing into triangles and other shapes). 6–5.3, 6–5.4 and 6–5.5
3. Understand that three-dimensional figures can be formed by joining rectangles and triangles along their edges to enclose a solid region with no gaps or overlaps. The surface area is the sum of the areas of the enclosing rectangles and triangles. 6–5.3
4. Find the surface area of cubes, prisms and pyramids (include the use of nets to represent these figures). 6–5.3
5. Solve problems involving area, volume and surface area of objects. 6–5.3 and NEW 7–5.2 (volume)
6. Give examples of right rectangular prisms with the same surface area and different volumes, and with the same volume and different surface areas. 6–5.3 and NEW 7–5.2 (volume)
7. *Use exponents and symbols for square roots and cube roots to express the area of a square and volume of a cube in terms of their side lengths, and to express their side lengths in terms of their area or volume. NEW

Statistics and Probability 6-SP

Variability and measures of center

1. Understand that a statistical question is one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question , but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.* 6–6.1

2. Understand that a set of data generated by answers to a statistical question typically shows variability—not all of the values are the same—and yet often the values show an overall pattern, often with a tendency to cluster.
a. A measure of center for a numerical data set summarizes all of its values using a single number. The median is a measure of center in the sense that approximately half the data values are less than the median, while approximately half are greater. The mean is a measure of center in the sense that it is the value that each data point would take on if the total of the data values were redistributed fairly, and in the sense that it is the balance point of a data distribution shown on a dot plot. 6–6.3
b. A measure of variation for a numerical data set describes how its values vary using a single number. The interquartile range and the mean absolute deviation are both measures of variation.
6–6.3 and 7–6.4 (interquartile range)

Summarizing and describing distributions

3. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. 6–6.2
4. Summarize numerical data sets, such as by:
a. Reporting the number of observations. 6–6.1
b. Describing the nature of the variable, including how it was measured and its units of measurement. *Data sets can include fractional values at this grade but not negative values.* 6–6.1
c. Describing center and variation, as well as describing any overall pattern and any striking deviations from the overall pattern. 6–6.1
5. Relate the choice of the median or mean as a measure of center to the shape of the data distribution being described and the context in which it is being used. Do the same for the choice of interquartile range or mean average deviation as a measure of variation. *For example, why are housing prices often summarized by reporting the median selling price, while students' assigned grades are often based on mean homework scores?*
6–6.3

Mathematics Grade Seven

100% of the CCSS for grade seven represent content that is either directly aligned to or an extension of current SC content.

4 of the 43 CCSS will be new content for grade seven teachers related to algebraic expressions and irrational numbers.

Ratios and Proportional Relationships 7-RP

Analyzing proportional relationships

1. Form ratios of nonnegative rational numbers and compute corresponding unit rates. *For example, a person might walk ½ mile in each ¼ hour; the unit rate for this ratio is (1/2)/(1/4) miles per hour, equivalently 2 miles per hour. Include ratios of lengths, areas and other quantities, including when quantities being compared are measured in different units.* 7–2.5
2. Recognize situations in which two quantities covary and have a constant ratio. (The quantities are then said to be in a proportional relationship and the unit rate is called the constant of proportionality.) Decide whether two quantities that covary are in a proportional relationship, e.g., by testing for equivalent ratios or graphing on a coordinate plane. 7–2.5
3. Compute unit rates and solve proportional relationship problems in everyday contexts, such as shopping, cooking, carpentry, party planning, etc. Represent proportional relationships by equations that express how the quantities are related via the constant of proportionality or unit rate. *For example, total cost, t, is proportional to the number, n, purchased at a constant price, p; this relationship can be expressed as t = pn*. 7–2.5
4. Plot proportional relationships on a coordinate plane where each axis represents one of the two quantities involved, observe that the graph is a straight line through the origin, and find unit rates from a graph. Explain what a point (x, y) means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. 7–3.3, 7– .6 and 7–3.7
5. Compare tables, graphs, formulas, diagrams, and verbal descriptions that represent or partially represent proportional relationships; explain correspondences among the representations including how the unit rate is shown in each. 7–3.6 and 7–3.7

Percent

6. Understand that percentages are rates per 100. For example, 30% of a quantity means 30/100 times the quantity. A percentage can be a complex fraction, as in 3.75% = 3.75/100. 7–2.1
7. Find a percentage of a quantity; solve problems involving finding the whole given a part and the percentage. 7– 2.5

8. Solve multistep percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error, expressing monthly rent as a percentage of take-home pay.* 7–2.5

The Number System 7-NS

The system of rational numbers

1. Understand that the rules for manipulating fractions extend to complex fractions. NEW

2. Understand and perform addition and subtraction with rational numbers:

a. Understand that on a number line, the sum $p + q$ is the number located a distance $|q|$ from p, to the right of p if q is positive and to the left of p if q is negative. A number and its opposite are additive inverses (i.e., their sum is zero). 7–2.8

b. Compute sums of signed numbers using the laws of arithmetic. *For example, $7 + (-3) = 4$ because $7 + (-3) = (4 + 3) + (-3) = 4 + [3 + (-3)] = 4 + [0] = 4$.* 7–2.8

c. Understand that subtraction of rational numbers is defined by viewing a difference as the solution of an unknown-addend addition problem. Subtraction of a rational number gives the same answer as adding its additive inverse. 7–2.8

d. Explain and justify rules for adding and subtracting rational numbers, using a number line and practical contexts. *For example, relate $r + (-s) = r - s$ to a bank transaction; explain why $p - (q + r) = p - q - r$.* 7–2.8

e. Understand that the additive inverse of a sum is the sum of the additive inverses, that is $-(p + q) = -p + -q$. *For example, $-(6 + -2) = (-6) + 2$ because $[6 + (-2)] + [(-6) + 2] = [6 + (-6)] + [(-2) + 2] = [0] + [0] = 0$.* 7–2.8

3. Understand and perform multiplication and division with rational numbers:

a. Understand that the extension of multiplication from fractions to rational numbers is determined by the requirement that multiplication and addition satisfy the laws of arithmetic, particularly the distributive law, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. 7–2.8

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p/q is a rational number, then $-(p/q) = (-p)/q = p/(-q)$. 7 – 2.8

c. Calculate products and quotients of rational numbers, and use multiplication and division to solve word problems. *Include signed quantities.* 7–2.8

The system of real numbers

4. Understand that there are numbers that are not rational numbers, called irrational numbers, e.g., ? and ?2. Together the rational and irrational numbers form the real number system. In school mathematics, the real numbers are assumed to satisfy the laws of arithmetic. NEW (8–2.3)

Expressions and Equations 7-EE

Expressions

1. Interpret numerical expressions at a level necessary to calculate their value using a calculator or spreadsheet. For expressions with variables, use and interpret conventions of algebraic notation, such as $y/2$ is $y \div 2$ or $1/2 \times y$; $(3 \pm y)/5$ is $(3 \pm y) \div 5$ or $1/5 \times (3 \pm y)$; a2 is $a \times a$, $a3$ is $a \times a \times a$, $a2b$ is $a \times a \times b$. NEW

2. Generate equivalent expressions from a given expression using the laws of arithmetic and conventions of algebraic notation. Include:

a. Adding and subtracting linear expressions, as in $(2x + 3) + x + (2 - x) = 2x + 5$. NEW 8–3.4

b. Factoring, as in $4x + 4y = 4(x + y)$ or $5x + 7x + 10y + 14y = 12x + 24y = 12(x + 2y)$. NEW 8–3.4

c. Simplifying, as in $-2(3x - 5) + 4x = 10 - 2x$ or $x/3 + (x - 2)/4 = 7x/12 - 1/2$. NEW 8–3.4

Quantitative relationships and the algebraic approach to problems

3. Choose variables to represent quantities in a word problem, and construct simple equations to solve the problem by reasoning about the quantities.

a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are nonnegative rational numbers and the solution is a nonnegative rational number. Fluently solve equations of these forms, e.g., by undoing the operations involved in producing the expression on the left. 7–3.4

b. Solve the same word problem arithmetically and algebraically. *For example, "J .has 4 packages of balloons and 5 single balloons. In all, he has 21 balloons. How many balloons are in a package?" Solve this problem arithmetically (using a sequence of operations on the given numbers), and also solve it by using a variable to stand for the number of balloons in a package, constructing an equation such as 4b + 5 = 21 to describe the situation then solving the equation.* 7–3.4

c. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, P + 0.05P = 1.05P means that "increase by 5%" is the same as "multiply by 1.05."* NEW

Geometry 7-G

Congruence and similarity

1. Verify experimentally the fact that a rigid motion (a sequence of rotations, reflections, and translations) preserves distance and angle, e.g., by using physical models, transparencies, or dynamic geometry software:

a. Lines are taken to lines, and line segments to line segments of the same length. 7–4.1

b. Angles are taken to angles of the same measure. 7– 4.1

c. Parallel lines are taken to parallel lines. 7–4.1

2. Understand the meaning of congruence: a plane figure is congruent to another if the second can be obtained from the first by a rigid motion.
7–4.6 and 6–4.6
3. Verify experimentally that a dilation with scale factor *k* preserves lines and angle measure, but takes a line segment of length *L* to a line segment of length *kL*. 7–4.1
4. Understand the meaning of similarity: a plane figure is similar to another if the second can be obtained from the first by a similarity transformation (a rigid motion followed by a dilation). 7–4.6, 7–4.7 and 7–4.8
5. Solve problems involving similar figures and scale drawings. *Include computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.*
7–4.6, 7–4.7 and 7–4.8
6. Use informal arguments involving approximation by lines, squares, and cubes to see that a similarity transformation with a scale factor of *k* leaves angle measures unchanged, changes lengths by a factor of *k*, changes areas by a factor of *k*2, and changes volumes by a factor of *k*3.
7–4.6, 7–4.7 and 7–4.8
7. Know the formulas relating the area, radius and circumference of a circle and solve problems requiring the use of these formulas; give an informal derivation of the relationship between the circumference and area of a circle.
NEW 6–5.1 and 6–5.2

Angles

8. Justify facts about the angle sum of triangles, exterior angles, and alternate interior angles created when parallel lines are cut by a transversal, e.g., by using physical models, transparencies, or dynamic geometry software to make rigid motions and give informal arguments. *For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.*
7–4.5
9. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. 7–4.5

Statistics and Probability 7-SP

Situations involving randomness

1. Simulate situations involving randomness using random numbers generated by a calculator or a spreadsheet or taken from a table. *For example, if you guess at all ten true/false questions on a quiz, how likely are you to get at least seven answers correct?* 7–5.5, 7–6.6 and 7-6.8
2. Use proportional reasoning to predict relative frequencies of outcomes for situations involving randomness, but for which a theoretical answer can be determined. For *example, when rolling a number cube 600 times, one would predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. How far off might your prediction be? Use technology to generate multiple samples to approximate a distribution of sample proportions. Repeat the process for smaller sample sizes.* 7–3.6 and 7–6.7

Random sampling to draw inferences about a population

3. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. 7–6.1

4. Understand the importance of measures of variation in sample quantities (like means or proportions) in reasoning about how well a sample quantity estimates or predicts the corresponding population quantity. 7–6.1

5. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.* 7–6.1

Comparative inferences about two populations

6. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean average deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.* 7–6.1

7. Use measures of center and measures of variability for numerical data from uniform random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade book are generally longer than the words in a chapter of a sixth-grade book.* 7–6.1

Mathematics Grade Eight

100% of the CCSS for grade eight represent content that is either directly aligned to or an extension of current SC content.

12 of the 39 CCSS will be new content for eighth grade teachers related to algebra concepts, systems of linear equations and geometry.

The Number System 8-NS

The system of real numbers

1. Understand informally that every number on a number line has a decimal expansion, which can be found for rational numbers using long division. Rational numbers are those with repeating decimal expansions (this includes finite decimals which have an expansion that ends in a sequence of zeros). 8–2.3 and 8–2.4
2. Informally explain why 2 is irrational. 8–2.3 and 8–2.4
3. Use rational approximations (including those obtained from truncating decimal expansions) to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions (e.g., ?2). *For example, show that the square root of 2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.* 8–2.3 and 8–2.4

Expressions and Equations 8-EE

Linear equations in one variable

1. Understand that a linear equation in one variable might have one solution, infinitely many solutions, or no solutions. Which of these possibilities is the case can be determined by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). 8–3.4
2. Solve linear equations with rational number coefficients, including equations that require expanding expressions using the distributive law and collecting like terms. 8–3.4

Linear equations in two variables

3. Understand that the slope of a non-vertical line in the coordinate plane has the same value for any two distinct points used to compute it. This can be seen using similar triangles. 8–3.7
4. Understand that two lines with well-defined slopes are parallel if and only if their slopes are equal. NEW (Elementary Algebra)

5. Understand that the graph of a linear equation in two variables is a line, the set of pairs of numbers satisfying the equation. If the equation is in the form $y = mx + b$, the graph can be obtained by shifting the graph of $y = mx$ by b units (upwards if b is positive, downwards if b is negative). The slope of the line is m. 8–3.7

6. Understand that a proportional relationship between two variable quantities y and x can be represented by the equation $y = mx$. The constant m is the unit rate, and tells how much of y per unit of x. 8–3.7

7. Graph proportional relationships and relationships defined by a linear equation; find the slope and interpret the slope in context. 8–3.7

8. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.* 8 – 3.7

Systems of linear equations

9. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. NEW (Elementary Algebra)

10. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because the quantity $3x + 2y$ cannot simultaneously be 5 and 6.* NEW (Elementary Algebra)

11. Solve and explain word problems leading to two linear equations in two variables. NEW (Elementary Algebra)

12. Solve problems involving lines and their equations. *For example, decide whether a point with given coordinates lies on the line with a given equation; construct an equation for a line given two points on the line or one point and the slope; given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.* NEW (Elementary Algebra)

Functions 8-F

Function concepts

1. Understand that a function from one set (called the domain) to another set (called the range) is a rule that assigns to each element of the domain (an input) exactly one element of the range (the corresponding output). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. *Function notation is not required in Grade 8.* 8-3.1

2. Evaluate expressions that define functions, and solve equations to find the input(s) that correspond to a given output. 8–3.1

3. Compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*8–3.1

4. Understand that a function is linear if it can be expressed in the form $y = mx + b$ or if its graph is a straight line. *For example, the function y = x2 is not a linear function because its graph contains the points (1,1), (–1,1) and (0,0), which are not on a straight line.* 8–3.5

Functional relationships between quantities

5. Understand that functions can describe situations where one quantity determines another. 8–3.1
6. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship; from two (x, y) values, including reading these from a table; or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. 8–3.1, 8–3.6, and 8–3.7
7. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. 8–3.1 and 8–3.7

Geometry 8-G

Congruence and similarity

1. Use coordinate grids to transform figures and to predict the effect of dilations, translations, rotations and reflections. NEW
2. Explain using rigid motions the meaning of congruence for triangles as the equality of all pair of sides and all pairs of angles. NEW
3. Give an informal explanation using rigid motions of the SAS and ASA criteria for triangle congruence, and use them to prove simple theorems. NEW
4. Explain using similarity transformations the meaning of similarity for triangles as the equality of all pairs of angles and the proportionality of all pairs of sides. 8–5.1
5. Give an informal explanation using similarity transformations of the AA and SAS criteria for triangle similarity, and use them to prove simple theorems. NEW

The Pythagorean Theorem

6. The side lengths of a right triangle are related by the Pythagorean Theorem. Conversely, if the side lengths of a triangle satisfy the Pythagorean Theorem, it is a right triangle. 8–4.1
7. Explain a proof of the Pythagorean Theorem and its converse. 8–4.1
8. Use the Pythagorean Theorem to determine unknown side lengths in right triangles and to solve problems in two and three dimensions.8–4.1
9. Use the Pythagorean Theorem to find the distance between two points in a coordinate system. 8–4.1

Plane and solid geometry

10. Draw (freehand, with ruler and protractor, and with technology) geometric shapes from given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the triangle is uniquely defined, ambiguously defined or nonexistent. NEW

11. Understand that slicing a three-dimensional figure with a plane produces a two-dimensional figure. Describe plane sections of right rectangular prisms and right rectangular pyramids. NEW 7–4.3

12. Use hands-on activities to demonstrate and describe properties of: parallel lines in space, the line perpendicular to a given line through a given point, lines perpendicular to a given plane, lines parallel to a given plane, the plane or planes passing through three given points, and the plane perpendicular to a given line at a given point. NEW

Statistics and Probability 8-SP

Patterns of association in bivariate data

1. Understand that scatter plots for bivariate measurement data may reveal patterns of association between two quantities. 8–6.1

2. Construct and interpret scatter plots for bivariate measurement data. Describe patterns such as clustering, outliers, positive or negative association, linear association, nonlinear association. 8–6.1

3. Understand that a straight line is a widely used model for exploring relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. 8 – 6.1

4. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. 8–3.1, 8–3.6 and 8–3.7

5. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?* 8–6.1

Common Core Mathematics Standards for High School

How are the high school CCSS organized?

Unlike the South Carolina high school mathematics standards which are organized by courses, the high school CCSS are listed in conceptual categories. These conceptual categories are designed to portray a coherent view of core high school mathematics. This document summarizes the alignment between the South Carolina and CCSS for high school.

Mathematics High School

92% of the CCSS for high school represent content that is either directly aligned to or an extension of current SC content.

21 out of the 260 will be new content for high school teachers related to vectors, matrices, comparing polynomial functions, probability, ellipses and foundational calculus concepts.

*Note: An * indicates a CCSS with close connection to the conceptual category of modeling.*

Mathematics High School—Number and Quantity

The real number system N-RN

1. Understand that the laws of exponents for positive integer exponents follow from an understanding of exponents as indicating repeated multiplication, and from the associative law for multiplication. EA–2.2
2. Understand that the definition of the meaning of zero, positive rational, and negative exponents follows from extending the laws of exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, since* (51/3)3 = 5(1/3)·3 = 51 = 5, 51/3 *is a cube root of 5*.
   IA–4.5, IA–4.7, PC–4.5
3. Understand that sums and products of rational numbers are rational.
   IA–4.5
4. Understand that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational. EA–2.1
5. Rewrite expressions using the laws of exponents. *For example,* (51/2)3 = 53/2 *and* 1/5 = 5–1. EA–2.2, IA–4.7 AND PC–4.5

Quantities: N-Q

1. Understand that the magnitude of a quantity is independent of the unit used to measure it. *For example, the density of a liquid does not change when it is measured in another unit. Rather, its measure changes. The chosen unit "measures" the quantity by giving it a numerical value ("the density of lead is 11.3 times that of water").* EA–2.4
2. Use units as a way to understand problems and to guide the solution of multi-step problems, involving, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game. EA–2.4
3. Define metrics for the purpose of descriptive modeling. *For example, find a good measure of overall highway safety; propose and debate measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled.* EA–2.4
4. Add, subtract, multiply, and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. EA–2.3
5. Use and interpret quantities and units correctly in algebraic formulas. EA–2.4
6. Use and interpret quantities and units correctly in graphs and data displays (function graphs, data tables, scatter plots, and other visual displays of quantitative information). Generate graphs and data displays using technology. EA-1.5, EA–1.6 and EA–1.7

The complex number system N-CN

1. Understand that the relation $i2 = -1$ and the commutative, associative, and distributive laws can be used to calculate with complex numbers. IA–3.1
2. STEM Understand that polynomials can be factored over the complex numbers, e.g., as in $x2 + 4 = (x + 2i)(x - 2i)$. IA–4.3
3. STEM Understand that complex numbers can be visualized on the complex plane. Real numbers correspond to points on the horizontal (real) axis, and imaginary numbers to points on the vertical axis. NEW
4. STEM Understand that on the complex plane, arithmetic of complex numbers can be interpreted geometrically: addition is analogous to vector addition, and multiplication can be understood as rotation and dilation about the origin. Complex conjugation is reflection across the real axis. G–6.5 and G–6.6
5. STEM Understand that on the complex plane, as on the real line, the distance between numbers is the absolute value of the difference, and the midpoint of a segment is the average of the numbers at its endpoints. G–6.1 and G–6.2
6. Add, subtract, and multiply complex numbers. IA – 3.1 and IA – 3.2

7. STEM Find the conjugate of a complex number; use conjugates to find absolute values and quotients of complex numbers.
IA – 3.1 and IA – 3.2
8. STEM Solve quadratic equations with real coefficients that have complex solutions using a variety of methods. IA – 3.3
9. STEM Graph complex numbers in rectangular form. NEW
10. STEM Graph complex numbers in polar form and interpret arithmetic operations on complex numbers geometrically. PC–5.3
11. STEM Explain why the rectangular and polar forms of a complex number represent the same number. NEW

Vector quantities and matrices N-VM

1. STEM Understand that vector quantities have both magnitude and direction. Vector quantities are typically represented by directed line segments. The magnitude of a vector **v** is commonly denoted |**v**| or ||**v**||.
G–6.7 and G–6.8
2. STEM Understand that vectors are determined by the coordinates of their initial and terminal points, or by their components.
G–6.5 and G–6.8
3. STEM Understand that vectors can be added end-to-end, component-wise, or by the parallelogram rule. The magnitude of a sum of two vectors is typically not the sum of the magnitudes.
G–6.5 Aand G–6.6
4. STEM Understand that a vector **v** can be multiplied by a real number *c* (called a scalar in this context) to form a new vector *c***v** with magnitude |*c*|*v*. When |*c*|*v* □ 0, the direction of *c***v** is either along **v** (for *c* > 0) or against **v** (for *c* < 0). Scalar multiplication can be shown graphically by scaling vectors and possibly reflecting them in the origin; scalar multiplication can also be performed component-wise, e.g., as *c*(*vx*, *vy*) = (*cvx*, *cvy*). NEW
5. STEM Understand that vector subtraction **v** – **w** is defined as **v** + (–**w**). Two vectors can be subtracted graphically by connecting the tips in the appropriate order. NEW
6. STEM Understand that matrices can be multiplied by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled. Matrices of the same dimensions can be added or subtracted. Matrices with compatible dimensions can be multiplied. Unlike multiplication of numbers, matrix multiplication is not a commutative operation, but still satisfies the associative and distributive laws.
EA–2.9 and E –2.10 (scalar multiplication)
7. STEM Understand that a vector, when regarded as a matrix with one column, can be multiplied by a matrix of suitable dimensions to produce another vector. A 2 X 2 matrix can be viewed as a transformation of the plane. NEW
8. STEM Understand that a system of linear equations can be represented as a single matrix equation in a vector variable. NEW
9. STEM Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. NEW

10. STEM Perform basic vector operations (addition, subtraction, scalar multiplication) both graphically and algebraically. G–6.5
11. STEM Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
G-6.6, G–6.7 and G–6.8
12. STEM Solve problems involving velocity and quantities that can be represented by vectors. NEW
13. STEM Add, subtract, and multiply matrices of appropriate dimensions. EA–2.9 and G–6.4
14. STEM Use matrices to store and manipulate data, e.g., to represent payoffs or incidence relationships in a network. EA–2.10
15. STEM Represent systems of linear equations as matrix equations. NEW
16. STEM Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension greater than 3 X 3). NEW

Mathematics High School—Algebra

Seeing structure in expressions A-SSE

1. Understand that different forms of an expression may reveal different properties of the quantity in question; a purpose in transforming expressions is to find those properties. *Examples: factoring a quadratic expression reveals the zeros of the function it defines, and putting the expression in vertex form reveals its maximum or minimum value; the expression* 1.15*t can be rewritten as* (1.151/12)12*t* ≈ 1.01212*t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.* IA–2.5
2. Understand that complicated expressions can be interpreted by viewing one or more of their parts as single entities. A–2.5
3. Interpret an expression that represents a quantity in terms of the context. *Include interpreting parts of an expression, such as terms, factors and coefficients.* *IA–2.5
4. Factor, expand, and complete the square in quadratic expressions. EA–2.8
5. See expressions in different ways that suggest ways of transforming them. *For example, see* $x4 - y4$ as $(x2)2 - (y2)2$, *thus recognizing it as a difference of squares that can be factored as* $(x2 - y2)(x2 + y2)$. IA–2.5
6. Rewrite expressions using the laws of exponents. *For example,* $(x1/2)3 = x3/2$ *and* $1/x = x–1.$ EA–2.2 and IA–4.7
7. Use the laws of exponents to interpret expressions for exponential functions, recognizing positive rational exponents as indicating roots of the base and negative exponents as indicating the reciprocal of a power. *For example, identify the per unit percentage change in functions such as* $y = (1.02)t$, $y = (0.97)t$, $y = (1.01)12t$, $y = (1.2)t/10$, *and conclude whether it represents exponential growth or decay. Recognize that any nonzero number raised to the zero power is 1, for example,* 12(1.05)0 = 12. *Avoid common errors such as confusing* 6(1.05)*t with* (6·1.05)*t and* 5(0.03)*t with* 5(1.03)*t.* IA–4.7
8. STEM Prove the formula for the sum of a geometric series, and use the formula to solve problems. IA-6

Arithmetic with polynomials and rational expressions A-APR

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication. EA–2.5, EA–2.7 and EA–2.8

2. Understand that polynomial identities become true statements no matter which real numbers are substituted. *For example, the polynomial identity* ($x2 + y2)2 = (x2 – y2)2 + (2xy)2$ *can be used to generate Pythagorean triples.* EA–1.5

3. Understand the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$. PC-3.3, PC–3.6 and PC– 3.7

4. STEM Understand that the Binomial Theorem gives the expansion of $(x + a)n$ in powers of x for a positive integer n and a real number a, with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument. NEW

5. STEM Understand that rational expressions are quotients of polynomials. They form a system analogous to the rational numbers, closed under division by a nonzero rational function. IA–4.8

6. Add, subtract and multiply polynomials. EA–2.7 and IA–2.5

7. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the polynomial. IA–4.2 and PC–3.1

8. Transform simple rational expressions using the commutative, associative, and distributive laws, and the inverse relationship between multiplication and division. EA–2.5 and IA–4.8

9. Divide a polynomial $p(x)$ by a divisor of the form $x – a$ using long division. IA–4.1

10. STEM Identify zeros and asymptotes of rational functions, when suitable factorizations are available, and use the zeros and asymptotes to construct a rough graph of the function. PC–3.4

11. STEM Divide polynomials, using long division for linear divisors and long division or a computer algebra system for higher degree divisors. IA–4.1

Creating Equations That Describe Numbers or Relationships A-CED

1. Understand that equations in one variable are often created to describe properties of a specific but unknown number. EA–4.1–4.3, IA–3.6

2. Understand that equations in two or more variables that represent a relationship between quantities can be built by experimenting with specific numbers in the relationship. EA–4.1–4.3, IA–3.6

3. Write equations and inequalities that specify an unknown quantity or to express a relationship between two or more quantities. Use the equations and inequalities to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* EA–4.1 – 4.3, IA–3.6

4. Rearrange formulas to highlight a quantity of interest. *For example, transform Ohm's law V = IR to highlight resistance R; in motion with constant acceleration, transform vf,x2 – vi,x2 = 2ax(xf – xi) to highlight the change in position along the x-axis, xf – xi*. EA–3.7

Reasoning with equations and inequalities A-REI

1. Understand that to solve an equation algebraically, one makes logical deductions from the equality asserted by the equation, often in steps that replace it with a simpler equation whose solutions include the solutions of the original one. EA–4.7
2. Understand that the method of completing the square can transform any quadratic equation in *x* into an equivalent equation of the form $(x - p)2 = q$. This leads to the quadratic formula. IA–3.3
3. Understand that given a system of two linear equations in two variables, adding a multiple of one equation to another produces a system with the same solutions. This principle, combined with principles already encountered with equations in one variable, allows for the simplification of systems. EA–4.9
4. Understand that the graph of an equation in two variables is the set of its solutions plotted in the coordinate plane, often forming a curve or a line. EA–5.1
5. Understand that solutions to two equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. EA– 4.9
6. Understand that the solutions to a linear inequality in two variables can be graphed as a half-plane (excluding the boundary in the case of a strict inequality). EA – 4.8
7. Understand that solutions to several linear inequalities in two variables correspond to points in the intersection of the regions in the plane defined by the solutions to the inequalities. IA–2.1 and IA–2.2
8. Understand that equations and inequalities can be viewed as constraints in a problem situation, e.g., inequalities describing nutritional and cost constraints on combinations of different foods. * EA–4.7 and EA–4.8
9. STEM Understand that the relationship between an invertible function *f* and its inverse function can be used to solve equations of the form $f(x) = c$. PC–2.8 and PC–2.9
10. Solve simple rational and radical equations in one variable, noting and explaining extraneous solutions. IA–4.9, IA–4.11, PC– 3.8 and PC– 3.9
11. Solve linear equations in one variable, including equations with coefficients represented by letters. EA–4.7
12. Solve quadratic equations in one variable. *Include methods such as inspection (e.g. for x2 = 49), square roots, completing the square, the quadratic formula and factoring. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.* EA– 6.4, EA–6.5, IA–3.3, IA– 3.4 and IA–4.3

13. Solve equations $f(x) = g(x)$ approximately by finding the intersections of the graphs of $f(x)$ and $g(x)$, e.g. using technology to graph the functions. *Include cases where f(x) and/or g(x) are linear, polynomial, rational, exponential, and logarithmic functions.* EA–4.7, IA–4.10 and IA–4.11
14. Solve linear inequalities in one variable and graph the solution set on a number line. EA–4.8
15. Solve systems of linear equations algebraically and graphically, focusing on pairs of linear equations in two variables. EA–4.9 and EA–4.10
16. Solve algebraically a simple system consisting of one linear equation and one quadratic equation in two variables; for example, find points of intersection between the line $y = -3x$ and the circle $x2 + y2 = 3$. IA–2.11
17. Graph the solution set of a system of linear inequalities in two variables. IA–2.2
18. In modeling situations, represent constraints by systems of equations and/or inequalities, and interpret solutions of these systems as viable or non-viable options in the modeling context EA–5.10, EA–5.11, EA–5.12, IA–2.3 and IA–2.4
19. In the context of exponential models, solve equations of the form $a\ bct = d$ where a, c, and d are specific numbers and the base b is 2, 10, or e.
IA–4.10
20. STEM Relate the properties of logarithms to the laws of exponents and solve equations involving exponential functions.
IA–4.6 and IA– .10
21. STEM Use inverse functions to solve equations of the form $a \sin(bx + c) = d$, $a \cos(bx + c) = d$, and $a \tan(bx + c) = d$.
PC – 5.10 and PC – 5.11

Mathematics High School—Functions

Interpreting functions A-IF

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x.
EA–3.1, EA–3.4 and EA–5.10
2. Understand that functions of a single variable have key characteristics, including: zeros; extreme values; average rates of change (over intervals); intervals of increasing, decreasing and/or constant behavior; and end behavior. EA–5.1 and EA–5.4
3. Understand that a function defined by an expression may be written in different but equivalent forms, which can reveal different properties of the function. EA–3.2 and EA–4.6
4. Use function notation and evaluate functions for inputs in their domains. EA–3.3 and EA–3.2
5. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, what its long-run behavior appears to be, and whether it appears to be periodic). EA–3.2

6. Sketch a graph that exhibits the qualitative features of a function that models a relationship between two quantities.
EA–3.5, EA–5.2, EA–5.3 and EA–5.4
7. Compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, draw conclusions about the graph of a quadratic function from its algebraic expression.* EA–3.2 and EA–3.4
8. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
EA–3.3, EA–3.4, EA–5.10, EA–6.6 and PC–2.5
9. Describe the qualitative behavior of functions presented in graphs and tables. *Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
EA–5.5, IA-4.2, IA–4.13, PC–2.6 and PC–2.7
10. Use technology to exhibit the effects of parameter changes on the graphs of linear, power, quadratic, square root, cube root, and polynomial functions, and simple rational, exponential, logarithmic, sine, cosine, absolute value, and step functions. EA–6.1 and EA–6.2
11. Transform quadratic polynomials algebraically to reveal different features of the function they define, such as zeros, extreme values, and symmetry of the graph. EA– 6.1 and EA–6.2

Building functions A-BF

1. Understand that functions can be described by specifying an explicit expression, a recursive process or steps for calculation. EA–3.6
2. Understand that sequences are functions whose domain is a subset of the nonnegative integers. IA–6.1
3. STEM Understand that composing a function *f* with a function *g* creates a new function called the composite function—for an input number *x*, the output of the composite function is $f(g(x))$. IA–2.6
4. STEM Understand that the inverse of an invertible function —undoes what the function does; that is, composing the function with its inverse in either order returns the original input. One can sometimes produce an invertible function from a non-invertible function by restricting the domain (e.g., squaring is not an invertible function on the real numbers, but squaring is invertible on the nonnegative real numbers). PC–2.9
5. Write a function that describes a relationship between two quantities, for example by varying parameters in and combining standard function types (such as linear, quadratic or exponential functions). Use technology to experiment with parameters and to illustrate an explanation of the behavior of the function when parameters vary. EA–6.3 and IA–3.6
6. Solve problems involving linear, quadratic, and exponential functions.
IA–3.5 and IA–4.4

7. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. EA–5.2 and IA–2.7

8. Generate an arithmetic or geometric sequence given a recursive rule for the sequence. IA–6.2 and IA–6.3

9. As a way to describe routine modeling situations, write arithmetic and geometric sequences both recursively and in closed form, and translate between the two forms. IA–6.3, IA–6.7 and IA–6.9

10. STEM Evaluate composite functions and compose functions symbolically. IA–2.3

11. STEM Read values of an inverse function from a graph or a table, given that the function has an inverse. PC–2.8

12. STEM For linear or simple exponential functions, find a formula for an inverse function by solving an equation. PC–2.9

13. STEM Verify symbolically by composition that one function is the inverse of another. IA–2.6 and PC–2.8

Linear, quadratic, and exponential models A-LQE

1. Understand that a linear function, defined by $f(x) = mx + b$ for some constants m and b, models a situation in which a quantity changes at a constant rate, m, relative to another. EA–4.1 and EA–4.2

2. Understand that quadratic functions have maximum or minimum values and can be used to model problems with optimum solutions. IA–3.5

3. Understand that an exponential function, defined by $f(x) = abx$ or by $f(x) = a(1 + r)x$ for some constants a, $b > 0$ and $r > -1$, models a situation where a quantity grows or decays by a constant factor or a constant percentage change over each unit interval. IA–4.14

4. Understand that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals. IA–4.14

5. Understand that in an arithmetic sequence, differences between consecutive terms form a constant sequence, and second differences are zero. Conversely, if the second differences are zero, the sequence is arithmetic. Arithmetic sequences can be seen as linear functions. IA–6.2 and IA–6.3

6. Understand that in a sequence that increases quadratically (e.g., $an = 3n2 + 2n + 1$), differences between consecutive terms form an arithmetic sequence, and second differences form a constant sequence. Conversely, if the second differences form a constant sequence with nonzero value, the sequence increases quadratically. IA–6.2 and IA–6.3

7. Understand that in a geometric sequence, ratios of consecutive terms are all the same. IA–6.2 and IA-6.3

8. Understand that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. NEW

9. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. EA–4.1 , EA–4.2 and EA– .6
10. Construct a function to describe a linear relationship between two quantities. Determine the rate of change and constant term of a linear function from a graph, a description of a relationship, or from two (x, y) values (include reading these from a table). EA–4.1, EA–4.2 and EA–5.6
11. Use quadratic functions to model problems, e.g., in situations with optimum solutions. IA–3.5
12. Construct an exponential function in the form $f(x) = a(1 + r)x$ or $f(x) = abx$ to describe a relationship in which one quantity grows with respect to another at a constant percent growth rate or a with a constant growth factor. PC–4.6
13. Interpret the rate of change and constant term of a linear function or sequence in terms of the situation it models, and in terms of its graph or a table of values. EA–5.6 and EA–5.7
14. Calculate and interpret the growth factor for an exponential function (presented symbolically or as a table) given a fixed interval. Estimate the growth factor from a graph. PC–4.6
15. Recognize a quantitative relationship as linear, exponential, or neither from description of a situation. IA–4. 14
16. Compare quantities increasing exponentially to quantities increasing linearly or as a polynomial function. NEW

Trigonometric functions F-TF

1. STEM Understand that the unit circle in the coordinate plane enables one to define the sine, cosine, and tangent functions for real numbers.
PC – 5.6, PC–5.7, PC–5.10 and PC–5.14
2. STEM Understand that trigonometric functions are periodic by definition, and sums and products of functions with the same period are periodic.
PC–5.4
3. STEM Understand that restricting trigonometric functions to a domain on which they are always increasing or always decreasing allows for the construction of an inverse function. PC–5.13
4. STEM Revisit trigonometric functions and their graphs in terms of radians. PC-5.1 and PC–5.2
5. STEM Use the unit circle to determine geometrically the values of sine, cosine, tangent for integer multiples of π/4 and π/6. PC–5.6
6. STEM Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. PC–5.4
7. STEM Solve simple trigonometric equations formally using inverse trigonometric functions and evaluate the solutions numerically using technology. *Solving trigonometric equations by means of the quadratic formula is optional.* PC–2.4

Mathematics High School—Modeling

The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those than represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then, either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions and approximations are present throughout this cycle.

Modeling Standards

Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by an asterisk (*).

Mathematics High School—Statistics and Probability

Summarizing categorical and quantitative data S-SI

1. Understand that statistical methods take variability into account to support making informed decisions based on data collected to answer specific questions. DA–2.2 and DA–2.4
2. Understand that visual displays and summary statistics condense the information in data sets into usable knowledge. DA–3.2 and DA–3.3
3. Understand that patterns of association or relationships between variables may emerge through careful analysis of multi-variable data. DA–1.8
4. Summarize comparative or bivariate categorical data in two-way frequency tables. Interpret joint, marginal and conditional relative frequencies in the context of the data, recognizing possible associations and trends in bivariate categorical data. DA–3.4
5. Compare data on two or more count or measurement variables by using plots on the real number line (dot plots, histograms, and box plots). Use statistics appropriate to the shape of the data distribution to summarize center (median, mean) and spread (interquartile range, standard deviation) of the data sets. Interpret changes in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). DA–3.3, DA–4.4, DA–4.6–DA–4.9
6. Represent bivariate quantitative data on a scatter plot and describe how the variables are related. EA–4.5 and DA–3.2
7. Fit a linear function for scatter plots that suggest a linear association. Informally assess the fit of the model function by plotting and analyzing residuals. EA–4.4, DA–3.5 and DA–3.7

8. Use a model function fitted to the data to solve problems in the context of the data, interpreting the slope (rate of change) and the intercept (constant term). EA–4.4, DA–3.6 and DA–3.8
9. Compute (using technology) and interpret the correlation coefficient for a linear relationship between variables. DA–3.9
10. Distinguish between correlation and causation. DA–3.9

Probability models S-PM

1. Understand that in a probability model, individual outcomes have probabilities that sum to 1. When outcomes are categorized, the probability of a given type of outcome is the sum of the probabilities of all the individual outcomes of that type. DA–5.5
2. Understand that uniform probability models are useful models for processes such as (i) the selection of a person from a population; (ii) the selection of a number in a lottery; (iii) any physical situation in which symmetry suggests that different individual outcomes are equally likely.
DA–2.2
3. Understand that two different empirical probability models for the same process will rarely assign exactly the same probability to a given type of outcome. But if the data sets are large and the methods used to collect the data for the two data sets are consistent, the agreement between the models is likely to be reasonably good.
DA–5.1- and DA–5.12
4. Understand that a (theoretical) uniform probability model may be judged by comparing it to an empirical probability model for the same process. If the theoretical assumptions are appropriate and the data set is large, then the two models should agree approximately. If the agreement is not good, then it may be necessary to modify the assumptions underlying the theoretical model or look for factors that might have affected the data used to create the empirical model. DA–5.12
5. Use a uniform probability model to compute probabilities for a process involving uncertainty, including the random selection of a person from a population and physical situations where symmetry suggests that different individual outcomes are equally likely.
a. List the individual outcomes to create a sample space.
DA–1.1, DA–1.2 , DA–5.1 and DA–5.5
b. Label the individual outcomes in the sample space to reflect important characteristics or quantities associated with them.
c. Determine probabilities of individual outcomes, and determine the probability of a type or category of outcome as the fraction of individual outcomes it includes.
6. Generate data by sampling, repeated experimental trials, and simulations. Record and appropriately label such data, and use them to construct an empirical probability model. Compute probabilities in such models.
DA–1.1 and DA–.2
7. Compare probabilities from a theoretical model to probabilities from a corresponding empirical model for the same situation. If the agreement is not good, explain possible sources of the discrepancies. DA–5.10

Independently combined probability models S-IPM

1. Understand that to describe a pair of random processes (such as tossing a coin and rolling a number cube), or one random process repeated twice (such as randomly selecting a student in the class on two different days), two probability models can be combined into a single model. DA–5.4 (a and b)
a. The sample space for the combined model is formed by listing all possible ordered pairs that combine an individual outcome from the first model with an individual outcome from the second. Each ordered pair is an individual outcome in the combined model.
b. The total number of individual outcomes (ordered pairs) in the combined model is the product of the number of individual outcomes in each of the two original models.
2. Understand that when two probability models are combined independently, the probability that one type of outcome in the first model occurs together with another type of outcome in the second model is the product of the two corresponding probabilities in the original models (the Multiplication Rule). DA–5.7
3. Combine two uniform models independently to compute probabilities for a pair of random processes (e.g., flipping a coin twice, selecting one person from each of two classes). DA–5.7 (a and b)
a. Use organized lists, tables and tree diagrams to represent the combined sample space.
b. Determine probabilities of ordered pairs in the combined model, and determine the probability of a particular type or category of outcomes in the combined model, as the fraction of ordered pairs corresponding to it.
4. For two independently combined uniform models, use the Multiplication Rule to determine probabilities. DA–5.7

Making inferences and justifying conclusions S-IC

1. Understand that statistics is a process for making inferences about population parameters based on a sample from that population; randomness is the foundation for statistical inference. DA–1.4
2. Understand that the design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions. DA–2.6
3. Understand that simulation-based techniques are powerful tools for making inferences and justifying conclusions from data. DA–1.3
4. Use probabilistic reasoning to decide if a specified model is consistent with results from a given data-generating process. (For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?) NEW
5. Recognize the purposes of and differences among sample surveys, experiments and observational studies; explain how randomization relates to each. DA–2.1 and DA–2.3
6. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. NEW
7. Use data from a randomized experiment to compare two treatments; justify significant differences between parameters through the use of simulation models for random assignment. DA–2.2 and DA–2.5

8. Evaluate reports based on data. DA–2.4

Conditional probability and the laws of probability S-CP

1. Understand that events are subsets of a sample space; often, events of interest are defined by using characteristics (or categories) of the sample points, or as unions, intersections, or complements. DA–5.1
2. Understand that if A and B are two events, then in a uniform model the conditional probability of A given B, denoted by *P*(A□B), is the fraction of B's sample points that also lie in A. DA–5.7
3. Understand that the laws of probability allow one to use known probabilities to determine other probabilities of interest. DA-5
4. Compute probabilities by constructing and analyzing sample spaces, representing them by tree diagrams, systematic lists, and Venn diagrams. DA–5.2
5. Use the laws of probability to compute probabilities. DA–5.2
6. Apply concepts such as intersections, unions and complements of events, and conditional probability and independence to define or analyze events, calculate probabilities and solve problems. DA–5.3, DA–5.4 and DA–5.7
7. Construct and interpret two-way tables to show probabilities when two characteristics (or categories) are associated with each sample point. Use a two-way table to determine conditional probabilities. DA–5.13
8. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. DA–5.7
9. Use permutations and combinations to compute probabilities of compound events and solve problems. DA–5.2

Experimenting and simulating to model probabilities S-ES

1. Understand that sets of data obtained from surveys, simulations or other means can be used as probability models, by treating the data set itself as a sample space, in which the sample points are the individual pieces of data. DA–3.1 and DA–5.9
2. Understand that the probability of an outcome can be interpreted as an assertion about the long-run proportion of the outcome's occurrence if the random experiment is repeated a large number of times. DA–3.2 and DA–5.9
3. Calculate experimental probabilities by performing simulations or experiments involving a probability model and using relative frequencies of outcomes. DA–3.1
4. Compare the results of simulations with predicted probabilities. When there are substantial discrepancies between predicted and observed probabilities, explain them. DA–5.9
5. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve. DA–4.10 and DA–5.6

Using probability to make decisions S-MD

1. Understand that the expected value of a random variable is the weighted average of its possible values, with weights given by their respective probabilities. DA–5.11
2. Understand that when the possible outcomes of a decision can be assigned probabilities and payoff values, the decision can be analyzed as a random variable with an expected value, e.g., of an investment. DA –1.7
3. Calculate expected value, e.g. to determine the fair price of an investment. DA–5.11
4. Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). DA–3.1
5. Evaluate and compare two investments or strategies with the same expected value, where one investment or strategy is safer than the other. DA – 5.11 (context)
6. Evaluate and compare two investments or strategies, where one investment or strategy is safer but has lower expected value. Include large and small investments, and situations with serious consequences. DA–5.11
7. Analyze decisions and strategies using probability concepts (e.g. product testing, medical testing, pulling a hockey goalie at the end of a game). NEW

Mathematics High School—Geometry

Congruence G-CO

1. Understand that two geometric figures are congruent if there is a sequence of rigid motions (rotations, reflections, translations) that carries one onto the other. This is the principle of superposition. G–2.3 and G–3.9
2. Understand that criteria for triangle congruence are ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. G–3.8
3. Understand that criteria for triangle congruence (ASA, SAS, and SSS) can be established using rigid motions. G–3.8
4. Understand that geometric diagrams can be used to test conjectures and identify logical errors in fallacious proofs. G–1.4
5. Know and use (in reasoning and problem solving) definitions of angles, polygons, parallel, and perpendicular lines, rigid motions, parallelograms and rectangles. G–2.2, G–2.3, G–3.6, G–3.11 and several other related indicators
6. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints.* G–2.2

7. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°, base angles of isosceles triangles are congruent, the triangle inequality, the longest side of a triangle faces the angle with the greatest measure and vice-versa, the exterior-angle inequality, and the segment joining midpoints of two sides of a triangle parallel to the third side and half the length.* G–3.6 and G–3.7
8. Use and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid and kite. G–4.5
9. Characterize parallelograms in terms of equality of opposite sides, in terms of equality of opposite angles, and in terms of bisection of diagonals; characterize rectangles as parallelograms with equal diagonals. G–4.5
10. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.* G–2.5
11. Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle. NEW
12. Use two-dimensional representations to transform figures and to predict the effect of translations, rotations, and reflections. G–6.3
13. Use two-dimensional representations to transform figures and to predict the effect of dilations. G–6.3

Similarity, right triangles, and trigonometry G-SRT

1. Understand that dilating a line produces a line parallel to the original. (In particular, lines passing through the center of the dilation remain unchanged.) G–2.2 and G–2.5
2. Understand that the dilation of a given segment is parallel to the given segment and longer or shorter in the ratio given by the scale factor. A dilation leaves a segment unchanged if and only if the scale factor is 1. G–2.6
3. Understand that the assumed properties of dilations can be used to establish the AA, SAS, and SSS criteria for similarity of triangles. G–3.9
4. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of sine, cosine, and tangent. G–3.11
5. Understand that a line parallel to one side of a triangle divides the other two proportionally, and conversely. G–3.8
6. Use triangle similarity criteria to solve problems and to prove relationships in geometric figures. *Include a proof of the Pythagorean theorem using triangle similarity.* G–3.8 and G–7.4
7. Use and explain the relationship between the sine and cosine of complementary angles. G–3.12
8. Use sine, cosine, tangent, and the Pythagorean Theorem to solve right triangles2 in applied problems. G–3.10 and G–3.12

9. STEM Give an informal explanation using successive approximation that a dilation of scale factor *r* changes the length of a curve by a factor of *r* and the area of a region by a factor of *r*2. G–4.4 and G–4.6

10. A right triangle has five parameters, its three lengths and two acute angles. Given a length and any other parameter, —solving a right triangle means finding the remaining three parameters. G–3.11 and G–3.12

Circles G-C

1. Understand that dilations can be used to show that all circles are similar. G–6.3 and G–7.4

2. Understand that there is a unique circle through three non-collinear points, and four circles tangent to three non-concurrent lines. NEW

3. Identify and define radius, diameter, chord, tangent, secant, and circumference. PC–6.2 and G–5.5

4. Identify and describe relationships among angles, radii, and chords. *Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.* G–5.6 and G–5.7

5. Determine the arc lengths and the areas of sectors of circles, using proportions. G–5.4

6. STEM Construct a tangent line from a point outside a given circle to the circle. G–1.10 and G–5.6

7. STEM Prove and use theorems about circles, and use these theorems to solve problems involving*:* G–5.5 – G–5.7 (A – E)

a. Symmetries of a circle

b. Similarity of a circle to any other

c. Tangent line, perpendicularity to a radius

d. Inscribed angles in a circle, relationship to central angles, and equality of inscribed angles

e. Properties of chords, tangents, and secants as an application of triangle similarity.

Expressing geometric properties with equations G-GPE

1. Understand that two lines with well-defined slopes are perpendicular if and only if the product of their slopes is equal to –1. EA–5.8

2. Understand that the equation of a circle can be found using its definition and the Pythagorean Theorem. IA–5.1 and IA–5.2

3. Understand that transforming the graph of an equation by reflecting in the axes, translating parallel to the axes, or applying a dilation in one of the coordinate directions corresponds to substitutions in the equation. PC–6.4 – PC–6.6

4. STEM Understand that an ellipse is the set of all points whose distances from two fixed points (the foci) are a constant sum. The graph of $x2/a2 + y2/b2 = 1$ is an ellipse with foci on one of the axes. IA–5.3

5. STEM Understand that a parabola is the set of points equidistant from a fixed point (the focus) and a fixed line (the directrix). The graph of any quadratic function is a parabola, and all parabolas are similar. PC–6.6

6. STEM Understand that the formula $A = \pi ab$ for the area of an ellipse can be derived from the formula for the area of a circle. NEW
7. Use the slope criteria for parallel and perpendicular lines to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). EA–5.8
8. Find the point on the segment between two given points that divides the segment in a given ratio. G–6.2
9. Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula.
G–3.1, G–3.2, G–4.1, G-4.2 and G–6.1
10. Decide whether a point with given coordinates lies on a circle defined by a given equation. IA–5.1
11. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, □3) lies on the circle centered at the origin and containing the point (0, 2). G–1.5 and G–1.6
12. Complete the square to find the center and radius of a circle given by an equation. PC–6.1
13. STEM Find an equation for an ellipse given in the coordinate plane with major and minor axes parallel to the coordinate axes. IA–5.4 and PC–6.4
14. STEM Calculate areas of ellipses to solve problems. NEW

Trigonometry of general triangles G-TGT

1. STEM Understand that the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle can be derived by drawing an auxiliary line from a vertex perpendicular to the opposite side. Applying this formula in three different ways leads to the Law of Sines. PC–5.12
2. STEM Understand that the Law of Cosines generalizes the Pythagorean Theorem. PC–5.12
3. STEM Understand that the sine, cosine and tangent of the sum or difference of two angles can be expressed in terms of sine, cosine, and tangent of the angles themselves using the addition formulas. PC–5.14
4. STEM Understand that the Laws of Sines and Cosines embody the triangle congruence criteria, in that three pieces of information are usually sufficient to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that - side-side angle is nor a congruence. PC–5.12
5. STEM Explain proofs of the Law of Sines and the Law of Cosines. PC–5.12
6. STEM Use the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). PC–5.12

Geometric measurement and dimension G-GMD

1. Understand that the area of a decomposed figure is the sum of the areas of its components and is independent of the choice of dissection. G–4.4
2. STEM Understand that lengths of curves and areas of curved regions can be defined using the informal notion of limit. NEW

3. STEM Understand that Cavalieri's principle allows one to understand volume formulas informally by visualizing volumes as stacks of thin slices. NEW
4. Find areas of polygons by dissecting them into triangles. G–4.2 and G–4.4
5. Explain why the volume of a cylinder is the area of the base times the height, using informal arguments. G–7.2
6. For a pyramid or a cone, give a heuristic argument to show why its volume is one-third of its height times the area of its base. G –7.2
7. Apply formulas and solve problems involving volume and surface area of right prisms, right circular cylinders, right pyramids, cones, spheres and composite figures. G–7.1 and G–7.2
8. STEM Identify cross-sectional shapes of slices of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. NEW
9. STEM Use the behavior of length and area under dilations to show that the circumference of a circle is proportional to the radius and the area of a circle is proportional to the square of the radius. Identify the relation between the constants of proportionality with an informal argument involving dissection and recomposition of a circle into an approximate rectangle. G–5.3

Modeling with geometry G-MG

1. Understand that models of objects and structures can be built from a library of standard shapes; a single kind of shape can model seemingly different objects. G–1.10
2. Use geometric shapes, their measures and their properties to describe objects (e.g., modeling a tree trunk or a human torso or as a cylinder). G–1.2 and G–1.10
3. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). NEW
4. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy constraints or minimize cost; working with typographic grid systems based on ratios). G–1.9

Step 3 Implications for Implementation

Question: Are there gaps and omissions in the CCSS and how will they be addressed?

Rationale: This step compares instructional content and will assist the CCCRP in the identification of what content would be new to South Carolina teachers in the implementation of the CCSS.

CCCRP will review data from Steps 1 and 2 and will answer the following questions:

- Are there gaps or omissions in the CCSS and if so, how are they to be addressed?
- Is the missing content important because it connects logically with the content in earlier and later grades?
- Is it necessary given what is known about learning the content?

English Language Arts

The following chart compares the CCSS and the South Carolina standards and contains any content included in the CCSS but not in South Carolina's ELA standards.

Grade Band	Content included in CCSS but not in South Carolina ELA standards
Kindergarten—Grade Two	None noted

Grade Three—Five	**Grade 3** <u>Speaking and Listening</u> 1. Initiate and engage in group discussions on *grade 3 topics and texts* being studied in class. a. Follow agreed-upon rules for discussions and carry out assigned roles in small-group discussions. b. Pose relevant questions and link their own additions to the conversation to the previous remarks of others. c. Extend their ideas. 3. Ask and answer questions about presentations, offering appropriate elaboration and detail. <u>Writing</u> 1. Write opinions in which they a. Introduce the topic or book(s) directly, state an opinion relative to the topic, and create an organizing structure that lists reasons. b. Provide reasons that support the opinion. c. Use appropriate words to link opinions and reason(s) (e.g., *because*, *therefore*, *in order to*, *since*, *for example*). d. Provide a sense of closure. **Grade 4** <u>Speaking and Listening</u> 1. Initiate and engage in group discussions on *grade 4 topics and texts* being studied in class. a. Come to discussions prepared, having read required material; in discussions, explicitly draw on that material and other information known about the topic. b. Pose and respond to questions as well as build on the ideas of previous speakers. c. Acknowledge new information provided by others and incorporate it into their own thinking as appropriate.

	3. Identify the claims and supporting evidence used by a speaker or a presenter. Writing 1. Write opinions in which they: a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link reasons and details together using words and phrases (e.g., *so*, *then*, *for instance*, *in addition*). d. Adopt an appropriate style for sharing and defending an opinion. **Grade 5** Speaking and Listening 1. Initiate and engage in group discussions on *grade 5 topics and texts* being studied in class. a. Come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic. b. Respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers. c. Ask questions to clarify or follow up on ideas or information presented orally or through media. d. Draw conclusions based on the ideas of others and incorporate them into their own thinking as appropriate. 3. Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence. Writing 1. Write opinions in which they: a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link reasons and details together using words and phrases (e.g., *so*, *then*, *for instance*, *in addition*). d. Adopt an appropriate style for sharing and defending an opinion. e. Provide a concluding statement or section.

Grade Six—Eight	**Grade 7** Reading Standards for Literature 2. Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.
English 1—4	**Grades 9 – 10** Reading Standards for Literature 5. Analyze how an author structures a text, orders events within it (e.g. parallel plots), manipulates time (e.g. pacing) to create mystery, tension, or surprise. 6. Compare and contrast the representation of a subject or key scene in two different artistic mediums. Reading Standards for Informational Text 5. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. *Perhaps this is touched upon in SC Writing Standards.* 6. Analyze documents of historical and literary significance, including foundational U.S. documents (e.g. the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure. Writing 1.c.Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. 5. Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback. Speaking and Listening 1. a – e 4. Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes. Language 1.a. Use parallel structure in writing. 5.a. Tract the network of uses and meaning different words have and the interrelationships among those meanings and uses.

	Grades 11–12 Reading Standards for Literature 4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone. 5. Compare and contrast multiple interpretations of a drama or story (e.g. recorded or live), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist. 9 Analyze how an author draws on and transforms fictional source material in a specific work. Reading Standards for Informational Text 3. Analyze in detail an author's ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger portions of a text. 4. Interpret how an author uses and refines the meaning of a key term or terms over the course of a text. 5. Analyze how an author's choices concerning how to structure a text shape the meaning of the text. 6. Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal United States documents. Writing 1.c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. 7. Demonstrate a command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information. Speaking and Listening 1. a – e

The following chart lists indicators from the South Carolina standards which were thought to be missing in the initial alignment review of the CCSS. Where indicators were found in the CCSS during the content-to-content review, the specific CCSS is noted. Where no match was found in any of the alignment reviews, implications for implementation through inclusion in instruction, professional development, or support documents are noted.

The following coding system is used in reference to the CCSS:

RS-L	Reading Standards-Literature
RS-I	Reading Standards – Informational Text
RS-F	Reading Standards - Foundational
S&L	Speaking and Listening Standards
L	Language

The letter or number in parentheses indicates the grade level in the CCSS.

Kindergarten

South Carolina Indicator	Common Core Alignment	Implications
K-1.10 Explain the cause of an event described in stories read aloud.	**RS-L (K)** 1. With prompting and support, ask and answer questions about details and events in a text. **RS-I (K)** 8. With prompting and support, recognize cause-and-effect relationships in a text.	
K-2.2 Analyze texts during classroom discussions to make inferences.	**RS-L (6)** 1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
K-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	**W (4)** 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply *grade 4 reading standard*s to informational texts (e.g., "Explain how an author uses evidence to support his or her claims in a text"). b. Apply *grade 4 reading standards* to literature (e.g., "Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, and interactions with others").	

South Carolina Indicator	Common Core Alignment	Implications
K-3.6 Use oral rhymes, poems, and songs to build fluency.	**R-FS (K)** 4. Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding. **RS-L (1)** 10. Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.	
K-3.7 Use appropriate voice level when speaking.	**S&L (K)** 1. Participate in conversations with peers and adults about *kindergarten topics and texts* being studied in class. a. Listen to others and take turns speaking. b. Continue a conversation through several exchanges.	
K-3.14 Identify beginning and ending sounds in words.	**R-FS(K)** 2. Demonstrate understanding of spoken words, syllables, and phonemes. d. Blend and segment consonants and rimes of spoken words (*/g/ /oat/*, */bl/ - /ack/*). e. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., */save/*, */ham/*).1 (This does not include CVCs ending with /l/, /r/, or /x/.)	
K-3.15 Classify words by categories (for example, beginning and ending sounds).	**L (K)** 4. Determine word meanings (*based on kindergarten reading*). a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L (1)** 4. Determine word meanings (*based on grade 1 reading*). d. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	

South Carolina Indicator	Common Core Alignment	Implications
K-3.20 Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.	**NO MATCH**	Bridge Document: Broaden "texts" to include real world examples
K-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking	**NO MATCH**	Bridge Document: As a prerequisite to writing, ideas must be generated.
K-4.10 Use appropriate letter formation when printing.	**L (1)** 1. Observe conventions of grammar and usage. a. Print all upper- and lowercase letters.	
K-5.4 Use symbols (drawings, letters and words) to create written pieces (for example, simple rhymes) to entertain others.	**W (K)** 1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are "writing" about and give an opinion about the topic (e.g., *My favorite book is . . .*). 2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are "writing" about and share some information about it. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.	
K-6.2 Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint sources (for example, videos, television, films, radio, and the Internet).	**W (3)** 8. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.	

First Grade

South Carolina Indicator	Common Core Alignment	Implications
1-2.3 Distinguish between facts and opinions.	**NO MATCH**	Bridge Document: In order to write opinions, K-2 students must be able to distinguish between fact and opinion.
1-3.8 Use appropriate voice level and intonation when speaking and reading aloud.	**S & L (1)** 1. Initiate and participate in conversations with peers and adults about *grade 1 topics and texts* being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways.	
1-3.14 Organize series of words by alphabetizing to the first letter.	**NO MATCH**	Bridge Document: In order to use glossaries and indexes (Grade 2 #5 Informational Text) the student must be able organize information alphabetically.
1-3.16 Classify words by categories (for example, beginning and ending sounds).	**L (K)** **4.** Determine word meanings (*based on kindergarten reading*). a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L (1)** 4. Determine word meanings (*based on grade 1 reading*). d. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	
1-3.21 Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.	**NO MATCH**	Bridge Document: Broaden "texts" to include real world examples.
1-3.24 Distinguish among letters, words, and sentences.	**RS-F (K)** 1. Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print. 2c. Count individual words in spoken phrases or simple sentences.	

South Carolina Indicator	Common Core Alignment	Implications
1.4.7 Use appropriate spacing between words.	**RS-F (K)** 1. Demonstrate understanding of the organization and basic features of print.	
1.4.8 Use appropriate word formation by writing from left to right the letters that spell a word.	**L (1)** **1.** Observe conventions of grammar and usage. a. Print all upper- and lowercase letters.	
1-5.1 Create written communications (for example, thank you notes) for a specific audience.	**W (1)** 1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion 2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure. 3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.	
1-5.4 Create written pieces (for example, simple rhymes and poems) to entertain others.	**W (1)** 1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion 2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure. 3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.	
1-6.6 Follow one- and two-step oral directions.	**NO MATCH**	Bridge Document: This is implied under foundational skills.

Second Grade

South Carolina Indicator	Common Core Alignment	Implications
2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters.	**NO MATCH**	See South Carolina Standard 1-3.14
2-4.1 Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary modes.)	**NO MATCH**	See South Carolina Standard K-4.1
2-4.7 Use appropriate spacing between words when writing on a page.	**RS-F (K)** 1. Demonstrate understanding of the organization and basic features of print.	
2-4.8 Use correct letter formation when using manuscript or cursive writing.	**L (1)** 1. Observe conventions of grammar and usage. a. Print all upper- and lowercase letters.	
2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience.	**W (2)** 1. Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., *because*, *and*, *also*), and provide a sense of closure. 2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section. 3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.	

South Carolina Indicator	Common Core Standard	Implications
2-5.4 Create written pieces (for example, rhymes, poems, and songs) to entertain others.	**W (2)** 1. Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., *because*, *and*, *also*), and provide a sense of closure. 2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section. 3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.	
2-6.6 Follow multi-step directions.	**NO MATCH**	See South Carolina Standard 1-6.6

Third Grade

South Carolina Indicator	Common Core Alignment	Implications
3-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	**W (4)** 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply *grade 4 reading standard*s to informational texts (e.g., "Explain how an author uses evidence to support his or her claims in a text"). b. Apply *grade 4 reading standards* to literature (e.g., "Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, and interactions with others").	

Fourth Grade

South Carolina Indicator	Common Core Alignment	Implications
4-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and person essays) by characteristics.	**RS –L (3)** 5. Demonstrate understanding of common features of legends, myths, and folk- and fairytales (e.g., heroes and villains; quests or challenges) when writing or speaking about classic stories from around the world.	
4-5.3: Create written descriptions using language that appeals to the readers' senses.	**W (4)** 5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.	This is implied.
4-5.4 Create written pieces (for example, skits and plays) to entertain others.	**W (4)** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	This is implied.

Fifth Grade

South Carolina Indicator	Common Core Alignment	Implications
5-1.10 Predict events in literary texts on the basis of cause and effect relationships.	**R-I (5)** 8. Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s).	

Sixth Grade

South Carolina Indicator	Common Core Alignment	Implications
6-1.10 Predict events in literary texts on the basis of cause and effect relationships.	"Prediction" not mentioned in CCSS.	A prediction is a type of inference; therefore, professional development should include "Predictions" in discussions of standard 6-1.1 (Analyze literary texts to draw conclusions and make inferences.)

6-2.6 Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).	**NO MATCH**	Interpreting information from graphic features necessitates drawing conclusions and making inferences. Professional development should include "interpret information from graphic features" in discussions of South Carolina Standard 6-2.6.
6-2.9 Identify propaganda techniques (including testimonials and bandwagon) in informational texts.	**NO MATCH**	Should be included in professional development related to persuasive writing.

Seventh Grade

South Carolina Indicator	Common Core Alignment	Implications
7-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.	**NO MATCH**	Should be included in professional development activities related to persuasive writing.

Eighth Grade

South Carolina Indicator	Common Core Alignment	Implications
8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.)	**NO MATCH**	Should be included in professional development activities related to persuasive writing.
8-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).	**W (8)** 1. Write arguments in which they: a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence. d. Sustain an objective style and tone.	Development of bridge document should specify that South Carolina Standard 8-5.3 is spread across three standards in CCSS.

	e. Provide a concluding statement or section that follows logically from the argument. 2.Write informative/explanatory texts in which they: a. Introduce and establish a topic and organize information under broader concepts or categories. b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples. c. Use varied links and sentence structures to create cohesion and clarify information and ideas. d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented. 3. Write narratives in which they: a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences. b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details. c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences. d. Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.	

English1

South Carolina Indicator	Common Core Alignment	Implications
E1-1.3 Analyze devices of figurative language (including extended metaphor, oxymoron, pun and paradox.	**L (5)** 4.Determine word meanings (*based on grade 5 reading*). c. Interpret figurative language, including similes and metaphors.	
E1-3.4 Spell new words using Greek and Latin roots and affixes.	**NO MATCH**	Include as instructional strategy as part of E1-3.2.
E1-5.3 Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.	**W (9/10)** 2. Write informative/explanatory texts in which they: a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purpose; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas. b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples. c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text. d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	Should make connections to this through professional development. **Informative/explanatory text covered in Grade 11 and 12-#2

English 2

South Carolina Indicator	Common Core Alignment	Implications
E2-1.3 Analyze devices of figurative language (including extended metaphor, oxymoron, pun and paradox.	**L (5)** 4. Determine word meanings (*based on grade 5 reading*). c. Interpret figurative language, including similes and metaphors.	
E2-3.4: Spell new words using Greek and Latin roots and affixes.	**NO MATCH**	Include as instructional strategy as part of E2-3.2.
E2-5.3 Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.	**W (9/10)** 2. Write informative/explanatory texts in which they: a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purpose; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas. b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples. c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text. d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	Should make connections to this through professional development.

English 3

South Carolina Indicator	Common Core Alignment	Implications
E3-1.3 Evaluate devices of figurative language (including extended metaphor, oxymoron, pun and paradox.	**L (5)** 4.Determine word meanings (*based on grade 5 reading*). c. Interpret figurative language, including similes and metaphors.	
E3-3.4: Spell new words using Greek and Latin roots and affixes.	**NO MATCH**	Include as instructional strategy as E3-3.2 (analyze) more important
E3-5.3 Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.	**W (11/12)** **2.** Write informative/explanatory texts in which they: a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas. b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples. c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text. d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	Should make connections to this through professional development.

English 4

South Carolina Indicator	Common Core Alignment	Implications
E4-1.3 Evaluate devices of figurative language (including extended metaphor, oxymoron, pun and paradox.	**L (5)** 4.Determine word meanings (*based on grade 5 reading*). c. Interpret figurative language, including similes and metaphors.	
E4-3.4 Spell new words using Greek and Latin roots and affixes.	**NO MATCH**	Include as instructional strategy as E3-3.2 (analyze) more important
E4-5.3 Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.	**W (11/12)** 2. Write informative/explanatory texts in which they: a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas. b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples. c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text. d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of	Should make connections to this through professional development.

	likely readers. e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	

Mathematics Implications for Implementation

The South Carolina standards indicators identified for review during the first alignment cycle have been categorized as follows:

Re-evaluated and aligned	Consider for deletion or inclusion in support materials	Consider for inclusion at some grade level
K – 3.1 (K:CC:7) K – 5.4 (K:MD:1) K – 5.5 (K:MD:1) 1 – 3.1 (K:OPTS:3,4) 1 – 3.2 (K:OPTS:3,4) 1 – 4.5 (K:Geo:1) 2 – 2.6 (3:OPTS:6) 2 – 5.8 (1:MD:4) 2 – 5.9 (3:MD:2) 2 – 6.2 (2:MD:10) 3 – 3.1 (4:OPTS:2) 3 – 4.5 (3:Geo:1) 3 – 5.7 (3:MD:2) 3 – 6.4 (3:MD:6) 4 – 2.6 (4:F:8) 4 – 2.11 (5:NBT:7) 4 – 4.3 (7:Geo:1) 4 – 4.5 (7:Geo:2) 4 – 6.4 (6:RP:4 and 6:SP:2a) 5 – 2.7 (5:F:3,4) 5 – 3.1 (5:F:10) 5 – 5.1 (5:MD:6) 6 – 3.2 (7:EE:1) 6 – 4.9 (7:Geo:9) EA – 2.1 (7:NS:4) EA – 2.10 (NQ:VQM:6) IA – 5.1 (G:GPE:2) IA – 5.2 (G:GPE:2) IA – 5.3 (G:GPE:4) IA – 6.1 (F:BF:2, 8) PC – 5.3 (NQ:CN:10) PC – 5.9 (G:TGT:1) DA – 1.2 (SP:M:6) DA – 3.1 (SP:ES:1)	K – 3.2 (patterns) K – 3.3 (patterns) 1 – 5.9 (in 1 – 5.10) 1 – 5.11 (temperature; is this in science?) 1 – 6.1 (survey questions) 2 – 6.1 (survey questions) 2 – 6.3 (infer trends) 2 – 6.4 (probability) 3 – 2.9 (effects of even/odd; move to support) 3 – 3.2 (missing value in patterns) 3 – 5.3 (relationships with quantities) 3 – 5.4 (common referents) 3 – 6.1 (range) 3 - 6.5 (benefits of displays) 3 – 6.6 (probability) 3 – 6.7 (probability) 4 – 2.2 (divisibility) 4 – 2.4 (effect on product) 4 – 3.2 (patterns) 4 – 3.6 (change over time) 4 – 5.7 (temperature; is this in science?) 4 – 6.5 (addressed in 4 – 6.4) 4 – 6.7 (probability) 5 – 2.9 (divisibility) 5 – 3.2 (functions) 5 – 3.5 (change over time) 5 – 4.6 (line/rotational symmetry) 5 – 5.7 (C/F relationship) 5 – 6.5 (probability) 5 – 6.6 (probability) 6-2.8 (prime factorization) 6 – 3.1 (patterns) 6 – 4.2 (missing vertices) 6 – 4.3 (line/rotational symmetry)	K - 5.7 (days of week, months, etc. 1 – 5.1 (money) 1 – 5.2 (money) 1 – 5.3 (money) 1 – 5 .10 (writing dates) 1 – 6.4 (simple probability) 3 – 4.1 (circle properties) 3 – 4.8 (transformations) 7 – 6.8 (probability) 8 – 6.4 (probability) 8 – 6.5 (probability) 8 – 6.7 (probability) EA – 2.4 (unit analysis) EA – 2.6 (evaluate) IA – 5.5 (hyperbola) IA – 5.6 (hyperbola) IA – 5.7 (conic sections) G – 4.3 (exterior/interior angles)

	8 – 5.6 (accuracy/precision) 8 – 6.6 (odds) PC – 3.10 (polynomial inequalities) PC – 3.11 (polynomial inequalities) DA – 4.1 (variable) DA – 4.2 (types of statistics) DA – 4.3 (variables) DA – 4.11 (control charts) DA – 5.8 (geometric probability)	

Content Area Summaries

English Language Arts

The CCSS for ELA maintain the same level of higher thinking skills and rigor as the current South Carolina ELA standards. An overall alignment of ninety-seven percent exists between the two sets of standards, with the differences often just in the terminology. Ongoing professional development, coupled with a bridge document, will ensure that South Carolina teachers have the necessary information to provide effective instruction using the CCSS.

Mathematics

A comparison between the *South Carolina Academic Standards for Mathematics 2007* with the CCSS for mathematics yields an alignment percentage of ninety-seven percent. The percentage of indicators that appear in the South Carolina standards but not in the CCSS is a consequence of the different foundation for the two sets of documents. The CCSS is not based on the National Council of Teachers of Mathematics (2000) model standards. The CCSS instead begins with the assumption that the standards should provide a coherent foundation for teaching and learning mathematics. In addition, the CCSS are strongly aligned with the 2006 Focal Points document created by the National Council of Teachers of Mathematics. The expectations for teaching and learning in the CCSS for mathematics are as high as those in the South Carolina standards.

Recommendations

Professional development will be essential to ensure that all teachers understand and know how to use the CCSS effectively in classroom instruction. In addition, support documents will need to be created or revised to ensure that teachers have the necessary understanding to effectively implement the standards.

Because of the semantic differences in ELA, a "bridge" document is needed to define South Carolina terms (e.g. *bias*) in terms of the wording in the CCSS. In mathematics many topics are placed either earlier or later in the curriculum than is customary in South Carolina mathematics standards. This will mean that careful planning is necessary so that students entering a grade from which a topic has been moved have the opportunity to learn that content. It will be necessary to provide teachers with instructional resource supports and rationales for the shift from grade-to-grade to ensure that appropriate instruction is available so that children will be developmentally prepared to succeed.

Overall, the CCSS are easy to read, understand, and use for instructional planning. As part of the state's Race to the Top (RT^3) application, a comprehensive plan including goals, strategies, activities, and a timeline for implementation has been developed. To support a smooth transition for South Carolina's teachers and students, the plan provides for the alignment of resources, development of instructional resources, training, and ongoing support over the next three years.

Once the CCSS are finalized more detailed information regarding these recommendations will be provided.

Conclusions

The Fordham reviewers of the CCSS make it clear that while the new standards should be adopted by states, the challenge will be to "operationalize" the standards so that they can support a system that will turn out college and career ready students. The transition to and implementation of the CCSS will require the SCDE to focus on the essential question of how to ensure that all teachers in all schools have opportunities not only to become aware of the new standards but also to understand how to implement them in their classrooms. What is likely is that the SCDE will need to recognize that it must partner with districts to work out a system that makes the implementation of the standards into the day-to-day work of ELA, social studies, science, and mathematics teachers. The implementation cannot rely on the old system of "awareness" but must become the shared goal of the education community.

- The CCSS were developed in the same way that state standards are developed. The difference between local standards development and the CCSS development is that the CCSSI possesses a vast array of important intellectual and fiscal resources to draw upon in the development of the documents. The list of people who participated in working on the mathematics standards is a Who's Who of American mathematical scholarship and pedagogy. The same is true for English language arts. No state, much less a state with few resources like South Carolina, could possibly afford to put together such resources.
- Standards development is expensive. Not only is it costly to develop the documents themselves, but the acquisition of aligned curriculum resources and the provision of professional development for teachers are also costly. Finally, the development of assessments to provide accountability measures adds to the total cost. The CCSSI brings South Carolina a set of fully developed standards in ELA and mathematics. In addition, adopting the CCSS will make it possible for South Carolina to take advantage of the collaborative development of assessments with other states. The adoption of the CCSS permits South Carolina to focus its resources on the implementation of the standards rather than on the development of standards and assessments.
- Are the CCSS perfect? As Chester E. Finn observes, "Let's bear in mind that perfection is the wrong criterion by which to appraise these standards. Perfect standards do not exist. The right questions to ask as you consider these reviews, other commentators' opinions, and the draft standards themselves are the following: Are they significantly better than what we're using today? And how could they be improved?"

- Adoption of the CCSS will make it possible for South Carolina to be competitive for Round Two of the (RT^3) federal grant. South Carolina would be eligible for a grant in excess of $175 million.

The CCSS should be carefully considered for adoption based on the following:

- Students will have higher, clearer, and fewer standards, resulting in clearer learning expectations for them, their teachers, and their parents.

- Students will learn with high, rigorous standards that are internationally benchmarked.

- Students will not lose the rigor of the South Carolina standards. In fact, in some areas the reviewers identified ways in which the CCSS would be much more demanding than the current standards in mathematics and ELA.

- Students will benefit from a strong stance in favor of mathematical computation, the conventions of the English language, good literature, and America's founding documents.

- Students will take common assessments and have access to instructional resources from the partnership with other states.

- Students' curriculum, instruction, and assessment will be well-aligned with national assessments including the SAT, ACT, and the National Assessment of Educational Progress (NAEP).

Appendix A

Comparative Review Process

STATE BOARD OF EDUCATION
SOUTH CAROLINA DEPARTMENT OF EDUCATION
and
SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Memorandum of Agreement

Comparative Review Process

The State Board of Education (SBE)/South Carolina Department of Education (SCDE) and the Education Oversight Committee (EOC) agree to the process outlined below for comparative reviews of the South Carolina academic content standards. The intent of the comparative review is to examine formally the recommendations of a national and/or international group regarding what students should be learning in an academic content area. The comparative review can be initiated upon the request of either the SBE or the EOC if the next scheduled cyclical review of a content area is four or more years from the date of the request. Our aim is to balance the needs for orderly and transparent documents key to the improvement of education in South Carolina with an equally orderly and transparent process for changing policy or practice that is likely to improve education in South Carolina.

The Comparative Review Process includes the following steps:

1. Following the publication of recommendations from a national or international group regarding what students should be learning, either the SBE or the EOC may request a comparative review of SC academic content standards relative to the identified report;
2. The SCDE and EOC staff shall agree on the composition of a small group which may include agency staff persons, SC curricular leaders, and postsecondary educators in the content area to conduct a comparative review to respond to the following questions:
   - What new knowledge or insight does the national or international research bring to the SC Standards?
   - Is resolution of the differences important to raising student achievement in SC?
   - Can the differences be addressed through editorial clarifications, availability of instructional supplements, and professional development?
   - Do the differences require substantive changes in the system as a whole (e.g., accountability, assessment, districts, schools, classrooms)?
3. The small group shall provide a set of recommendations, which may include initiating a full cyclical review, to the SBE and EOC. With approval of both bodies, the recommendations are adopted for implementation.

South Carolina Department of Education

5-27-09
Date

Education Oversight Committee

June 1, 2009
Date

Appendix B
Timeline for the Review and Alignment of the Common Core State Standards Initiative (CCSSI)

2010	
January-March	Request nominations from State Board of Education (SBE) and Education Oversight Committee (EOC) for review panel members Select panel members for Common Core Review Panel (CCRP) Convene the CCRP and begin alignment review of current South Carolina standards with Common Core State Standards (CCSS) Prepare report detailing alignment findings, adoption recommendations, and suggested modifications to current instructional practices, student learning expectations and assessments Review national and international content area recommendations, model standards documents, research- based best practices, workplace skills expectations (WorkKeys, PSAT, SAT, ACT) for consistency with the CCSS
February	Hold a joint meeting of the SBE and the EOC to review the essential components of the CCSSI and the comparative review process Hold CCRP meetings Designate CCSS writing panel members
March	Prepare the CCCRP report for presentation to the SBE and the EOC based on the CCCRP findings
April	Present the CCCRP report to the SBE Begin CCRP meetings Hold public comment period

May	Present the CCCRP report to EOC Request First Reading approval from SBE for adoption of the CCSS Public comment period
June	Request approval from the EOC for adoption of the CCSS
July	Request Second Reading approval from SBE for adoption of the CCSS

Appendix C
Procedures for the Cyclical Review of Current South Carolina K–12 Academic Standards and for the Development of New Academic Standards

This document, in its entirety, can be accessed from the SCDE Web site (www.ed.sc.gov) under the Office of Standards and Learning section.

Appendix D
Science and Social Studies Review

Since the CCSS document for ELA includes science and social studies, a feedback session for educators representing these two content areas was held on March 24, 2010. Participants had the opportunity to review content pertaining to science and social studies included in the ELA CCSS with a focus on the impact on instruction and student learning. Potentially positive and uncertain results were communicated during the session. The following questions were used to guide the discussion of these groups:

- How does the information included in the CCSS document for ELA strengthen or limit science or social studies instruction?

- What components of these standards are currently included in science or social studies instruction based on the South Carolina Academic Standards? Cite examples.

- What barriers could you anticipate in effectively including the CCSS in science or social studies instruction?

- What support would be needed for effective understanding and implementation of the CCSS in all content areas?

Appendix E
Common Core Standards Review Template

This is sample of the sheet used by the panel in the first step of the CCCRP

Standard K-1	**Standard K-1** The student will begin to read and comprehend a variety of literary **texts** in print and nonprint formats.					
		A	**B**	**C**	**Comments**	**Cognitive Demand**
K-1.1	Summarize the **main idea** and details from literary **texts** read aloud.					
K-1.2	Use pictures and words to make predictions regarding a story read aloud.					
K-1.3	Understand that a narrator tells the story.					
K-1.4	Find examples of sound devices (including **onomatopoeia** and **alliteration**) in **texts** read aloud.					
K-1.5	Generate a retelling that identifies the **characters** and the **setting** in a story and relates the important events in sequential order.					
K-1.6	Discuss how the author's choice of words affects the meaning of the **text** (for example, *yell* rather than *said*).					
K-1.7	Use relevant details in summarizing stories read aloud.					
K-1.8	Create responses to literary **texts** through a variety of methods (for example, writing, **creative dramatics**, and the visual and performing arts).					

Appendix F
Transition Plan for the Implementation of the CCSS
(from the Race to the Top application)

After the adoption of the CCSS in 2010, South Carolina will implement a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked kindergarten through grade twelve standards that build toward college and career readiness by the time of high school graduation during the 2013-14 school year. The implementation plan will contain the essential components of stakeholder involvement, communications, resources, training and technical assistance, and personnel dedicated to a successful transition to CCSS and assessments. South Carolina will draw on its previous experiences related to statewide rollout of standards to transition to the enhanced CCSS.

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

The transition to and implementation of the enhanced standards and the high-quality assessments will be built upon the already developed South Carolina Standards Support System (S^3), 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. The S^3 focuses on three areas to support the instructional cycle: South Carolina academic standards and standards support documents; model lessons and curriculum resources; and high-quality professional learning opportunities.

The adoption of enhanced standards will require the development of curriculum resources to support the standards. Because the new CCSS will support curriculum that will go deeper into a fewer number of topics in English language arts and mathematics, and because of the number of states involved, South Carolina anticipates opportunities for collaboration and for the sharing of resources among these states.

Materials, alignment reports, crosswalk documents, and formative and interim professional guides developed during the transition year will be made available to the education community and to stakeholders through a variety of formats including web postings, optical media, and print formats.

The tentative timeline for the transition to the CCSS is provided in this document for your information:

Timeline	Process
2009–2010	• Adoption and Communication
2010–2011	• Planning and Alignment
2012–2013	• Transition and Training
2013–2014	• Implementation
2014–Ongoing	• Evaluation and Ongoing Support

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South Carolina Academic Standards for Mathematics (2007)
Retrieved 2010, from South Carolina Department of Education: http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/

South Carolina Department of Education. (2010, May 11). *Academic Standards.* Retrieved 2010, from South Carolina Department of Education: http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/

School: _____ District: _____ Date: _____

Implementation Assessment Team Members: _____

CATEGORY 1. Stability of student population and staff (district and school levels):					
LEVELS OF IMPLEMENTATION (Compare from beginning of initiative to present)					
	Highly Unstable	**Unstable**	**Transitioning**	**Stable**	**Highly Stable**
1.1 Student population remains about the same *year-to-year* in *regards to size and* demographics. *FARM= "free and reduced meals"	(0 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.	(1-2 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.	(3-4 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.	(5-6 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.	(7 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.
1.2 Teachers remain in the school. Low teacher turnover allows the coach to work with the same group of teachers one year to the next.	☐ **___ of ___ teachers, or 0-64%** of teachers, remain in this school since the coaching initiative began.	☐ **___ of ___ teachers, or 65-74%** of teachers, remain in this school since the coaching initiative began.	☐ ___ of ___ teachers, or **75-84%** of teachers, remain in this school since the coaching initiative began.	☐ ___ of ___ teachers, or **(85-92%)** of teachers, remain in this school since the coaching initiative began.	☐ ___ of ____teachers, or **(93-100%)** of teachers, remain in this school since the coaching initiative began.

CATEGORY 1 (continued). Stability of student population and staff (district and school levels):

	Year One	Year Two	Year Three
1.3 The coach continues in the role of coach at this school.	☐ The coach serves the school throughout year one. There has been no personnel change in this position.	☐ The year-one coach continues to serve the school throughout year two. There has been no personnel change in this position.	☐ The year-one and -two coach continues to serve the school throughout year three. There has been no personnel change in this position.
1.4 The coach is consistently present at the school (e.g., no excessive periods of absence due to professional, personal, health or other reasons).	The coach was absent from the school ____ *days for the following reasons:* ☐ ____ days for professional development. ☐ ____ days for personal or health reasons. ☐ ____ days for **long-term** disability or pregnancy. ☐ ____ days for other reasons.	The coach was absent from the school ____ *days for the following reasons:* ☐ ____ days for professional development. ☐ ____ days for personal or health reasons. ☐ ____ days for **long-term** disability or pregnancy. ☐ ____ days for other reasons.	The coach was absent from the school ____ *days for the following reasons:* ☐ ____ days for professional development. ☐ ____ days for personal or health reasons. ☐ ____ days for **long-term** disability or pregnancy. ☐ ____ days for other reasons.
1.5 Principals and district administration remain the same over the course of the coaching initiative.	☐ Superintendent ☐ *Associate Superintendent for Curriculum* and Instruction (if applicable) ☐ District Content Area Coordinator (if applicable) ☐ Principal ☐ *Assistant Principal (if applicable)* ☐ School-based Curriculum Coordinator (CRT or equivalent) (if applicable)	☐ Superintendent ☐ *Associate Superintendent for Curriculum and* Instruction (if applicable) ☐ District Content Area Coordinator (if applicable) ☐ Principal ☐ *Assistant Principal (if applicable)* ☐ School-based Curriculum Coordinator (CRT or equivalent) (if applicable)	☐ Superintendent ☐ Associate Superintendent for Curriculum and Instruction (if applicable) ☐ District Content Area Coordinator (if applicable) ☐ Principal ☐ *Assistant Principal (if applicable)* ☐ School-based Curriculum Coordinator (CRT or equivalent) (if applicable)

Evidence for Category 1 (Stability of student population and staff):

CATEGORY 2. Shared mission and vision: everyone in the school (principal, coach, teachers, and community members) shares the same goal to accelerate student achievement and the same vision for meeting those goals.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
2.1 Administrators focus on learning (pedagogy, content, assessment, standards, change, adult learning, relationships, communication, and coaching) **to envision/develop goals for accelerating student achievement.** (User's Manual Note: may need to discuss/ define: personal goals for learning; a culture of coaching)	☐ Administrators create personal goals for learning. ☐ Administrators begin using data to create goals for his or her work to support the coach and teachers. ☐ Administrators converse with the coach and teachers about developing goals for student achievement.	☐ Administrators pursue personal goals for *learning*. ☐ Administrators work with the coach in *various contexts* to support accelerating student achievement in classrooms. ☐ Administrators continue dialogue with the coach and teachers about envisioning/ developing goals for accelerating student achievement.	☐ Administrators assess & reflectively refine *personal goals for* learning. ☐ Administrators work with coach and an *expanding group of* teachers focused on learning to accelerate student achievement. ☐ Administrators participate in the PLC's assessment and reflective refinement of goals for accelerating student achievement.	☐ Administrators routinely assess and refine *personal goals for* learning. ☐ Administrators work with the coach and all *teachers in various* contexts to focus on learning to accelerate student achievement. ☐ Administrators participate in the PLC's routine review of student achievement and goals for accelerating student achievement.	☐ Administrators recursively assess and *refine personal goals* for learning. ☐ Administrators commit to sustaining a culture of coaching *focused on* accelerating student achievement. ☐ Administrators are collaborators in a school community where **ALL** members share a common vision for refining / achieving goals for accelerating student achievement.
2.2 Coach focuses on learning (pedagogy, content, assessment, standards, change, adult learning, relationships, communication, and coaching) **to envision/develop goals for accelerating student achievement.**	☐ Coach creates personal goals for learning. ☐ Coach begins using data to create goals for his or her own coaching work with teachers. ☐ Coach begins conversations with administration and teachers about envisioning/developing goals for accelerating student achievement.	☐ Coach pursues personal goals for learning. ☐ Coach coaches teachers in various contexts to accelerate student achievement. ☐ Coach continues dialogue with administration and teachers about envisioning/developing goals for accelerating student achievement.	☐ Coach assesses and reflectively refines personal goals for learning. ☐ Coach coaches an *expanding* group of teachers in various contexts to accelerate student achievement. ☐ Coach facilitates the PLC's continued review of student achievement and envisioning/ developing goals for accelerating student achievement.	☐ Coach routinely assesses and refines personal goals for learning. ☐ Coach coaches *ALL* teachers in various contexts to accelerate student achievement. ☐ Coach participates in the PLC's routine review of student achievement and goals for accelerating student achievement.	☐ Coach recursively assesses and refines personal goals for learning. ☐ Coach sustains a culture of coaching focused on accelerating student achievement. ☐ Coach is a collaborator in a school community where **ALL** members share a common vision for refining / achieving goals for accelerating student achievement.

CATEGORY 2 (continued). Shared mission and vision: everyone in the school (principal, coach, teachers, and community members) shares the same goal to accelerate student achievement and the same vision for meeting those goals.					
LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
2.3 Teachers focus on learning (pedagogy, content, assessment, standards, change, adult learning, relationships, communication, and coaching) **to envision/develop goals for accelerating student achievement.**	☐ Teachers assess their instruction in light of student achievement data. ☐ Teachers identify areas of instruction needing improvement. ☐ Teachers begin conversations with coach & administrators about envisioning/ developing goals for accelerating student achievement.	☐ Teachers create personal goals for learning. ☐ Teachers begin working with the coach in various contexts, including trying strategies and interventions, to accelerate student achievement in classrooms. ☐ Teachers continue conversations with the coach & administration about accelerating student achievement.	☐ Teachers asses and reflectively refine personal goals for learning. ☐ An expanding group of teachers work with the coach in various contexts, including trying strategies and interventions, to accelerate student achievement in classrooms. ☐ Teachers expand conversations to the PLC about accelerating student achievement. Dialogue includes insights and experiences using new strategies and interventions, new data, new questions, and new plans/goals.	☐ Teachers routinely asses and refine personal goals for learning. ☐ All teachers routinely work with the coach in various contexts, including trying strategies and interventions, to accelerate student achievement in classrooms. ☐ Teachers routinely have conversations with the wider PLC about accelerating student achievement. Dialogue includes insights and experiences using new strategies and interventions, new data, new questions, and new plans/goals.	☐ Teachers recursively assess and refine personal goals for learning. ☐ Teachers sustain a culture of coaching focused on accelerating student achievement. ☐ Teachers are collaborators in a school community where **ALL** members share a common vision for refining / achieving goals for accelerating student achievement.
2.4 Community members **focus on learning** (pedagogy, content, assessment, standards, change, adult learning, relationships, communication, and coaching) **to envision/develop goals for accelerating student achievement.**	☐ Still needs to be developed based upon community response at retreat. (User's Manual Note: may need to discuss/ define community members: Families, SIC, Business Partners, DSS, etc.)	☐	☐	☐	☐

CATEGORY 2 (continued). Shared mission and vision: everyone in the school (principal, coach, teachers, and community members) shares the same goal to accelerate student achievement and the same vision for meeting those goals.					
LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Evidence for Category 2 (Missions and Vision):					

CATEGORY 3: Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Commitment to Coaching Initiative					
3.1 Administrators understand and commit to the key elements of the coaching initiative **including the** role and duties of the coach and administrators. [User's Manual Note: may need to discuss/ define: key elements of coaching initiative; role and duties of the coach and administrators; direct coaching support strategies to develop/support coaching; full implementation; and/or Standard Operation of Procedures (SOP)]	☐ Administrators are aware of the key elements of the coaching initiative including ... o the role and duties of administrators. o the role and duties of the coach.	☐ Administrators commit to coaching by... o allocating resources needed for coaching. o allocating time for coaching in the master schedule o setting expectation that teachers will be coached. o setting expectation that teachers will engage in PLC.	☐ Administrators commit to coaching by ... o expanding resources needed for coaching. o Re-evaluating/refining master schedule to support coaching o setting expectation that all teachers will be coached. o setting expectation that all teachers will actively engage in the PLC.	☐ Administrators commit to coaching by standardizing... o allocation of resources needed for coaching. o refinement of master schedule to support coaching. o intervention to ensure all teachers are being coached. o intervention to ensure all teachers actively engage in the PLC.	Administrators have a documented SOP of the school's coaching initiative to ensure ... o ongoing allocation of resources needed for coaching. o ongoing refinement of master schedule to support coaching. o ongoing expectation that new staff will be coached. o ongoing expectation that all new staff will actively engage in the PLC.
	☐ Administrators are aware that the coach's time is to be spent on direct coaching support.	☐ Administrators ensure the coach's time is spent on direct coaching support.	☐ Administrators ensure the coach's time is spent on direct coaching support.	☐ Administrators ensure the coach's time is spent on direct coaching support.	☐ Administrators ensure the coach's time is spent on direct coaching support.
Possible def. for role of coach: one who mediates thinking and who supports them in self-directed learning and data driven decision making to accelerate student achievement.	☐ Administrators are aware that the role of the coach is supportive rather than evaluative. ☐ Administrators seek strategies to develop coaching in the school.	☐ Administrators protect the coach from serving in an evaluative role. ☐ Administrators implement strategies to develop coaching in the school.	☐ Administrators protect the coach from serving in an evaluative role. ☐ Administrators refine strategies that support coaching in the school.	☐ Administrators protect the coach from serving in an evaluative role. ☐ Administrators ensure full implementation of coaching in the school.	☐ Administrators protect the coach from serving in an evaluative role. ☐ Administrators ensure full implementation of coaching continues in the school even as personnel change.

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Commitment to Coaching Initiative					
3.2 Coach understands and commits to the key elements of the coaching initiative including the role and duties of the coach. (MANUAL NOTES-- may need to discuss/ define "forums for professional dialogue; coaching relationship which means trusting and non-evaluative) *(CONCERN: if we have a content specific coach we can't have the exemplary column say ALL teachers in the school--it may be only all the teachers within "an identified content area".*	☐ Coach is aware of the key elements of the coaching initiative including his or her role and duties as the coach. ☐ Coach is aware that his/her time is to be spent on direct coaching support. ☐ Coach seeks strategies to develop coaching in the school. ☐ Coach provides requested data to S2MART Center staff.	Coach promotes coaching by ... ○ coordinating the acquisition and use of needed resources. ○ with administrators, establishing the master schedule to support coaching. ○ *considering* the master schedule in planning personal schedule. ○ fostering relationships with teachers. ○ establishing forums for professional dialogue. ☐ Coach ensures that his/her time is spent on direct coaching support. ☐ The coach implements strategies to develop coaching in the school. ☐ Coach provides requested data to S2MART Center staff.	Coach promotes coaching by ... ○ expanding and refining the use of resources. ○ with administrators, refining the master schedule to support coaching. ○ *considering the* master schedule in refining personal schedule. ○ establishing coaching relationships with a growing number of teachers in the school. ○ encouraging and including an expanding number of teachers in the PLC. ☐ Coach ensures that his/her time is spent on direct coaching support. ☐ Coach refines strategies that support coaching in the school. ☐ Coach reflects on/ provides requested data to S2MART Center staff.	Coach routinely promotes coaching by ... ○ assessing/advocating for the use of current and new resources. ○ with administrators, refining the master schedule to support coaching. ○ *considering the master* schedule in refining personal schedule. ○ maintaining coaching relationships with all/ content * teachers. ○ actively engaging all teachers in the PLC. ☐ Coach ensures that his/her time is spent on direct coaching support. ☐ Coach refines strategies that support coaching in the school. ☐ Coach reflects on/ provides requested data to S2MART Center staff.	☐ Coach assists administrators in documenting the SOP of the school's coaching initiative to ensure... ○ ongoing allocation of resources. ○ ongoing refinement of master schedule. ○ *ongoing expectation that* new staff will be coached. ○ ongoing expectation that all new staff will actively engage in the PLC. ☐ Coach advances coaching by ... ○ sustaining/establishing a coaching relationship with all/content * teachers. ○ engaging all teachers in the PLC. ☐ Coach ensures that his/her time is spent on direct coaching support. ☐ Coach refines strategies that sustain coaching in the school. Coach reflects on/ provides requested data to S2MART Center staff.

CATEGORY 3: (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Commitment to Coaching Initiative					
3.3 Teachers understand and commit to the key elements of the coaching initiative including the role and duties **of the coach and** teachers. (MANUAL NOTES: may need to discuss/ define: role and duties of teachers, inviting the coach may need to be spelled out in the manual— invitation is in anticipation of working in a coaching relationship).	☐ Teachers are aware of the key elements of the coaching initiative including … o the role and duties of teachers. o the role and duties of the coach.	Teachers support coaching by … o developing collegial relationships with the coach. o inviting the coach into the classroom. o assessing their own strengths and needs. o developing personal goals. o identifying needed resources. o participating in forums for professional dialogue.	Teachers support coaching by … o establishing a coaching relationship with the coach. o seeking opportunities to be coached. o Assessing and refining instruction. o Refining personal goals. o expanding and refining the use of resources. o actively engaging in the PLC.	Teachers routinely works with the coach to … o enhance the coaching relationship with coach and colleagues. o Schedule opportunities to be coached. o examine their data and self- assess. o Continue refining personal goals. o expanding and refining the use of resources. o actively engage and/or facilitate dialogue in the PLC.	☐ Teachers support the administrator and coach in documenting the SOP of their school's coaching initiative, as needed. ☐ Teachers advance coaching by … o sustaining/establishing a coaching relationship with the coach. o Teachers routinely coach one another. o examining their data and self- assessing. o continuing to refine personal goals. o expanding and refining the use of resources. o actively engage and/or facilitate dialogue in the PLC .
	☐ Teachers are aware that their time is to be spent on teaching & learning. ☐ Teachers provide requested data to the coach.	☐ Teachers ensure that their time is spent on teaching and learning. ☐ Teachers seek strategies to improve instruction in the classroom. ☐ Teachers provide requested data to the coach.	☐ Teachers ensure that their time is spent on teaching and learning. ☐ Teachers seek and refine strategies to improve instruction in the classroom. ☐ Teachers provide requested data to the coach and reflect collaboratively.	☐ Teachers ensure efficient use of their time in teaching and learning. ☐ Teachers seek and refine strategies to improve instruction in the classroom. ☐ Teachers provide data to the coach and reflect collaboratively.	☐ Teachers ensure efficient use of their time in teaching and learning. ☐ Teachers seek and refine strategies to improve instruction in the classroom. ☐ Teachers provide data to the coach and reflect collaboratively

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Commitment to Coaching Initiative					
3.4 Other initiatives do not compete for resources with the coaching program. (May need to add a row specific to competing *STATE/DISTRICT* initiatives/mandates.)	☐ School studies the impact of its programs and initiatives on instructional improvement. ☐ School identifies the programs and initiatives that are ineffective and interfere with coaching.	☐ School begins the process of removing programs and initiatives that are ineffective and interfere with coaching.	☐ School eliminates programs and initiatives that are ineffective and interfere with coaching.	☐ School identifies a protocol for assessing proposed programs and initiatives that impact coaching before they are implemented. ☐ School implements only the programs and initiatives that complement coaching.	☐ School consistently uses the protocol to assess proposed programs and initiatives that impact coaching prior to implementation. ☐ School consistently implements only the programs and initiatives that complement coaching.

Evidence for Category 3 (Fidelity to the Coaching Initiative—Commitment to Coaching):

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Implementing Learning					
3.5 Administrators *purposefully* implement learning from iCoach training sessions and meetings	☐ Administrators participate in all training sessions and meetings provided by S2MART Centers SC. ☐ Administrators dialogue with the coach and the coaching specialist about new learning. ☐ As appropriate, administrators share new information with the school community. ☐ Administrators, with the assistance of the coach and S²MART Center SC staff, facilitate writing the school plan for coaching to incorporate new learning.	☐ Administrators actively prepare for and engage in training sessions and meetings. ☐ Administrators continue dialogue with the coach and the coaching specialist about new learning. ☐ As appropriate, administrators share new information with the school community. ☐ Administrators, with the assistance of the coach and S²MART Center SC staff, begin implementing appropriate new learning.	☐ Administrators actively prepare for and engage in training sessions and meetings. ☐ Administrators continue dialogue with the coach and coaching specialist about new learning. ☐ As appropriate, administrators share new information with the school community. ☐ Administrators, in consultation with the coach, extend the implementation of appropriate new learning. Assistance from the coaching specialist is sought as needed. ☐ Administrators and the coach reflectively amend the school plan for coaching.	☐ Administrators actively prepare for and engage in training sessions and meetings. ☐ Administrators continue dialogue with the coach, and as needed, the coaching specialist about new learning. ☐ As appropriate, administrators share new information with the school community. ☐ Administrators, in collaboration with the coach, gather evidence about the effectiveness of new learning and practices. ☐ Administrators, the coach and teachers use data to appropriately amend the school plan for coaching.	☐ Administrators and school community develop a system to sustain continuous learning. ☐ Administrators and school community conduct a needs assessment to determine adult learning needs. ☐ The administrators and school community use the needs assessment to guide new implementation. ☐ Administrators and the school community collect data to provide evidence about the effectiveness of new implementation plan. ☐ Administrators and coach guide the school community in making refinements to the school plan for coaching.

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Implementing Learning					
3.6 The coach purposefully implements learning (about implementing a coaching initiative) **from iCoach training sessions and meetings**	☐ Coach participates in all training sessions and meetings provided by S2MART Centers-SC. ☐ Coach dialogues with the administrators and the coaching specialist about new learning. ☐ Coach, with the assistance of administrators and S²MART Center SC staff, facilitates writing the school plan for coaching to incorporate new learning.	☐ Coach actively prepares for and engages in training sessions and meetings. ☐ Coach continues dialogue with the administrators and the coaching specialist about new learning. ☐ Coach begins dialogue with teachers about new learning. ☐ Coach, with the assistance of administrators and S²MART Center SC staff, begins implementing appropriate new learning.	☐ Coach actively prepares for and engages in training sessions and meetings. ☐ Coach continues dialogue with the administrators and coaching specialist about new learning. ☐ As appropriate, coach continues dialogue about new learning in PLC. ☐ Coach, in consultation with the administrator, extends the implementation of appropriate new learning. Assistance from the coaching specialist is sought as needed. ☐ Coach and administrators reflectively amend the school plan for coaching.	☐ Coach actively prepares for and engages in training sessions and meetings. ☐ Coach dialogues with administrators and as needed, the coaching specialist, about new learning. ☐ As appropriate, coach expands dialogue about new learning in PLC. ☐ Coach gathers evidence about the effectiveness of new learning and practices. ☐ Coach, administrators, and teachers use data to appropriately amend the school plan for coaching.	☐ With the school community, coach helps develop a system to sustain continuous learning. ☐ With the school community, coach helps conduct a needs assessment to determine adult learning needs. ☐ With the school community, coach uses the needs assessment to guide new implementation. ☐ With the school community, coach collects data to provide evidence about the effectiveness of new implementation plan. ☐ ☐ With administrators, coach guides the school community in making refinements to the school plan for coaching.

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.					
LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Implementing Learning					
Evidence for Category 3 (Fidelity to the Coaching Initiative—Implementing Learning):					

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Differentiating Support for Implementation					
3.7 ***Administrators use*** **data to drive** differentiated support* **for teachers to build capacity. (See MANUAL notes below.)**	☐ Still needs to be developed based upon community response/at retreat.	☐	☐	☐	☐
3.8 The coach uses data to drive differentiated support* **for teachers.** *MANUAL NOTE: differentiated support includes distribution of time and balancing support functions within coaching; building capacity/self-direction.	☐ Coach begins collecting teacher data (teacher-contact, coaching role and journal reflections, etc.) to differentiate support for teachers.	☐ Coach continues to collect teacher data. ☐ Coach uses school data to begin implementing differentiated support for teachers.	☐ Coach continues to collect teacher data. ☐ As appropriate, coach and teacher analyze teacher data to identify areas for differentiated support. ☐ Coach uses school data and teacher input to plan for differentiated support. ☐ Coach provides differentiated support based upon plan. ☐ Coach reflects upon differentiated support toward new plans.	☐ Coach and teachers collect teacher data. ☐ As appropriate, coach supports teachers in analyzing their data to identify areas for differentiated support. ☐ Coach continues to differentiate teacher support based upon individual need. ☐ Coach consistently assesses teachers' progress in improving instruction. ☐ Coach consistently assesses his or her coaching toward improving instruction/acceleration student achievement.	☐ Coach and teachers collect teacher data. ☐ Coach facilitates teachers' use of teacher data to develop self-directed learners. ☐ *Coach continues to* differentiate teacher support based upon individual need. ☐ Coach consistently assesses teachers' progress in improving instruction. ☐ Coach consistently assesses his or her coaching toward improving instruction/acceleration student achievement.

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Differentiating Support for Implementation					
Evidence for Category 3 (Fidelity to the Coaching Initiative—Using Data to Differentiate Instruction):					

Appendix B3C

SC INSPIRE Section B-Transition and Implementation of Common Core Standards

Objective B3.2: In 2010 the State will implement a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked PK-12 standards that build toward college and career readiness by the time of high school graduation.

Years 2 and 3 Alignment and Development of Instructional Resources and S^3 Implementation for Transition of Common Core State Standards

Year 2-S3 Implementation Activity/Strategy/Training	Involved Stakeholders	Delivery Strategy	Effectiveness Measure
Written CCSS Support Documents Instructional Planning Guides Curriculum Resources	*88 District Instructional Leadership (DIL)Teams Train the Trainer Model 28 Tiered Districts per Phase 3 phases	Tiered Approach Onsite/Regional, Virtual SMART Initiative LiteracySC	Student Growth Measures- MAP-NWEA (participating schools/districts in each phase) Participant Feedback
Taught Effective Standards-based Instruction 21st Century Teaching	IS-CAPPs DIL	Tiered Approach Onsite/Regional, Virtual SMART Initiative LiteracySC	Student Growth Measures- MAP-NWEA (participating schools/districts in each phase) Participant Feedback
Tested Using Data To Inform Instruction (7A's)	DIL Data CAPPs	Tiered Approach Onsite/Regional, Virtual SMART Initiative LiteracySC	Student Growth Measures- MAP-NWEA participating schools/districts in each phase) Participant Feedback

Note: Each DIL will draft implementation roadmap for district that includes providing structured training for every teacher in the district. Student growth results will be released for districts one year after training cycle phases are completed.

Each DIL will consist of: a district instructional leader;4 teachers- early childhood, elementary, middle school, high school; principal representative. The number of teams trained will vary based on the number of schools in the district. Up to three teams will be trained per district.

The state's tiered service Delivery System for transition and implementation of CCSS will provide support services for districts that are based on and aligned to school needs.

Service Level	**Category**
On-site	Below Ave + Unsatisfactory 317 schools
Regional/Virtual	Average 564 schools
Statewide	Good + Excellent 404 schools

It should be noted that districts with excellent or good report card ratings may opt to access the above training sessions virtually. Participant Feedback

SC INSPIRE Section B-Transition and Implementation of Common Core Standards

Objective B3.2: In 2010 the State will implement a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked PK-12 standards that build toward college and career readiness by the time of high school graduation.

Year 1- Communication and Planning Activity/Strategy/Training	Involved Stakeholders	Delivery Strategy	Effectiveness Measure
Implementation Plan and Rubric Completed	Transition Team	Regional/Virtual	Surveys/Session Attendance
Partnerships for CAPPs established	88 districts	Regional	Signed MOU
Communication Plan Finalized	D of S&L: Board Stakeholder Groups	Statewide Media Community Meetings	Participation Numbers
Common Core Info Sessions	Professional Organizations	Established meetings	Meeting Attendance Evaluations
Connecting CCSS to Current SC Standards Sessions	88 SC Districts Teacher Leadership Teams	Designated Teacher Teams/Virtual Clips	Resources Participant Feedback
21st Century Skills Awareness Sessions	*88 South Carolina Districts*	Regional Sessions/ Virtual	Participant Feedback
Alignment of Curriculum Resources, Instructional Materials	Content Area Teacher Teams(specialists)	Department	Teacher /SEDL Feedback
CAPP Protocol -Instructional Support Determined	District-Instructional Leaders/Teachers	Regional	District /Teacher Feedback
Development of Standards Implementation Toolbox; Professional Learning Guides Phase 1, 2,3, implementation 28 tiered districts per phase	88 CAPPs Department	Regional/ Virtual	Classroom Observations

SCINSPIRE-Section B-Transition and Implementation of Common Core Standards

Year 1- Communication and Implementation Activity/Strategy/Training	Involved Stakeholders	Delivery Strategy	Effectiveness Measure
Implementation Plan and Rubric Completed	Transition Team	Regional/Virtual	Surveys/Session Attendance
Partnerships for CAPPs established	88 districts	Regional	Signed MOU
Communication Plan Finalized	D of S&L: Board Stakeholder Groups	Statewide Media Community Meetings	Participation Numbers
Common Core Info Sessions	Professional Organizations	Established meetings	Meeting Attendance Evaluations
Connecting CCSS to Current SC Standards Sessions	88 SC Districts Teacher Teams	Designated Teacher Teams/Virtual Clips	Resources Participant Feedback
21st Century Skills Awareness Sessions	*88 South Carolina Districts*	Regional Sessions/ Virtual	Participant Feedback
Alignment of Curriculum Resources, Instructional Materials	Content Area Teacher Teams(specialists)	Department	Teacher /SEDL Feedback
CAPP Protocol -Instructional Support Determined	District-Instructional Leaders/Teachers	Regional	District /Teacher Feedback
Development of Standards Implementation Toolbox; Professional Learning Guides	88 CAPPs Department	Regional/ Virtual	Classroom Observations
Phase 1, 2,3, implementation 28 districts per phase			
Total	998	908	90

Source: Fictitious data, for illustration purposes only

SCINSPIRE Transition to Common Core Standards

Year 2-S3 Implementation Activity/Strategy/Training	Involved Stakeholders	Delivery Strategy	Effectiveness Measure
Written CCSS Support Documents Instructional Planning Guides Curriculum Resources	*88 District Instructional Leadership (DIL)Teams Train the Trainer Model 28 Districts per Phase 3 phases	Tiered Approach Onsite/Regional, Virtual SMART Initiative LiteracySC	Student Growth Measures- MAP-NWEA (participating schools/districts in each phase) Participant Feedback
Taught Effective Standards-based Instruction 21st Century Teaching	IS-CAPPs DIL	Tiered Approach Onsite/Regional, Virtual SMART Initiative LiteracySC	Student Growth Measures- MAP-NWEA (participating schools/districts in each phase) Participant Feedback
Tested Using Data To Inform Instruction	DIL Data CAPPs	Tiered Approach Onsite/Regional, Virtual SMART Initiative LiteracySC	Student Growth Measures- MAP-NWEA participating schools/districts in each phase) Participant Feedback

Note: Each DIL will draft implementation roadmap for district that includes providing structured training for every teacher in the district. Student growth results will be released for districts one year after training cycle phases are completed.

Each DIL will consist of: a district instructional leader;4 teachers- early childhood, elementary, middle school ,high school; principal representative. The number of teams trained will vary based on the number of schools in the district. Up to three teams will be trained per district. It should be noted that districts with excellent or good report card ratings may opt to access the above training sessions virtually. Participant Feedback

South Carolina Department of Education
Together, we can.

MEMORANDUM

TO: Submitters for the Adoption List of Formative Assessments

FROM: Elizabeth Jones, Director
Office of Assessment

DATE: June 3, 2008

RE: 2008–09 Call for Submissions

Enacted in March 2006, Act 254 amended S. C. Code Ann. § 59-18-310 to read:

> By March 31, 2007, the State Board of Education shall create a statewide adoption list of formative assessments aligned with the state content standards and satisfying professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2007–08 school year, with funds appropriated by the General Assembly, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.

In accordance with Act 254, the South Carolina Department of Education (SCDE) is inviting submissions for the 2008–09 Adoption List of Classroom and Interim Formative Assessments in English language arts (ELA) and mathematics for grades one through nine.

The adoption list will include products that provide feedback for improving instruction and learning. These may include, but are not limited to, items or item banks; interim or benchmark assessments; formative classroom assessments; and/or instructional strategies such as questioning techniques, metacognitive techniques, and peer assessment methodologies. Professional development strategies such as teacher learning communities may also be submitted. Submissions will be accepted from publishers, independent or public companies, school districts, or any other entity.

Materials will be submitted and evaluated in two stages. During Stage One, a panel of measurement experts will use the enclosed evaluation criteria to appraise submitted products. Products that are not assessments will not be evaluated on criteria specific to test items.

1429 Senate Street Columbia, SC 29201 ***Phone*** 803.734.8500 ***Fax*** 803.734.3389 ***Web*** www.ed.sc.gov

A submission must meet all requirements specified in the Instructions for Submission. If any documentation is missing, the submission will be disqualified. The instructions, a timeline, and forms for submissions are enclosed.

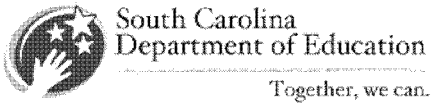
Products meeting the criteria for Stage One will receive directions for submission for Stage Two review. Publishers who submitted products other than assessments or item banks must submit a one-page description of their product. Publishers of test items, forms, or item banks will be asked to submit all test items accompanied by the results of an alignment study that indicates the state standard and indicator to which each item aligns. The academic standards can be accessed on the SCDE Web site at http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/.

After the final adoption list is approved by the South Carolina Board of Education, one-page descriptions and alignment information will be posted on the Office of Assessment Web site. Alignment information will include the number and percentage of items that are aligned to the indicators and standards, the number and percentage of items that are not aligned with the indicators and standards, and the number and percentage of indicators and standards for which there are no items.

For questions or additional information, contact Susan Creighton at screight@ed.sc.gov or 803-734-8534.

Enclosures:
- Calendar
- Intent to Submit
- Stage One Instructions for Submission
- Stage One Submission Form
- Evaluation Criteria

Project funded by the South Carolina State Department of Education through contract with the Office of Program Evaluation, College of Education, University of South Carolina



TECHNICAL DOCUMENTATION FOR THE

SOUTH CAROLINA ARTS ASSESSMENT PROGRAM (SCAAP):

ENTRY-LEVEL MUSIC & VISUAL ARTS ASSESSMENT 2009

A report submitted to

R. Scot Hockman
Education Associate for the Visual and Performing Arts
South Carolina State Department of Education

Prepared by:
Robert Petrulis, Executive Director
Min Zhu, Research Assistant
Xiaofang Zhang, Research Assistant
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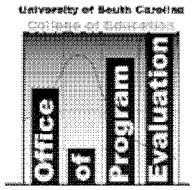
Office of Program Evaluation,
College of Education
University of South Carolina



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I. INTRODUCTION

SCAAP Purpose and Goals

Established in 2000, the South Carolina Arts Assessment Program (SCAAP) is a collaborative effort among the South Carolina Department of Education (SCDE), the Office of Program Evaluation (OPE) at the University of South Carolina (USC), and South Carolina arts educators. The purpose of SCAAP is to provide arts educators and school administrators with a tool to authentically measure their students' arts achievement and to objectively evaluate their schools' arts programs based on the South Carolina Visual and Performing Arts Curriculum Standards from 2003 (SCDE, 2003). The goal of SCAAP is to develop separate standards-based arts assessments in dance, music, theatre, and visual arts that are available for use at several K-12 grade levels. Currently, SCAAP has four entry-level and two middle-level arts assessments, each with an online multiple-choice section and a performance tasks section. All SCAAP assessment items are developed by South Carolina arts educators and evaluated by measurement specialists at OPE.

SCAAP History

In 2000 (Year 1), the project began with a focus on developing and field testing large-scale assessments for elementary school music and visual arts. Advisory Committees, comprised of statewide leaders in music and visual arts education, were formed to determine the test content and format. Advisory Committee members met with the SCAAP personnel to determine test specifications by selecting the content and achievement standards most appropriate for large-scale assessment. The test specifications provided the framework from which the committee members selected the most appropriate arts test population and format for the assessments.

Committee members chose elementary students as the initial test population for the music and visual arts assessments because a majority of South Carolina elementary schools offered music and visual arts programs. The committee members chose 4th grade as the elementary grade level to be assessed because that grade level is included South Carolina music and visual arts curriculum for grades three through five. Additionally, the committee members felt that teachers would not have had enough instructional time to cover those standards for students to be tested in the 3rd grade and would not have enough time to use the assessment results to modify instruction if necessary in the 5th grade.

The item formats chosen were multiple-choice and on-demand performance tasks. Committee members determined that those two formats were most suited to assess students' music and visual arts achievement in relation to the 2003 *SC Visual and Performing Arts Curriculum Standards*. The Advisory Committee members then created test items and tasks to match the test specifications. The SCAAP personnel used those items and tasks to assemble and field-test three 40-item multiple-choice test forms and two performance tasks each for music and for visual arts. Statistical analyses were conducted to evaluate the quality of the assessments and participating teachers were surveyed to gather feedback regarding test administration. A detailed description of the Year 1 results and activities can be found in the report *Technical Documentation for the South Carolina Arts Assessment Project (SCAAP) Year 1: Fourth Grade Music and Visual Arts Assessments* submitted to the SCDE.

In Year 2, the SCAAP 4th grade music and visual arts assessments were refined and pilot-tested. Based on statistical analyses from Year 1, the SCAAP personnel assembled two, rather than three, multiple-choice test forms and increased the number of items on each test to 45 to obtain adequate reliability. In Year 2, the SCAAP personnel also pilot-tested the web-based music and visual arts assessment prototype. A detailed description of SCAAP activities conducted during Year 2 can be found in the report *Technical Documentation for the South Carolina Arts Assessment Project (SCAAP) Year 2: Fourth Grade Music and Visual Arts Assessments* submitted to the SCDE. In Year 3, the SCAAP personnel began implementing the web-based SCAAP 4th grade music and visual arts assessments at several schools across the state in conjunction with the Distinguished Arts Program (DAP) grants awarded by the SCDE.

Advisory Committees were formed in Year 3 to begin developing the entry-level SCAAP dance and theatre assessments. In Year 4, the web-based multiple-choice sections of the entry-level dance and theatre assessments were field-tested at several middle and high schools across South Carolina. In Year 5, the SCAAP personnel worked with the Advisory Committee members to develop performance tasks for dance and theatre; both sections of the entry-level SCAAP dance and theatre assessments (i.e., multiple-choice and performance tasks) were field-tested in Year 6 and implemented at several schools across the state in Year 7. Also in Year 6, Advisory Committees were established to begin development of the SCAAP music and visual arts assessments for middle school students. The SCAAP middle school music and visual arts assessments were field-tested in Year 7. In Year 7, SCAAP comprised six different assessments—four entry-level and two intermediate-level assessments. All SCAAP assessments include a web-based multiple-choice section and a performance tasks section. Of the six SCAAP assessments, five include two performance tasks and one assessment includes three performance tasks. In the current year, Year 8, only the entry-level music and visual arts assessments were administered. Both assessments were administered during the spring semester, and school-level results were reported to teachers and principals the following fall semester.

Dissemination & Research

As the only web-based and fully-implemented arts assessment in the country, the SCAAP has been showcased at state and national conferences, such as the South Carolina Alliance for Arts Education (SCAAE), South Carolina Educators for the Practical Use of Research (SCEPUR), Music Educators National Conference (MENC), American Evaluation Association (AEA), and American Educational Research Association (AERA). The SCAAP personnel have presented on topics ranging from development and implementation of the assessments to validation of remote rating procedures. In addition, the SCAAP has been highlighted in several publications, including an assessment textbook, *Assessing Performance: Designing, Scoring, and Validating Performance Tasks* (Johnson, Penny, & Gordon, 2008), and *Assessment in Music Education: Integrating Curriculum, Theory, and Practice* from the Proceedings of the 2007 Symposium on Assessment in Music Education (Yap & Pearsall, 2007). Contact the SCAAP personnel at scaap@mailbox.sc.edu for a complete list of presentations, publications, and research utilizing the SCAAP.

SCAAP Collaborators

Because of the collaborative nature of SCAAP, several organizations and individuals are continuously involved in the development, implementation, and maintenance of the program.

The SCAAP personnel, consisting of a team of graduate students in the OPE led by Dr. Robert Petrulis, perform tasks related to the educational measurement aspects of the program as well as the administrative aspects of the program. Previously, Dr. Ching Ching Yap led the program. Currently, Dr. Petrulis and the SCAAP personnel advise and support members of all SCAAP Advisory Committees and also work with staff members from Enterprise Applications, formerly eBusiness Solutions, at USC to maintain and continually update the SCAAP web-based assessments.

The South Carolina Department of Education (SCDE) serves as the funding agency for SCAAP, and R. Scot Hockman, Education Associate for the Visual and Performing Arts at the SCDE, provides guidance for the future of the program as the SCDE representative. Mr. Hockman actively participates in many of the sessions involving the SCAAP Advisory Committees.

The SCAAP Advisory Committees are comprised of educators acknowledged statewide as leaders in their respective arts areas and who have completed the Curriculum Leadership Institute of the Arts (CLIA) and Arts Assessment Institute (AAI). Committee members guide the assessments by providing content-area expertise at several points throughout the year. During Item Review sessions, committee members create new multiple-choice test items, edit and refine existing test items, and review and refine performance task documents. During Validation Sessions, the Advisory Committee members review and refine performance task documents and benchmark student performance tasks for subsequent rating. Table 1.1 is a list of the core members of the SCAAP Advisory Committee for the 4th grade music and visual arts assessments.

Table 1.1
List of SCAAP Advisory Committee Members Music and Visual Arts

SCAAP Advisory Committee Members	
Music	Visual Arts
Kathy Clark	Connie Boleman
Pam Gowan	Stan Dubose
Mark Hodges	Lillie Dunning
Heather Turner	Laura McFadden
Tara Pearsall	

II. TEST FRAMEWORK & CONTENT

SCAAP Format and Test Items

The SCAAP test format, developed in Year 1 and modified slightly in Year 2, includes two 45-item parallel multiple-choice test forms and two performance tasks. The format is the same for both the music and the visual arts assessment. All test items were developed by members of the music and visual arts Advisory Committees along with arts faculty members from universities and colleges across South Carolina. Each multiple-choice test item used in the SCAAP assessment targets a South Carolina content and achievement standard and has a designated Bloom's taxonomy level. All multiple-choice items have four options, and many include multi-media interpretive material. Each performance task targets a specific South Carolina content standard and has a standardized administration procedure.

Stimulus Material
Stimulus materials used in SCAAP multiple-choice test items include multimedia interpretive materials such as artwork reprints and music notation images. The file formats include mp3 and wav (audio files), jpeg and gif (image files), and flv and sfw (video files). Often, the music examples and images used in the SCAAP test items were created by local South Carolina artists and composers.

Item Review
Many of the multiple-choice items used in the SCAAP assessments from 2004 to present were created during the initial development phase of the assessment; however, each year new items are created to augment the item banks and to replace items terminated due to poor item performance. All items are reviewed and edited yearly by Advisory Committee members and the SCAAP personnel based on item analysis from the previous year's assessment results. The committee members and the SCAAP personnel also review test items for (a) age-appropriateness and readability, (b) alignment to state curriculum standards, (c) gender and ethnicity bias using Differential Item Functioning (DIF) analysis.

Any changes to existing test items are determined by the committee members during the item review sessions and submitted to the SCAAP website following the sessions. Any changes not approved during the session are sent to committee members for review before test administration. The SCAAP personnel are responsible for the final appearance and/or sound of all test items and stimulus material. In addition, the SCAAP personnel make sure that all test items adhere to the following item writing guidelines.

Item-Writing Guidelines

1. The item relates directly to a specific standard.
2. The item requires students to use higher-order thinking skills.
3. The stem is a complete question or an incomplete statement; wording is simple and clear.
4. Information in the stem does not cue the answer.
5. Negative stems are avoided.
6. There is only one clear correct answer.
7. The correct answer is varied and options are arranged in a logical order (i.e., "abc").
8. Each alternative is plausible to a student who lacks the targeted knowledge.
9. Overlapping alternatives are avoided; each option is independent and mutually exclusive.

10. Alternatives are parallel in concept, language structure, grammar, and appearance.
11. Item options are equal or nearly equal in length.
12. Options avoid repeated words that are better suited in the stem.
13. Language usage and grammar in the stem and options are correct.
14. Wording in the stem and options are simple and clear.
15. The use of "all of the above" and "none of the above" as options is avoided.

SCAAP Website

Beginning in Year 3, all SCAAP multiple-choice assessments were administered online via the SCAAP website (https://scaap.ed.sc.edu). In addition, other aspects of the assessment became web-based such as performance task rating and monitoring. The SCAAP website is secured by usernames and passwords assigned by the SCAAP personnel who serve as the website administrators. Some of the website administrative responsibilities include (a) uploading audio, image, and video stimulus material, (b) creating and revising multiple-choice test items, (c) assembling multiple-choice test forms from the item database, (d) monitoring the online remote rating system. Depending on their access level, website users can perform such activities as (a) registering students to take the assessments, (b) uploading performance tasks files, (c) benchmarking student performance tasks for rater training purposes, (d) completing rater training and rating live student performance tasks, and (e) viewing school arts assessment results.

Due to the complexity of the website, the SCAAP personnel have documented the various features and functions in a website manual. The SCAAP personnel have also created separate manuals for each user access level to help facilitate website usage. The SCAAP website uses a SQL-DB server to store the large amount of data needed to conduct the SCAAP assessment and to accommodate the large volume of concurrent users that occurs during SCAAP test administration and performance task rating.

In Year 8, a blog (http://www.scaapblog.blogspot.com) for test administrators was set up in addition to the SCAAP website. The blog provides supportive information to test administrators, such as videos demonstrating how to record sound files and how to use features of the SCAAP website, as well as information regarding when and how to access SCAAP test results. The blog was maintained and updated by SCAAP personnel on a regular basis.

Music Assessment Content & Test Specifications

The 4th grade music assessment was developed to assess students' music achievement based on the *South Carolina Visual and Performing Arts Curriculum Standards* (2003) for grades three through five. With the SCAAP personnel, the SCAAP Advisory Committee members selected music content and achievement standards appropriate for large-scale assessment and constructed a table of test specifications. The SCAAP Music Assessment includes two sections: multiple-choice items and performance tasks. Multiple-choice items require students to demonstrate their knowledge of and skills in (a) music vocabulary, (b) notation, (c) listening music, (d) evaluation of performance problems, and (e) performance of music skills. Performance tasks require students to demonstrate their singing and improvisation skills on demand.

SC Music Content and Achievement Standards

Following are the music content and achievement standards selected by the Music Advisory Committee for inclusion in the SCAAP 4th grade music assessment.

Content Standard 1: Singing, alone and with others, a varied repertoire of music
Achievement Standards: Students will:

a. Sing independently, on pitch, and in rhythm, using appropriate timbre, diction, and posture while maintaining a steady tempo
b. Sing expressively, alone or in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
c. Sing, alone and with others, a varied repertoire of music including partner songs, descants, ostinati, and rounds

Content Standard 3: Improvising melodies, variations, and accompaniments
Achievement Standards: Students will:

a. Improvise, in the same style, responses to given rhythmic and melodic patterns
b. Improvise simple rhythmic and melodic ostinato patterns and accompaniments
c. Improvise simple rhythmic variations and melodic embellishments
d. Improvise short songs and instrumental pieces using traditional and nontraditional sound sources

Content Standard 4: Composing and arranging music within specified guidelines
Achievement Standards: Students will:

a. Compose and arrange music using standard and nonstandard notation.
b. Compose and arrange music to accompany readings and dramatizations.
c. Compose and arrange short songs and instrumental pieces within specific guidelines, using basic music elements.
d. Compose and arrange using a variety of sound sources

Content Standard 5: Reading and notating music
Achievement Standards: Students will:

a. Read and write rhythmic notation incorporating syncopation as well as whole, half, quarter, eighth, and sixteenth notes and corresponding rests.
b. Read and write short melodic notation in pentatonic, major, and minor tonalities.
c. Identify symbols and terminology for dynamics, tempo, and articulation and interpret them correctly when performing.
d. Write notation using standard symbols for meter, rhythm, pitch, and dynamics.

Content Standard 6: Listening to, analyzing, and describing music
Achievement Standards: Students will:

a. Identify examples of music forms including motive to phrase, 4-bar phrase, canon, rondo, AABA, 12-bar blues, and theme and variation.
b. Demonstrate perceptual skills by moving, answering questions, and describing selections representing diverse musical styles.
c. Use appropriate terminology to explain pitch, notation, meter, chords, voices, instruments, and performances.
d. Explain music using the appropriate terminology for pitch, notation, meter, chords, voices, instruments, and performances.
e. Identify by sight and sound a variety of instruments including orchestral, band, multicultural, and digital.
f. Demonstrate movement and emotional response to prominent music characteristics while listening.

g. Identify music in pentatonic, major, and minor tonalities.

Content Standard 7: Evaluating music and music performances
Achievement Standards: Students will:

a. Devise criteria for evaluating performances and compositions based upon musical concepts, ideas, and values.
b. Use appropriate music terminology to explain their personal preferences for specific musical works and styles.
c. Apply music concepts when judging the quality of their own performances and those of others and when offering constructive suggestions for improvement.

Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts
Achievement Standards: Students will:

a. Explain the role of music in life experiences, celebrations, community functions, and special events.
b. Identify similarities and differences in the meanings of common terms used in the various arts disciplines (e.g., "texture," "color," "form").
c. Explain how the principles and subject matter of disciplines outside the arts interrelate with those of music.

Content Standard 9: Understanding music in relation to history and culture
Achievement Standards: Students will:

a. Listen to examples of music from various historical periods and world cultures and identify the pieces by genre or style.
b. Describe how elements of music are used in music examples from various cultures of the world.
c. Identify various uses of music in daily experiences and describe the characteristics that make a particular type of music suitable for each use.
d. Identify and describe the roles of musicians in various settings and world cultures.
e. Demonstrate audience behavior appropriate for the context and style of music being performed.

SCAAP Music Test Specifications

Table 2.1 presents the test specifications for the music assessments. The table presents the percentages of items assessing each content standard for the multiple-choice section of the assessment and the content standard addressed by each performance task. The committee members decided to exclude *SC Content Standard 2: Playing instruments alone and with others* from the SCAAP 4th grade assessment due to concerns of equitable access to instruments across the state.

Table 2.1
Table of Specifications for SCAAP Music Assessment

Content Standard	Percentages
1. Singing	Performance Task 1
3. Improvisation	Performance Task 2
4. Composition	10%
5. Reading and Notating	30%
6. Analysis	25%
7. Evaluation	15%
8. Connections	5%
9. History and Culture	15%

Music Multiple-Choice Section: Format & Scoring
In Year 1, the SCAAP multiple-choice section included 40 multiple-choice items and two performance tasks for assessing fourth-grade students' music achievement. Based on analysis of the Year 1 results, the SCAAP personnel recommended increasing the number of test items in the multiple-choice section from 40 to 45 items to achieve satisfactory test reliability. Beginning in Year 2, the multiple-choice section of the music assessment consisted of two parallel test forms, each with 45 multiple-choice items, 25 of which were repeated in both test forms. Each test form was divided into two parts: "Understanding Music" (approximately 30 items) and "Listening to Music" (approximately 15 items).

Student responses to the 45-item, web-based multiple-choice test forms are stored on the SCCAP website and scored automatically. Each correct answer is scored as 1 and each incorrect answer is scored as 0. The maximum score for the SCAAP multiple-choice section is 45 points. Table 2.2 shows the total points possible for the music multiple-choice section as well as the number of items included in each part of each multiple-choice test form for Year 8.

Table 2.2
Number of Items in Each Part of the Music Multiple-Choice Test Forms

Parts	Music Form 1	Music Form 2
Understanding Music	29	29
Listening to Music	16	16
Total	45	45

Music Performance Task Section: Format & Scoring

In Year 1, the Music Advisory Committee and SCAAP personnel developed two music performance tasks, which were the same tasks used in Year 8. SCAAP Music Performance Task 1 requires students to individually perform a familiar song on a neutral syllable ("du"). Music Performance Task 2 requires students to individually perform an 8-beat rhythm improvisation using rhythm syllables. The student directions for both tasks are recorded on a compact disc (CD) to standardize test administration. Each test administrator is required to play the CD directions for each student and then digitally record that student performing the task when prompted.

Beginning in Year 3, the SCAAP music performance tasks are scored by trained raters using hierarchical analytic rubrics[1]. After comparing the inter-rater reliability obtained using holistic and analytic rubrics in Year 2, Music Advisory Committee members decided to use hierarchical analytics rubrics because they would (a) allow raters to identify and evaluate the different components of the students' performances separately, and (b) provide participating music teachers with detailed feedback regarding students' strengths and weaknesses. The rubric for Music Performance Task 1 includes three criteria (Tonal, Rhythm, and Vocal Quality) and the rubric for Music Performance Task 2 includes two criteria (Rhythm and Improvisation). Each criterion has 5 levels, ranging from 0 to 4, and each level represents a skill to be accomplished. The order of the levels is based on the hierarchy of skill development. The rubrics used to score the Year 8 music performance tasks are presented in Tables 2.3 to 2.7. Since Year 7, the music performance tasks rubrics have been provided to test administrators prior to testing.

Table 2.3
SCAAP Music Task 1 Rubric—Tonal Criteria

Rating	Tonal Criteria
4	Intonation and pitches are accurate
3	Tonal center is established and maintained
2	Major Tonality is established
1	Melodic contour is accurate
0	Incorrect melodic contour; incomplete performance or performance with pause(s) or stops

[1] The analytic rubrics used to score the SCAAP performance tasks were developed based on Gordon's "Rating Scales and Their Uses for Measuring and Evaluating Achievement in Music Performance" (2002). According to Gordon, analytic rubrics, or continuous rating scales as he refers to them, are used to measure each dimension of a performance (e.g., rhythm component or tonal component).

Table 2.4
SCAAP Music Task 1 Rubric—Rhythm Criteria

Rating	Rhythm Criteria
4	Tempo is consistent, and rhythm patterns are accurate
3	Tempo and meter are maintained nearly all the time; Rhythm patterns are mostly correct
2	Duple meter is established
1	A tempo is established
0	Incomplete performance or tempo is not established

Table 2.5
SCAAP Music Task 1 Rubric—Vocal Quality Criteria

Rating	Vocal Quality Criteria
4	Consistent use of head voice/singing voice and consistent breath support
3	Consistent use of head voice/singing voice BUT minimal breath support
2	Minimal use of head voice/singing voice
1	No use of head voice/singing voice
0	Incomplete performance

Table 2.6
SCAAP Music Task 2 Rubric—Rhythm Criteria

Rating	Rhythm Criteria
4	Macrobeats and microbeats, divisions, or elongations are accurately represented
3	A tempo is maintained most of the time, and meter is clearly defined
2	Meter is established
1	A tempo is established
0	Incomplete performance or no tempo established

Table 2.7
SCAAP Music Task 2 Rubric—Improvisation Criteria

Rating	Improvisation Criteria
4	Improvised a rhythm pattern using complex rhythm patterns such as divisions or elongations
3	Tempo and meter are maintained nearly all the time; Rhythm patterns are mostly correct
2	Duple meter is established
1	A tempo is established
0	Incomplete performance, no improvisation, or no recognizable improvisational intent

From Year 7, raters had the option of choosing augmentation scores (+ and -) for each student performance. With augmentation scores, the maximum score for each performance criteria for the SCAAP Music Performance Tasks is 4.33. For Music Task 1, the maximum score is 12.99 and for Music Task 2, the maximum score is 8.66. Table 2.8 presents a summary of the maximum points for each criterion and for each task for the SCAAP Music Performance Tasks.

Table 2.8
Maximum Points for Music Assessment Performance Tasks

Performance Task	Criteria	Points per Criteria	Points per Task
Task 1: Singing	Tonal	4.33	12.99
	Rhythm	4.33	
	Vocal Quality	4.33	
Task 2: Rhythm Improvisation	Rhythm	4.33	8.66
	Improvisation	4.33	

Visual Arts Content & Test Specifications

The 4th grade visual arts assessment was developed to assess students' visual arts achievement based on the *South Carolina Visual and Performing Arts Curriculum Standards* (2003) for grades three through five. Along with the SCAAP personnel, the SCAAP Advisory Committee members selected visual arts content and achievement standards appropriate for large-scale assessment and constructed a table of test specifications. The SCAAP Visual Arts Assessment includes two sections: multiple-choice items and performance tasks. Multiple-choice items

require students to demonstrate their knowledge of and skills related to (a) visual arts vocabulary, (b) the creation of artworks, (c) the evaluation of artistic choices, and (d) the understanding of visual arts in cultural and historical contexts. Performance tasks required students to demonstrate on demand their ability to compare and contrast artworks and to complete and critique their own artwork.

SC Visual Arts Content and Achievement Standards

Following are the visual arts content and achievement standards selected by the Visual Arts Advisory Committee for inclusion in the SCAAP 4th grade visual arts assessment. The visual arts content and achievement standards were selected from *South Carolina Visual and Performing Arts Curriculum Standards* from 2003 for grades three through five.

Content Standard 1: Understanding and applying media, techniques, and processes

Achievement Standards: Students will

a. Describe how different media, techniques, and processes evoke different responses in the viewer of an artwork.
b. Use a variety of media, techniques, and processes to communicate ideas, experiences, and stories through their artworks.
c. Use art materials and tools in a safe and responsible manner.

Content Standard 2: Using knowledge of structures and functions

Achievement Standards: Students will

a. Describe, both orally and in writing, how the various elements and principles of design function to evoke different responses in the viewer of an artwork.
b. Select and use various elements and principles of design to communicate personal ideas in their artworks.

Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standards: Students will

a. Select and use subject matter, symbols, and ideas to communicate meaning through their artworks.
b. Evaluate how particular choices of subject matter, symbols, and ideas function to communicate meaning in their own artworks and those of others.

Content Standard 4: Understanding the visual arts in relation to history and cultures

Achievement Standards: Students will

a. Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.
b. Identify a variety of artworks, artists, and visual arts materials that exist in South Carolina.
c. Describe how history, culture, and the visual arts can influence one another.

Content Standard 5: Reflecting upon and assessing the merits of their work and the work of others

Achievement Standards: Students will

a. Describe how an artist's experiences can influence the development of his/her artworks.
b. Analyze their own artworks and those of others and describe improvements that could be made.
c. Distinguish between personal preference and the objective analysis of artworks.

Content Standard 6: Making connections between visual arts and other disciplines
Achievement Standards: Students will

a. Compare and contrast characteristics of the visual arts and other arts disciplines.
b. Identify connections among the visual arts, other arts disciplines, and content areas across the curriculum.
c. Recognize career opportunities in the visual arts.

SCAAP Visual Arts Test Specifications
Table 2.9 presents the test specifications for the SCAAP visual arts assessments. The table presents the emphasis placed on each content standard for both the multiple-choice and performance task sections of the SCAAP Visual Arts assessment combined.

Table 2.9
Table of Specifications for SCAAP Visual Arts Assessment

Content Standard	Emphasis
1. Applying Media	15%
2. Knowledge of Structures	25%
3. Evaluating a Range	15%
4. Understanding Visual Arts	15%
5. Assessing the Merits	20%
6. Making Connections	10%

Visual Arts Multiple-Choice Section: Format & Scoring
In Year 1, the SCAAP multiple-choice section included 40 multiple-choice items and two performance tasks for assessing fourth-grade students' visual arts achievement. Based on analysis of the Year 1 results, the SCAAP personnel recommended increasing the number of test items in the multiple-choice section from 40 to 45 items to achieve satisfactory test reliability. Beginning in Year 2, the multiple-choice section of the music assessment consisted of two parallel test forms, each with 45 multiple-choice items; there were 25 linking items between the two test forms. Student responses to the 45-item, web-based multiple-choice test forms are stored on the SCAAP website and scored automatically. Each correct answer is scored as 1 and each incorrect answer item is scored as 0. The maximum score for the SCAAP multiple-choice section is 45 points.

Visual Arts Performance Task Section: Format & Scoring
In Year 1, the Visual Arts Advisory Committee and SCAAP personnel developed two visual arts performance tasks, which were the similar tasks used in Year 7. SCAAP Visual Arts Performance Task 1 requires students to compare and contrast, in writing, two artworks using a word bank of visual arts terms. Visual Arts Performance Task 2 is a two-part task. Part one, Task 2a, requires students to complete a drawing based on a given prompt and part two (Task 2b) requires students to write a critique of their own drawing using a word bank of visual arts terms.

To standardize test administration, each student receives the same performance task booklet, which includes written directions and space to complete the tasks. Test administrators are responsible for making sure that students use # 2 pencils and work independently. Beginning this year (Year 8), each Visual Arts test administrator was provided with a Test Administrator Script to ensure that the delivery of directions was standardized for each student.

Since Year 1, the SCAAP visual arts performance tasks have been scored by trained raters using holistic rubrics. The SCAAP Visual Arts Validation Committee members decided to use holistic rubrics to describe students' performance levels because the criteria used to evaluate students' performance tasks are dependent on one another and difficult to separate when scoring. Each rubric has 5 levels, ranging from 0 to 4, and each level describes a student's achieved level of proficiency with regard to the specific performance task. The rubrics used to score this year's (Year 8) visual arts performance tasks are presented in Tables 2.10 through 2.12. Beginning this year, the rubrics were made available to test administrators prior to administration in both hard copy and on the SCAAP website.

Table 2.10
SCAAP Visual Arts Task 1 Rubric—Compare/Contrast

Rating	The writing should be characterized by most of the following:
4	Most of the student's writing demonstrates a clear understanding of the similarities and differences between the two artworks. Student uses **at least** 4 terms correctly when referring to the artworks, and clearly shows in the context of the writing that he/she understands the art terms used. Three of the four terms used are **specific references**. At least two of the four terms used are **explanations**. Only one additional term may be used incorrectly.
3	Most of the student's writing demonstrates a clear understanding of the similarities and differences between the two artworks. Student uses **at least** 4 terms correctly when referring to the artworks, and clearly shows in the context of the writing that he/she understands the art terms used. At least two of the four terms used are **specific references**. At least one of the four of the terms used is an **explanation**.
2	Some of the student's writing demonstrates a clear understanding of the similarities and/or differences between the two artworks. Student uses **at least** 3 terms correctly when referring to the artworks, and clearly shows in the context of the writing that he/she understands the art terms used. All three terms used are **general** or **specific references**. The terms may or may not include **explanations**.
1	Student's writing demonstrates limited understanding of the similarities and/or differences between the two artworks. Student uses **at least** 2 terms correctly when referring to the artworks, and clearly shows in the context of the writing that he/she understands the art terms used. The two terms used may not include any **specific references** or **explanations**. The **general references** must demonstrate that the student understands the art term.
0	Student uses **at most** 1 term correctly and clearly shows in the context of the writing that he/she understands the art term used. Most of the writing is off topic or there is an insufficient amount of original writing to evaluate student's visual arts knowledge.

Table 2.11
SCAAP Visual Arts Task 2a Rubric—Drawing

Rating	The drawing should be characterized by most of the following:
4	Drawing includes the assigned topic and fills the space in a **unified composition**. The drawing includes an environment with a clear distinction between the background and foreground creating a sense of depth in the whole composition. Drawing also includes **many** details. Texture and patterns are used to enhance the picture.
3	Drawing includes the assigned topic and fills the space but may or may not be unified. The drawing includes an environment with a clear distinction between the background and foreground that may or may not create a sense of depth in the whole composition. The drawing includes **some** details, texture, or patterns.
2	Drawing includes the assigned topic and fills most of the space. An attempt was made to include an environment and create depth, but there is not a clear distinction between background and foreground. Drawing includes **few** details, texture, or patterns.
1	Drawing includes the assigned topic and an attempt was made to fill the space. No attempt was made to include a background and foreground and to create a sense of depth in the composition. Drawing includes **very limited** details, texture, or pattern.
0	Drawing does not address assigned topic, or drawing does not attempt to fill the space, or drawings are unrecognizable.

Table 2.12
SCAAP Visual Arts Task 2b Rubric—Self-Critique

Rating	The writing should be characterized by most of the following:
4	Most of the student's writing demonstrates a clear understanding of the strengths and weaknesses of the drawing. Student uses **at least** 4 terms correctly when referring to his/her artwork, and clearly shows in the context of the writing that he/she understands the art terms used. All 4 terms are **specific references**. At least 2 of the 4 terms are **explanations**. Only one additional term may be used incorrectly.
3	Most of the student's writing demonstrates a clear understanding of the strengths and weaknesses of the drawing. Student uses **at least** 4 terms correctly when referring to his/her artwork, and clearly shows in the context of the writing that he/she understands the art terms used. All 4 terms are **specific references**. At least 1 of the 4 terms is an **explanation**.
2	Some of the student's writing demonstrates a clear understanding of the strengths and weaknesses of the drawing. Student uses **at least** 3 terms correctly when referring to his/her artwork, and clearly shows in the context of the writing that he/she understands the art terms used. All 3 terms are **specific references**. The terms used may or may not include **explanations**.
1	Student's writing demonstrates limited understanding of the strengths and weaknesses of the drawing. Student uses **at least** 2 terms correctly when referring to his/her artwork, and clearly shows in the context of the writing that he/she understands the art terms used. All 2 terms are **specific references**. The terms used may or may not include **explanations**.
0	Student uses **at most** 1 term correctly, and clearly shows in the context of the writing that he/she understands the art term used. Most of the writing is off topic, or insufficient amount of original writing to evaluate the student's visual arts knowledge.

Beginning in Year 7, raters had the option of using augmentation scores (+ and -) when scoring students' performances. Therefore, the maximum score for Visual Arts Task 1 is 4.33 and the maximum for Visual Arts Task 2 is 8.66 (4.33 for Task 2a and 4.33 for Task 2b). Table 2.13 presents a summary of the maximum points for each task of the SCAAP Visual Arts Performance Tasks.

Table 2.13
Maximum Points for Visual Arts Performance Tasks

Performance Task	Description	Points per Criteria	Points per Task
Task 1	Compare/Contrast	4.33	4.33
Task 2	Drawing	4.33	8.66
	Self-Critique	4.33	

III. TEST ADMINISTRATION

Participants

In Year 8, 24 schools and 8 school districts received Distinguished Arts Program (DAP) grants from the South Carolina State Department of Education (SCDE). All 24 schools that received school-level DAP grants were required to participate in the SCAAP 4th grade music and visual arts assessments. Each of the 8 school districts that received a district-level DAP grant registered three elementary schools to participate in the SCAAP 4th grade assessments; districts with three or fewer elementary schools registered all of their elementary schools. The 8 school districts with district-level DAP grants registered 20 schools for Year 8 SCAAP testing. A total of 44 DAP elementary schools from around the state participated in the Year 8 SCAAP assessments. In addition, two schools from Beaufort County School District, which received an arts-related grant other than DAP grant, participated in SCAAP Year 8 assessments. In total, approximately 4,100 students from the 46 schools participated in the Year 8 SCAAP assessments, with 3,550 of those students completed the music assessment and 3,570 of those students taking the visual arts assessment.

Training Test Administrators

Because SCAAP testing is web-based, representatives from each participating school are responsible for test administration. In Year 8, the SCAAP personnel held two in-person test administrator training sessions in February: one in Columbia at the University of South Carolina, and the other in Lexington. The Columbia session was broadcast via the Internet using a live video presentation conferencing tool known as *Breeze Live*. All new teachers participating in SCAAP were required to attend one of the two training sessions in person; the experienced teachers could choose to attend the in-person session or to get a refresher remotely via *Breeze Live*. The recording of the training session was also available on the SCAAP website (https://scaap.ed.sc.edu/mainpages/admin.asp). The purpose of the training sessions was to familiarize the test administrators with the SCAAP administration requirements and procedures including (a) managing registered students on the SCAAP website, (b) administering the web-based multiple-choice test forms, (c) administering performance tasks, and (d) returning the test materials. All information regarding the SCAAP assessment procedures was also documented in the *South Carolina Arts Assessment Program Test Administration Manual* from 2009. Hard copies of the manual were either provided to test administrators at the training sessions or mailed to them, and electronic copies were available on the SCAAP website. In addition, SCAAP personnel provided assistance and helped test administrators with troubleshooting during regular school hours.

Administration Procedures

Each participating school was allowed to determine the individual dates for administration of the SCAAP 4th grade music and visual arts assessments, provided that testing began no earlier than March 1st, 2009 and was completed no later than April 1st, 2009. Individual classes at each participating school were randomly assigned to take one of the two multiple-choice test forms in each arts area. All 4th grade students, or a minimum of 100 students, were required to complete the multiple-choice section of the music and visual arts assessments. Forty students from each school or 120 students from each district were required to complete the music and visual arts performance tasks.

Multiple-Choice Administration: Music & Visual Arts
Approximately one hour was allocated for completing the web-based multiple-choice section. Each music multiple-choice test form had 45 items. The music multiple-choice test forms were divided into two sections: "Understanding Music" and "Listening to Music"; the visual arts multiple-choice test forms were not divided into sections. Students worked individually on computers and were able to answer questions at their own pace. Each student wore headphones, provided by SCAAP, enabling students to listen to stimulus material and answer questions based on that material. The web-based format of the multiple-choice section allowed students to play the stimuli as many times as they wished.

Performance Task Administration: Music
The SCAAP music performance tasks were administered individually to students. The music test administrators are trained by the SCAAP personnel during the test administrator training sessions to administer the tasks following a standardized procedure. The test administrators (a) play the CD directions for each student, (b) digitally record that student's performance using a microphone provided by the SCAAP, and (c) then save that student's performance on a provided flash drive using a file naming convention. Test administrators return the flash drives to the SCAAP personnel using a business reply envelope provided by the SCAAP. After the files are returned, the SCAAP personnel then employ a mass uploading procedure that places the student performance task files on the SCAAP website. All procedures for administering the music performance tasks are included in the *South Carolina Arts Assessment Program Test Administration Manual* and presented in detail at the test administrator training sessions. In addition, the SCAAP personnel provided technical support during regular school hours.

On average, each student took approximately 8 minutes to complete both music performance tasks. The average time required was determined based on teacher feedback, which indicated that the time required for administering both music performance tasks ranged from 5 – 20 minutes for each student.

Performance Task Administration: Visual Arts
The SCAAP visual arts performance tasks were administered to groups of students. Each student is provided with a copy of the SCAAP Visual Arts Performance Task booklet. The visual arts test administrators are instructed by the SCAAP personnel during the test administrator training sessions to administer the tasks following a standardized procedure. Test administrators are asked to assist their students in writing their last names and identification numbers on each page of the performance task booklet and to make sure that students use only a # 2 pencil to complete their drawing. A script was provided to visual arts teachers to help them lead their students through the testing process for the performance tasks in a standardized way. For the visual arts performance tasks, a maximum of 90 minutes was allotted to complete both visual arts performance tasks—approximately 30 minutes per task (i.e., Task 1, Task 2a, and Task 2b).

After administering the visual arts performance tasks, the test administrators return the student performance tasks to the SCAAP personnel using a pre-paid, business reply envelope. Student performance task booklets are then scanned by the SCAAP personnel, saved in a .jpeg format, and uploaded to the SCAAP website via a mass uploading procedure. All procedures for administering the visual arts performance task files are included in the *South Carolina Arts Assessment Program Test Administration Manual* and presented in detail at the test administrator training sessions.

IV. SCORING

Multiple-Choice Section

For the web-based multiple-choice test forms, student responses were stored on the SCAAP website in the SQL-DB server. The SCAAP personnel organized and cleaned the SCAAP database to generate online results for the schools. The results were calculated based on the answer key stored in the item database. The SCAAP personnel also downloaded the database from the website for further statistical analysis such as classical item analysis and item response theory (IRT) analysis.

Performance Task Section

Benchmarking Music and Visual Arts Performance Tasks

Each year prior to performance task rating, Music and Visual Arts Advisory committees meet with the SCAAP personnel to review and finalize the performance task rubrics from the previous year and to benchmark student performances. In Year 8, about 100 benchmarked performances were identified for each music performance task, and 75 were identified for each visual arts performance task. Copies of the Year 8 finalized performance task rubrics are presented in Chapter 3.

Web-based Rating System and Procedure

Each year, the SCAAP personnel invite arts teachers and content area experts who have attended the Arts Assessment Institute (AAI) to serve as raters. All raters are required to attend a one-day rater training session held at a central location. The entire rating procedure, including the rater training and monitoring, is web-based via the SCAAP website. A rater manual provided technical information regarding the web-based system and the rating procedure. Very few computer problems were reported during Year 8 rating, and most raters completed the rating of all performance tasks within one month.

The student performances benchmarked during the validation sessions were divided into four sets that were used for rater training and monitoring (a) an anchor set to demonstrate proficiency at each score level for training raters, (b) a practice set to create practice tests used during rater training sessions, (c) a qualifying set to create qualifying tests and refresher tests, and (d) a seed set to be distributed among items to be rated. During the rater training session, the SCAAP personnel presented the raters with the anchor items for each task. Raters reviewed the anchor items and read the comments provided by the Validation Committee members. Then, the raters took a 10-item web-based practice test. The practice test presented immediate feedback regarding the validated scores and the Validation Committee members' comments. Finally, the raters were required to pass a 15-item randomly-generated qualifying test for each performance task. To pass, each rater needed to score at least 90% on the qualifying test before becoming eligible to rate student responses. If a rater did not pass the qualifying test after three attempts, that rater was required to discuss his/her score discrepancies with the SCAAP personnel and then retake the qualifying test until a passing score was achieved.

Subsequent to passing the qualifying tests, raters were permitted to rate student performances remotely via the website from home according to their own schedule. Based on the workload, in Year 8 each music rater was assigned to rate about 640 student responses per performance task and approximately 1,280 student responses in total; each visual arts rater was assigned about 580

student responses per performance task and approximately 1,770 student responses in total. Raters were randomly assigned to rater groups.

The SCAAP personnel monitor rater consistency throughout the remote rating process using refresher tests and seed items. Similar to the qualifying tests, refresher tests are 15-item randomly generated tests that each rater must pass with at least 90%. Raters are automatically directed to the refresher test after scoring 100 student performances or after failing three seed items. Seed items are pre-scored student performances that are distributed among un-scored student performances. A rater is considered to have failed a seed item if the score differs from the committee's score by two or more points (nonadjacent). A rater is not permitted to continue rating until he/she passes the refresher test.

The SCAAP score resolution method for nonadjacent scores utilizes expert raters, which is a widely accepted rating practice (Johnson, Penny, Fisher, & Kuhs, 2000; Johnson, Penny, Fisher, & Kuhs, 2003; Johnson, Penny, Gordon, 2001). For Year 8, raters were able to use augmentation scores (+ or -) when grading the responses. Previous studies have indicated that score augmentation tends to improve inter-rater reliability (Penny, Johnson, and Gordon, 2000). In Year 8, about one third of the visual arts performances and one third of the music performances were double-rated, meaning that each of those student performances was scored by two raters. The remaining student responses were each scored by a single rater.

V. ANALYSIS AND RESULTS

Multiple-Choice Section

Analysis

The results presented in this chapter include reliability and descriptive statistics for all music and visual arts multiple-choice test forms. Analyses were conducted using classical test theory, and computations were performed using SAS and SPSS statistical software packages. Additional analyses were also conducted using Item Response Theory (IRT) to equate the test forms based on the students' abilities. The SCAAP personnel used BILOG and IRTLRDIF software to perform the computations.

Reliability

All multiple-choice items were binary (i.e., scored 0 or 1). SCAAP researchers computed the classical reliability indices for each test form using Cronbach's alpha and a corrected split-half index. Furthermore, the empirical reliability based on the fitted IRT model was computed based on the variance of the ability level (θ) for both forms. The formula for the empirical reliability is $\frac{Variance(\theta)}{Variance(\theta)+Variance(Error)}$. Table 5.1 contains the classical reliability indices for each test form and the empirical reliability for the equated scores.

Table 5.1
Reliability Indices for SCAAP 2008 Music and Visual Arts Multiple-Choice Items

Arts	Empirical Reliability	Test Form	Number of Items	Cronbach's Alpha	Corrected Split-Half
Music	0.84	1	45	0.82	0.82
		2	45	0.84	0.84
Visual Arts	0.87	1	45	0.86	0.86
		2	45	0.86	0.86

A minimum reliability index of .85 is necessary for a test form to be used for making high stakes decisions about individual students (Phillip, 2000). For research and evaluation purposes and for low-stake assessments, a minimum reliability index of .70 is required (Herman, Ashbacher, & Winters, 1992). According to Thorndike, Cunningham, Thorndike, & Hagen (1991), a reliability of .80 for individual scores will produce a stable mean for a group of at least 25 people. Moreover, Hill (2002) found that increasing the group size will also increase the reliability estimates. For the SCAAP 2009 test forms, the classical reliability indices range from .82 to .86 and the empirical reliability indices for music and visual arts are .84 and .87 respectively, indicating that the results are reliable for making medium stake decisions at the school level (with more than 25 students).

Each music multiple-choice test form was divided into two sections, "Understanding Music" and "Listening to Music." The Understanding section included items with and without visual

interpretive materials; however, no aural interpretive materials were used in that section. Each question in the Listening section included aural interpretive material and many of the questions also included visual interpretive material in the form of musical notation. The reliability indices for each section are reported in Table 5.2. The Understanding Music section has a reliability index of .74 for Music Form 1 and of .76 for Music Form 2. The Listening to Music section has a reliability index of .68 for Music Form 1 and of .70 for Music Form 2. The reliability estimates for the two sections of the Music multiple-choice are not recommended for comparison, as each of the two sections has a different number of items, which can impact the reliability estimates.

Table 5.2
Reliability of "Understanding and Listening" for Music Forms 1 and 2

	Music Form 1		Music Form 2	
	Reliability	Number of Items	Reliability	Number of Items
Understanding	0.74	29	0.76	29
Listening	0.68	16	0.70	16

Each SCAAP multiple-choice item is designed to address a particular content standard based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*. The SCAAP researchers computed reliability indices for each standard on each test form. Those indices are presented in Table 5.3 for each music standard and in Table 5.4 for each visual arts standard. The number of items for each standard was based on the percentages in the Table of Specifications.

Table 5.3
Reliability Indices for Music Multiple-Choice Assessment by SC Standard

	Music Form 1		Music Form 2	
	Reliability	Number of Items	Reliability	Number of Items
Standard 4	0.41	4	0.39	4
Standard 5	0.56	14	0.68	14
Standard 6	0.62	11	0.53	11
Standard 7	0.37	7	0.45	7
Standard 8	0.29	3	0.15	3
Standard 9	0.41	6	0.46	6

Table 5.4
Reliability Indices for Visual Arts Multiple-Choice Assessment by SC Standard

	Visual Arts Form 1		Visual Arts Form 2	
	Reliability	Number of Items	Reliability	Number of Items
Standard 1	0.44	7	0.50	7
Standard 2	0.54	11	0.58	11
Standard 3	0.46	7	0.59	7
Standard 4	0.46	7	0.42	7
Standard 5	0.60	8	0.49	8
Standard 6	0.54	5	0.46	5

The relatively low reliability indices can be attributed to the small number of items for each content standard. For each content standard, the number of items is determined by the table of specifications for each assessment. Although the number of items and the corresponding reliability indices for individual content standards are not sufficient to allow the reporting of multiple-choice results at the standard level, these indices have improved considerably compared to previous years' findings.

Descriptive Statistics

The mean score is 23.4 for both Music Forms 1 and 2, and for Visual Arts Form 1 and 2, the mean scores were 25.8 and 26.3, respectively. These means indicate that students correctly answered more than half of the items on each test form. For a test form of 45 items with four answer options, we estimated that students would score approximately 11 points if they guessed the answers for all items. The achieved means of 23.4-26.3 for the multiple-choice assessments indicate that the students' results are based not on chance, but on their understanding of the music and visual arts concepts covered in the assessment.

Table 5.5
Descriptive Statistics for Music and Visual Arts Test Forms

Test Forms		*M*	*SD*	*n*	Number of Items
Music Form	1	23.4	7.1	1959	45
	2	23.4	7.5	1591	45
Visual Arts Form	1	25.8	8.0	2116	45
	2	26.3	7.8	1454	45

Note: M = mean of the total test scores of all students. SD = standard deviation of the total test scores of all students. n = number of students who completed a particular test form.

IRT Model Fit

Using Item Response Theory (IRT) methods to analyze large-scale assessment data offers several advantages over classical test theory methods. The main advantage of using IRT for SCAAP is that it allows the equating of test forms based on latent variables within a single year and also across years. Another advantage is the ability to use individual item information during item review sessions.

To fully realize the benefits of IRT methods, the IRT model (i.e., one-, two-, and three-parameter logistic models) used for parameter estimation must fit the data. To examine model fit and determine the most appropriate model, the analysis of the residuals with the aid of graphs is most commonly proposed by researchers (Hambleton, Swaminathan, & Rogers, 1991, and Hambleton & Swaminathan, 1985). In the IRT analysis for Year 8 and for previous years, the SCAAP personnel used the two-parameter logistic model because it provided the best fit for the SCAAP data. A detailed description of the model fit process used by the SCAAP personnel can be found in the report *Technical Documentation for the South Carolina Arts Assessment Project (SCAAP) Year 3: Fourth Grade Music and Visual Arts Assessments* submitted to the SCDE.

Equating Test Forms

For each arts area, the SCAAP multiple-choice section consists of two parallel test forms with approximately 25 linking items between the two test forms; test forms were constructed to be parallel based on the Table of Specifications. Each test form was randomly assigned to individual classrooms within each school. Concurrent calibration method was then used to compute equated test scores for individual schools. The concurrent calibration method was chosen because this method yields more stable equated scores than other methods such as linear and equipercentile equating (Petersen, Cook, & Stocking, 1983; Hills, Subhijah, & Hirsch, 1988). This method requires the creation of a combined data set with all students and all items in the two test forms. In this combined data set, students' responses to those items not included in the test form they had taken were coded as 9 (missing). For example, if Student A completed Music Test Form 1, each item in Form 1 was coded either as 1 (correctly answered) or as 0 (incorrectly answered), while all items used in Form 2 would be 9 in the combined data set. BILOG was used as the IRT two-parameter logistic model calibration software to simultaneously estimate item parameters and ability parameters.

For Year 8, SCAAP school-level results were computed by equating across test forms and across years (SCAAP 2008 and SCAAP 2009). To identify which linking items would be used in the equated analysis, the SCAAP personnel examined the behaviors of items used in both years, including revised items. Both chi-square statistics for estimated parameter differences and the areas between Item Characteristic Curves (ICCs) were considered as criteria for detecting differential behaviors. The area between the ICCs was examined because it reflects the probability of the item scoring differently in two forms. Since all items are binary-response, this probability multiplied by the number of items represents the difference in total scores of the two forms.

First, SCAAP personnel identified those linking items with insignificant parameter differences, choosing .05 as the overall level of significance and making Bonferroni adjustments for each item. Then, SCAAP personnel examined the area between the ICCs. A cut-off value of .07 was chosen to ensure that the overall variation in total scores was no more than the Standard Error of Measurement (SEM), a measure of the expected fluctuation in scores on the same test. The SEMs of the four test forms (two each for Music and Visual Arts) were estimated to range from 2.92 to 2.98, making the cut-off approximately .07. Items with the area between ICCs of less

than .07 were considered good linking items; those with areas greater than .07 were de-linked. With a set of good linking items, individual student ability estimates were computed. Because individual test forms comprise 45 items, students' ability estimates were transformed into a 45-point scale to facilitate interpretation of results by teachers and administrators.

Technical Characteristics of Items

For every item, traditional indices such as proportion of correct responses (*p*-values or item difficulty values) and discrimination indices (*d*-values) based on point-biserial correlations were examined. In addition, differential item functioning (DIF) indices based on gender and ethnicity were computed for each item. The individual item analysis results for each item in each test form are presented in Appendices A-D.

The histograms of the *p*-values for each test form were constructed to investigate the distribution of *p*-values and are presented in Figure 5.1. The histograms indicate that most items have moderate *p*-values and that only a few items have very low or very high *p*-values.

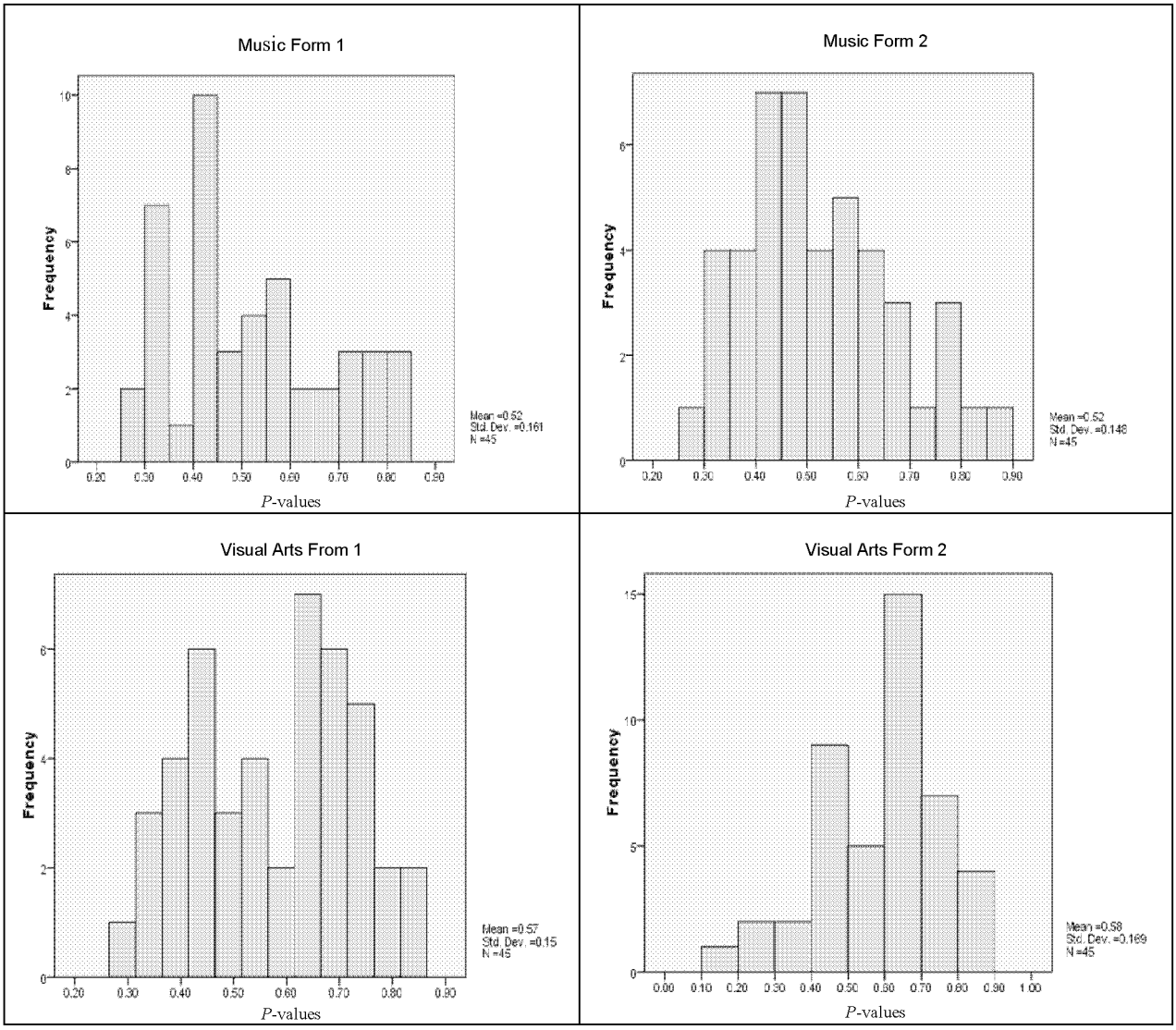

Figure 5.1. P-value Histograms for Music and Visual Arts Test Forms

The ranges of item *p*-values and item discrimination indices for each test form are presented in Table 5.6. Although individual item *p*-values range from .19 to .87, the average *p*-values for all test forms range from .52 to .58.

Table 5.6
Ranges of P-values and Discrimination Indices of Test Forms

Test Forms		*P*-value Ranges	Discrimination Indices Ranges
Music Form	1	0.28-0.83	0.11-0.49
	2	0.28-0.87	0.11-0.51
Visual Arts Form	1	0.29-0.82	0.10-0.57
	2	0.19-0.85	0.02-0.54

Individual item discrimination indices for all test items ranged from 0.02 to 0.57. Because item discrimination index is a type of correlation in which each item is correlated with the total test score, an acceptable item discrimination index means that students who answer a particular item correctly usually have an overall higher score than students who do not answer that item correctly. Conversely, a low or negative discrimination index means that students who answer a particular item correctly usually have an overall lower score than students who do not answer that item correctly. Therefore, negative or low discrimination indices are of most concern because they do not distinguish between high scoring and low scoring students, or between students who have and have not mastered the content being measured by the assessment.

According to Ebel & Frisbie (1986), items with discrimination indices (a) equal to or higher than .40 were considered to be good items, (b) between .30 and .39 were considered reasonably good items, (c) between .20 and .29 were considered marginal items that need minor revision, and (d) equal or lower than .19 were poor items that need major revision. Based on the magnitude of those individual values, each item in the SCAAP assessments was classified as having (a) an acceptable discrimination value, (b) a low discrimination value, or (c) a negative discrimination value. A summary of the number of items with questionable discrimination indices (≤ .19) is listed in Table 5.7. Those items with low or negative discrimination indices will be presented to the SCAAP Advisory Committee at the Item Review Session. Then, based on the committee members' recommendations, those items will either be altered or terminated in preparation for Year 9 testing.

Table 5.7
Number of Items with Low and Negative Discrimination Indices

Test Forms		Low Discrimination Indices ($0.00 \leq D \leq 0.19$)	Negative Discrimination Indices
Music Form	1	5	0
	2	3	0
Visual Arts Form	1	3	0
	2	3	0

To investigate whether the student results differ by gender or by ethnic group, the SCAAP personnel computed descriptive statistics for all test forms by gender and by ethnicity. Those descriptive statistics are presented in Table 5.8 and Table 5.9. In general, female students scored slightly higher than male students, and White students scored higher than African American students on both music and visual arts assessments. The ranges of *p*-values for each test form, which provide additional information, are presented in Table 5.10 by gender and ethnicity. Those *p*-value ranges are similar for all gender groups examined, and a slight difference exists for the ethnicity groups, with White students doing a little better than their African American counterparts.

Table 5.8
Descriptive Statistics of Test Scores by Gender

		Gender					
		Female			Male		
Test Forms		*M*	*SD*	*n*	*M*	*SD*	*n*
Music Form	1	23.6	7.0	982	23.2	7.2	977
	2	24.0	7.5	819	22.9	7.5	772
Visual Arts Form	1	26.7	7.8	1067	24.9	8.0	1049
	2	26.9	7.8	741	25.6	7.8	713

Table 5.9
Descriptive Statistics of Test Scores by Ethnicity

Test Forms		Ethnicity					
		African-American			White		
		M	*SD*	*n*	*M*	*SD*	*n*
Music Form	1	20.4	6.1	934	26.3	6.8	871
	2	19.7	6.3	678	26.5	7.0	796
Visual Arts Form	1	22.3	6.9	1054	29.6	7.3	913
	2	22.5	6.8	564	29.1	7.3	762

Table 5.10
Ranges of P-values of Test Forms by Gender and Ethnic Groups

Test Forms		*P*-value Ranges			
		Female	Male	African-American	White
Music Form	1	0.28-0.87	0.28-0.84	0.23-0.79	0.29-0.92
	2	0.26-0.87	0.28-0.86	0.25-0.78	0.28-0.94
Visual Arts Form	1	0.31-0.82	0.24-0.82	0.22-0.76	0.35-0.88
	2	0.17-0.87	0.22-0.86	0.16-0.80	0.21-0.90

To further investigate whether students' performance on the SCAAP assessments vary significantly by gender or ethnic group, all SCAAP test forms were subjected to formal Differential Item Functioning (DIF) analysis to examine each item for bias. Item bias occurs when one group with a certain ability level has an advantage over another group with the same ability level on a given item. For the SCAAP assessment, the DIF analysis involves estimating whether students in different gender or ethnic groups, matched by ability level, have the same probability of correctly responding to a particular item. If, for a particular item, either group has a different probability of correctly answering that item, the item is considered to display differential item functioning (DIF).

The DIF analysis used is based on the Mantel-Haenszel (MH) procedure, included as a routine procedure in SAS. That routine is the FREQ procedure with the Cochran-Mantel-Haenszel (CMH) option (SAS, 1990). The MH procedure is commonly used in statewide and national

standardized assessments development, such as the National Assessment of Educational Progress (NAEP) and the South Carolina statewide assessment, the Palmetto Achievement Challenge Test (PACT). Specifically, the MH procedure first categorized the students by gender or ethnicity. Then, based on their total scores, students are classified to form strata or sub-groups with approximately the same number of students in each stratum. Once the strata are formed, the proportion of students in each stratum who correctly and incorrectly answered a particular item is calculated for a "focal" group and a "reference" group. The term "focal" refers to the group of interest in a DIF analysis. For gender, the focal group refers to females and the reference group is males. For ethnicity, African-American students are the focal group and White students are the reference group.

The SAS procedure also provides an estimate of the common odds ratio and a 95% confidence interval for that ratio. Educational Testing Service (ETS) deltas were calculated by taking the natural logarithm of the common odds ratio and multiplying it with a constant, -2.35. Following are the rules developed by ETS to interpret the delta values (Zwick & Ercikan, 1989).

- "A" items are those items with an ETS delta not significantly different than zero or an absolute value of ETS delta less than 1 ($\alpha = .05$)
- "B" items are those items with an ETS delta significantly different than zero and has either (a) an absolute value of ETS delta of at least 1 but less than 1.5 or (b) at least 1 but not significantly greater than 1 ($\alpha = .05$).
- "C" items are those with ETS delta greater than 1.5 and significantly greater than 1 ($\alpha = .05$).

"A" items are considered to be free of DIF. "B" items may be used unless there are other item choices. "C" items are to be selected only if essential to meet test specifications. The direction of bias can be determined by examining the ETS delta. Only those items with negative ETS delta values are biased against the focal group.

A summary of the DIF classifications for music and visual arts items is presented in Table 5.11. All items in Year 8 were classified as either "A" or "B" items, and no item was classified as a "C" item. Individual ETS deltas for gender and ethnicity and their respective *p*-values for each item in each test form are presented in Appendices E-H.

Table 5.11
Summary of DIF Classification for Multiple-Choice Test Forms

Test Forms		Reference Group	Focal Group	Total N of Items	DIF Classification A	B	C
Music	1	Male	Female	45	43	2	0
		White	African-American	45	43	2	0
	2	Male	Female	45	41	4	0
		White	African-American	45	43	2	0
Visual Arts	1	Male	Female	45	45	0	0
		White	African-American	45	41	4	0
	2	Male	Female	45	41	4	0
		White	African-American	45	41	4	0
All Forms		Male	Female	180	170	10	0
		White	African-American	180	168	12	0

Performance Task Section

Students' music performance tasks were rated by three rater groups using 5-point analytic rubrics; one-third of the responses were each rated by a pair of raters and the rest were rated by two single raters. Each rater group rated approximately 1,200 performance task responses. Students' visual arts performance tasks were rated using 5-point holistic rubrics. Four raters were employed, and each of them rated approximately 1,160 performance task responses. Two raters formed one rater group pair (double-rater group) and rated about one-third of the responses; two other raters formed two single-rater groups. In the double-rater group, ratings for each student's performance task were calculated by averaging the scores of the two raters. If those two raters' scores were not adjacent, an expert rater's score was used instead. In Year 8, raters were permitted to choose augmentation scores by adding a "+" or "-" to their scores. Augmentation of scores increases or decreases a numerical score by 0.33.

Inter-Rater Reliability of Performance Tasks

Generalizability (G) theory was used to estimate inter-rater reliability for each performance task. When using G theory, a coefficient is obtained that reflects "the accuracy of generalizing from a person's observed score on a test or other measure (e.g., behavior observation, opinion survey) to the average score the person would have received under all possible conditions that the test user would be equally willing to accept" (Shavelson & Webb, 1991, p.1). The computer program

GENOVA (Crick & Brenna, 1983) was used to estimate the G-coefficients and indices of dependability to obtain information regarding sources of variation in the measurement. The index of dependability for each performance task takes into account a shift in means due to rater effects. Although multiple rater-groups were involved in scoring the performance tasks, one-facet design, P x R was used as recommended by Lee, Kantor, & Mollaun (2002). They believed that the measurement error contributed by multiple rater-groups is small as compared to the source of variation due to the examinee's ability.

Tables 5.12 and 5.13 present the inter-rater reliability estimates for the music performance tasks using the analytic rubrics and the visual arts performance tasks, respectively. Estimates are expressed as the generalizability coefficient and the index of dependability. The estimates of score reliability for each performance task were computed using a generalizability design that takes into account the variability of raters. For each performance task, the reliability estimates between 2 raters were computed.

Table 5.12
Inter-Rater Reliability of Music Performance Tasks Using Analytic Rubrics

Performance Task	Criteria	Generalizability Coefficient	Index of Dependability
1 (Singing)	Tonal	0.93	0.91
	Rhythm	0.79	0.79
	Vocal	0.84	0.81
2 (Improvisation)	Rhythm	0.90	0.88
	Improvisation	0.91	0.91

Table 5.13
Inter-Rater Reliability of Visual Arts Performance Tasks Using Holistic Rubrics

Performance Task	Generalizability Coefficient	Index of Dependability
1 (Compare and Contrast)	0.86	0.86
2a (Drawing)	0.83	0.83
2b (Self-Critique)	0.89	0.89

In Year 8, the generalizability coefficients and dependability indices are the same for all of the visual arts performance tasks, indicating no rater effect for the tasks. The generalizability coefficients and indices of dependability are exactly the same for Music Performance Task 1 Rhythm criterion and for Task 2 Improvisation criterion, but slightly different for the other three criteria with the discrepancies ranging from .02 to .03. The closeness of the generalizability

coefficients and the dependability indices suggests little to no rater effect for all SCAAP tasks. Notably, both the generalizability coefficients and dependability indices for the visual arts performance tasks increased compared to the previous year, which might be attributed to this year's successful rater training and the improvement of the visual arts rubrics.

Descriptive Statistics

The descriptive statistics for the Performance Tasks are presented in Tables 5.14 and 5.15. The task mean is simply the sum of all the examinees' scores on the task divided by the number of examinees (Johnson, Penny, & Gordon, 2008, p. 265). Similar to a multiple-choice item, the high mean of the task might indicate an easy task, and a low mean can be a sign for a difficult item.

The music analytic rubric scores indicate specific information regarding students' achieved skill level. The interpretation of scores from an analytic rubric is based on the descriptive information contained in the achieved level and in all preceding levels. See Chapter 3 for copies of the analytic rubrics used to score the SCAAP Music Performance Tasks. For Music Task 1: Singing, the mean score for the Tonal Criterion was 2.29, 3.74 for the Rhythm Criterion and 2.75 for the Vocal Criterion. Following is an interpretation summarizing the mean scores for each Task 1 criterion.

> *In general, students could sing the correct melodic contour, establish the tonality of the song, and almost maintain the established tonal center of the song. Most students could establish and maintain the tempo and meter of the song and perform the rhythm patterns correctly, and students could use their head voice or singing voice consistently.*

For Music Task 2: Rhythm Improvisation, the mean score for the rhythm criterion was 3.20 and 2.77 for the improvisation criterion. Following is an interpretation summarizing the mean scores for each Task 2 criterion.

> *In general, students could establish and maintain a tempo for most of the performance, establish duple meter, and improvise an 8-beat long rhythm pattern using note values included in the prompt.*

Table 5.14
Descriptive Statistics for Music Performance Tasks Using Analytic Rubrics

Task	Dimensions	*M*	*SD*	*N*
Singing	Tonal	2.29	1.40	1792
	Rhythm	3.74	0.56	1792
	Vocal	2.75	0.92	1792
	Task Total	8.78	2.41	1792
Improvisation	Rhythm	3.20	0.96	1801
	Improvisation	2.77	1.07	1801
	Task Total	5.97	1.69	1801
Total Score		14.76	3.23	1784

The descriptive statistics for the Visual Arts Performance Tasks are presented in Table 5.15. Students earned an average of 4.72 points out of 12.99 possible points for the combined visual arts performance tasks. See Chapter 3 for copies of the holistic rubrics used to score the SCAAP visual arts performance tasks. For Visual Arts Task 1 (Compare and Contrast), the mean score was 1.84 with a standard deviation of 1.16. Following is an interpretation of the mean score for Visual Arts Task 1.

> *In general, students demonstrated some understanding of the similarities and differences between the two artworks in the context of their writing. The average student used between two and three art terms correctly in their discussion and made mostly general or specific references to the individual artworks. Some students also explained the terms they used.*

The mean score for Visual Arts Task 2a (Drawing) was 1.91 with a standard deviation of 0.84. Following is an interpretation of the mean score for Visual Arts Task 2a.

> *In general, students completed a drawing that addresses the assigned topic and fills the majority of the space provided. The average student made some attempt to include an environment and create depth in their drawing, but there was no distinction between the foreground and the background. The average student included little detail, texture, and pattern to enhance their drawing.*

The mean score for Visual Arts Task 2b (Self-Critique) was .97 with a standard deviation of 1.23. Following is an interpretation of the mean score for Visual Arts Task 2b.

> *In general, students showed very limited understanding of the strengths and weaknesses of their own drawings. The average student used between one and two art terms correctly in their written critique and made specific reference to parts of their drawing when using the term(s). Some students may have included writing that was off-topic.*

Table 5.15
Descriptive Statistics for Visual Arts Performance Tasks Using Holistic Rubrics

Performance Task	*M*	*SD*	*N*
1	1.84	1.16	1786
2a	1.91	0.84	1784
2b	0.97	1.23	1775
Total Score	4.72	2.43	1775

Task Difficulty Index and Discrimination Index

The task difficulty index (*p*-Value) for constructed- and extended- response items is described as "the ratio of the item mean to the item maximum possible score" (Huynh, Meyer, & Barton, 2000). The *p*-values for music performance tasks range from .68 to .70, and the *p*-values for visual arts performance tasks range from .22 to .44. The *p*-values for the music and visual arts performance tasks are presented in Table 5.16.

Table 5.16
Task Difficulty Indices for Music and Visual Arts Performance Tasks

	Music		Visual Arts		
				Task 2	
	Task 1	Task 2	Task 1	Drawing	Self-Critique
p-Value	0.68	0.70	0.42	0.44	0.22

Johnson, Penny, and Gordon (2008) proposed a discrimination index for performance tasks, which can be used to discriminate between low-performing examinees and high performing examinees. It is "an item-criterion correlation, with the criterion being the total raw score on both the multiple-choice and the open-ended items" (p. 271). The Pearson correlation was used to estimate the point-biserial index. The correlations for both music and visual arts performance tasks in Year 8 range from .44 to .52. A limited number of studies have been conducted to determine the standard for evaluating discrimination indices for performance tasks. As far as can be determined, only one study by Huynh, Meyer, & Barton (2000) reported that an acceptable discrimination index for performance tasks should be around .50. An acceptable discrimination index would indicate that students who do well on a particular performance task tend to score higher on the SCAAP test as a whole than students who perform relatively poorly on that task. Conversely, a low discrimination index means that students who do well on a particular performance task usually score lower than students who do not do well in that task. Based on those interpretations, the SCAAP performance tasks for Year 8 function adequately in distinguishing between high-performing and poor-performing students, with the possible exception of Music Task 2. Table 5.17 presents the discrimination indices for the tasks.

Table 5.17
Discrimination Index for Music and Visual Arts Performance Tasks

	Music		Visual Arts		
				Task 2	
	Task 1: Singing	Task 2: Rhythm Improvisation	Task 1: Compare & Contrast	Drawing	Self-Critique
Discrimination Index	0.52	0.44	0.52	0.50	0.50

Internal Validity
To investigate the internal validity of the SCAAP assessments, the SCAAP personnel computed correlations across test formats. Specifically, the SCAAP personnel calculated Pearson correlations between students' multiple-choice test scores and performance task ratings. A moderate relationship is expected among the multiple-choice tests and the performance tasks for each arts area because it is assumed that each arts assessment is measuring a similar underlying construct (i.e., music or visual arts achievement).

Table 5.18
Correlations for Music Multiple-Choice Test Forms and Performance Tasks

	Performance Task 1	Performance Task 2
Multiple-Choice Form 1	0.25	0.17
Multiple-Choice Form 2	0.25	0.30
Performance Task 1	-	0.22
Performance Task 2	-	-

The Pearson correlations between the various music assessment formats are presented in Table 5.18. For the music multiple-choice test, students' raw scores were used in the correlation computation. Analytic rubric scores were used in the correlation computation for the music performance tasks. For Music Task 1, the analytic rubric score is the sum of the three individual rubric criteria (i.e., tonal, rhythm, and vocal quality). For Music Task 2, the analytic rubric score is the sum of the two rubric criteria (i.e., rhythm and vocal quality).

The correlations between the multiple-choice section and Music Performance Task 1 are .25 for both Form 1 and Form 2. Those correlations indicate that the scores for the music multiple-choice test forms and the ratings for Music Performance Task 1 have a shared variance of approximately 6% (ρ^2). The correlations between each music multiple-choice test form and Music Performance Task 2 are .17 for Form 1 and .3 for Form 2, indicating that the scores for the music multiple-choice test forms and the scores for Music Performance Task 2 have approximately 3% to 9% variance in common. The moderately low correlations between the multiple-choice test forms and Music Performance Task indicates that the skills required to sing

a song and to improvise an 8-beat rhythm pattern are not measured using the SCAAP multiple-choice test format. Because the performance tasks are aligned with specific music standards that are not included in the multiple-choice test forms, this finding validates the inclusion of these two performance tasks in measuring standards-based music achievement.

Table 5.19
Correlations for Visual Arts Multiple-Choice Test Forms and Performance Tasks

		Performance Tasks			
		Task 1	Task 2a	Task 2b	Task 2 Sum
Multiple-Choice	Form 1	0.38	0.41	0.34	0.44
	Form 2	0.39	0.35	0.31	0.39
Performance Tasks	Task 1	-	0.28	0.37	-
	Task 2a	-	-	0.40	-

The Pearson correlations between the visual arts multiple-choice and performance task assessment formats are presented in Table 5.19. For the multiple-choice test, students' raw scores were used in the correlation computation. For the performance tasks, the holistic rubric ratings were used. The correlations between each visual arts multiple-choice test form and Visual Arts Performance Task 1 scores are .38 for Form 1 and .39 for Form 2. Those correlations indicate that the scores for the visual arts multiple-choice test forms and the ratings for Visual Arts Performance Task 1 have around 15% variance in common. The correlation between Visual Arts Form 1 and Visual Arts Performance Task 2a scores is .41, and the correlation between Form 2 and Task 2a is .35. This indicates that the Task 2a scores and the multiple-choice scores have a shared variance ranging from 12% to 16%. The correlation between Visual Arts Form 1 and Visual Arts Performance Task 2b is .34, and the correlation between Form 2 and Task 2b is .31. These results indicate that the Task 2b scores and the multiple-choice scores have a shared variance ranging from 10% to 12%. When the two portions of Visual Arts Performance Task 2 are summed and correlated with each visual arts test form, there is a correlation of .44 with multiple-choice Form 1 and a correlation of .39 with multiple-choice Form 2, with approximately 15% to 19% shared variance. The correlations between visual arts multiple-choice forms and visual arts performance tasks are moderate to moderately low, indicating that the underlying construct among test formats is similar, but that the two performance tasks provide additional information regarding students' standards-based visual arts achievement.

The Pearson correlations among the Visual Arts Performance Tasks are also presented in Table 5.19. The highest correlation among the Visual Arts Performance Tasks was observed between Task 2a and Task 2b (.40). One possible reason is that the writing for Task 2b is based on the drawing in Task 2a. Task 1 and Task 2b also demonstrated a moderate association (.37). This finding can likely be attributed to the similarities between the two tasks, which both require students to demonstrate their visual arts knowledge through writing. Moderately low correlations were found between Task 1 and Task 2a (.28).

VI. RESULTS BY SCHOOL

The reliability indices for each test form are satisfactory for providing school-level results for the SCAAP 2009 music and visual arts assessments. The following tables, Table 6.1 and Table 6.2, show the results for the schools that participated in the Year 7 (2007-2008) and Year 8 (2008-2009) testing. The multiple-choice scores provided are equated scores, which are computed using IRT. These equated scores are submitted to SCDE for reporting purposes. Individual schools receive school score reports based on assessment results for a single year. School names are not used in this report to ensure the confidentiality of participating schools.

Table 6.1

Music Assessment Results for 2008 and 2009 by School

School Code	Music Assessment 2008						Music Assessment 2009					
	MC 2008	N	Task 1	N	Task 2	N	MC 2009	N	Task 1	N	Task 2	N
S001	23.58	72	8.72	49	6.16	47	23.02	80	9.21	39	6.80	39
S002	22.58	77	-	-	-	-	-	-	-	-	-	-
S003	14.81	76	6.26	50	4.33	48	14.19	63	6.54	38	4.03	38
S004	-	-	-	-	-	-	22.33	92	9.33	40	6.32	40
S005	-	-	-	-	-	-	18.30	60	7.99	40	5.40	40
S006	17.97	78	7.57	33	5.30	36	18.71	55	9.41	39	7.11	40
S007	19.73	31	8.19	31	5.97	31	17.45	38	8.03	40	5.28	40
S008	21.72	93	7.79	52	4.48	52	24.43	109	8.62	42	4.94	42
S009	33.16	70	10.57	51	7.53	51	31.46	73	10.26	41	6.97	41
S010	30.29	112	10.74	51	7.29	49	29.98	130	9.56	41	7.08	41
S011	26.15	77	-	-	-	-	-	-	-	-	-	-
S012	-	-	-	-	-	-	15.17	39	8.51	39	5.93	39
S013	32.78	84	10.18	47	5.60	49	34.22	86	9.95	33	5.89	33
S014	28.46	74	10.04	50	6.66	50	29.30	88	10.28	40	6.40	40
S015	20.78	85	9.24	50	6.35	50	22.15	74	7.02	40	5.60	40
S016	22.22	62	8.39	58	6.05	59	25.73	51	8.66	49	5.37	50
S017	23.13	158	9.90	50	6.31	50	23.54	101	8.29	40	6.48	40
S018	28.18	80	8.39	49	7.13	50	-	-	-	-	-	-
S019	22.24	96	8.53	47	5.48	50	25.96	121	8.36	46	6.07	46
S020	27.27	101	8.70	50	6.81	50	25.25	91	9.15	40	6.60	40
S021	27.16	104	7.70	50	5.45	50	-	-	-	-	-	-
S022	27.08	83	8.21	43	5.80	43	-	-	-	-	-	-
S023	26.59	99	9.49	51	6.06	51	-	-	-	-	-	-
S024	22.92	100	8.56	51	5.56	51	26.64	97	7.49	41	5.05	41
S025	24.05	105	8.89	47	5.75	49	-	-	-	-	-	-
S026	22.00	45	8.09	45	4.80	45	-	-	-	-	-	-
S027	23.97	69	9.21	37	5.91	47	25.40	73	8.22	42	5.91	43
S028	18.57	61	7.96	47	4.31	49	19.72	70	9.42	37	6.06	39
S029	15.14	61	-	-	-	-	16.01	66	6.75	32	4.74	33
S030	26.61	67	9.50	47	7.35	50	22.30	57	9.51	40	7.44	40
S031	20.23	66	7.74	49	4.56	49	28.16	58	8.06	38	5.78	38
S032	18.25	19	7.96	20	4.74	19	20.39	24	8.21	24	4.96	24

School Code	Music Assessment 2008						Music Assessment 2009					
	MC 2008	N	Task 1	N	Task 2	N	MC 2009	N	Task 1	N	Task 2	N
S033	19.72	101	8.20	50	5.17	50	18.14	109	9.61	40	4.69	40
S034	14.63	44	8.58	44	6.22	44	-	-	-	-	-	-
S035	16.47	88	7.11	50	4.73	46	16.57	87	7.84	40	3.96	39
S036	24.91	100	7.27	47	4.82	47	-	-	-	-	-	-
S037	22.05	78	8.87	51	5.08	50	-	-	-	-	-	-
S038	22.57	96	9.17	51	5.27	51	-	-	-	-	-	-
S039	21.13	70	7.32	50	5.26	50	21.50	65	8.82	39	5.44	39
S040	24.51	65	8.25	48	6.10	50	23.27	65	9.47	40	6.32	40
S041	21.30	82	6.32	49	5.13	49	23.44	76	9.06	39	5.93	40
S042	27.61	114	8.64	51	6.07	51	-	-	-	-	-	-
S043	-	-	-	-	-	-	28.72	99	10.65	41	6.75	41
S044	-	-	-	-	-	-	25.26	97	8.14	48	6.84	47
S045	27.90	82	9.30	50	6.30	50	-	-	-	-	-	-
S046	-	-	-	-	-	-	27.59	88	7.97	43	6.53	43
S047	30.06	103	9.29	44	6.15	44	-	-	-	-	-	-
S048	19.36	131	7.01	52	5.22	54	19.52	129	7.34	42	5.61	41
S049	28.39	112	9.40	48	6.58	46	32.52	58	8.91	40	5.78	40
S050	32.56	38	8.45	37	5.51	38	-	-	-	-	-	-
S051	23.22	113	8.37	47	4.52	47	22.69	112	7.93	40	5.21	40
S052	20.06	89	10.51	43	6.39	44	20.17	98	10.20	40	7.50	40
S053	16.06	81	8.10	48	6.13	48	17.50	63	8.16	32	6.61	32
S054	18.30	72	-	-	-	-	19.41	82	8.12	41	4.77	41
S055	19.38	29	9.14	29	5.82	29	26.04	33	10.65	32	6.14	32
S056	27.42	43	9.02	43	6.25	43	27.69	37	9.02	36	5.94	36
S057	29.17	107	9.13	49	7.22	50	28.07	120	8.36	40	7.06	40
S058	29.60	104	10.01	63	6.45	62	29.79	111	10.61	41	5.83	41
S059	17.74	35	7.47	31	6.10	29	20.13	31	7.58	31	6.68	31
S060	18.25	113	10.46	50	6.78	50	18.40	105	11.02	39	6.05	42
S061	29.44	19	7.78	20	6.22	20	22.49	25	8.62	29	5.77	29
S062	18.97	67	8.79	50	6.76	50	21.30	64	8.95	38	6.46	40

Table 6.2

Visual Arts Assessment Results for 2008 and 2009 by School

School Code	Visual Arts Assessment 2008								Visual Arts Assessment 2009							
	MC 2008	N	Task 1	N	Task 2d	N	Task 2w	N	MC 2009	N	Task 1	N	Task 2d	N	Task 2w	N
S001	26.39	73	1.91	48	2.49	50	1.23	50	25.86	81	1.25	40	2.27	40	1.25	40
S002	29.56	47	2.00	50	1.76	51	0.46	50	-	-	-	-	-	-	-	-
S003	17.65	70	1.41	54	1.48	51	0.09	47	17.74	60	1.65	40	1.65	39	0.50	39
S004	-	-	-	-	-	-	-	-	29.65	90	1.66	41	1.89	41	1.02	41
S005	-	-	-	-	-	-	-	-	23.85	59	2.62	40	1.80	40	0.90	40
S006	19.98	75	0.92	52	1.41	52	0.27	52	21.31	55	1.33	41	1.39	40	0.40	39
S007	22.02	30	0.78	32	1.28	35	0.10	30	19.05	37	0.93	35	1.40	35	0.35	34
S008	23.81	90	0.96	52	1.95	53	0.31	51	25.98	102	1.92	40	2.29	40	0.94	40
S009	33.04	71	2.68	51	2.21	50	2.11	50	33.30	73	2.78	40	2.36	41	2.56	41
S010	31.99	115	2.39	51	2.42	51	0.58	51	32.88	126	2.98	40	2.38	41	1.88	41
S011	29.56	75	1.41	49	1.92	49	0.35	49	-	-	-	-	-	-	-	-
S012	-	-	-	-	-	-	-	-	19.33	48	1.82	40	1.47	40	1.35	40
S013	31.26	83	1.46	50	1.87	46	0.48	48	31.58	86	1.93	41	2.11	40	0.64	40
S014	24.13	75	2.65	50	2.15	50	1.10	50	27.18	87	2.53	40	2.16	40	1.37	40
S015	25.09	85	1.54	51	2.02	50	0.91	50	25.95	74	0.95	40	1.91	41	0.45	41
S016	23.25	63	1.41	49	1.94	46	0.63	46	26.01	51	1.60	40	1.77	40	1.01	40
S017	25.07	161	1.11	50	2.13	50	0.43	49	26.40	100	1.65	40	2.16	40	0.99	40
S018	28.32	79	1.33	49	1.95	48	0.34	47	-	-	-	-	-	-	-	-
S019	25.26	96	1.11	48	1.67	46	0.35	46	27.65	122	1.55	35	1.66	35	0.62	33
S020	28.62	101	1.89	52	2.30	51	0.99	51	28.27	94	2.37	41	2.32	41	1.50	41
S021	29.15	98	1.77	48	2.25	51	0.89	50	-	-	-	-	-	-	-	-
S022	31.74	87	1.94	51	2.14	51	0.54	52	-	-	-	-	-	-	-	-
S023	28.04	97	1.53	52	1.77	50	0.23	50	-	-	-	-	-	-	-	-
S024	25.99	114	1.30	52	1.92	52	0.73	51	28.68	100	2.28	39	2.22	40	1.25	40
S025	28.85	109	1.88	52	2.14	52	0.51	52	-	-	-	-	-	-	-	-
S026	24.70	45	1.56	45	1.68	45	0.19	44	-	-	-	-	-	-	-	-
S027	28.71	81	1.34	52	1.94	52	0.76	52	28.30	77	1.17	41	2.12	41	1.08	41
S028	20.79	60	1.63	47	1.41	45	0.54	46	22.97	70	2.48	41	1.90	41	0.73	41
S029	20.03	60	0.74	50	1.41	51	0.11	50	22.46	68	0.99	41	1.65	41	0.53	41
S030	28.90	68	3.26	51	2.25	51	0.52	51	25.11	62	2.38	40	2.25	40	1.08	40
S031	22.40	67	0.97	48	2.00	47	0.29	47	26.57	57	1.74	40	2.00	40	0.75	40
S032	23.05	20	2.42	19	1.27	19	0.36	19	21.98	48	1.08	24	1.90	21	0.76	21

School Code	Visual Arts Assessment 2008								Visual Arts Assessment 2009							
	MC 2008	N	Task 1	N	Task 2d	N	Task 2w	N	MC 2009	N	Task 1	N	Task 2d	N	Task 2w	N
S033	21.35	100	0.55	50	1.53	50	0.22	50	21.07	101	0.77	37	1.19	40	0.05	40
S034	16.45	43	1.92	44	0.92	44	0.08	30	-	-	-	-	-	-	-	-
S035	15.50	86	0.47	38	1.12	37	0.17	36	17.06	86	0.68	40	1.62	40	0.71	40
S036	27.77	100	1.86	50	2.09	50	0.54	50	-	-	-	-	-	-	-	-
S037	28.01	81	2.28	51	1.94	50	0.85	49	-	-	-	-	-	-	-	-
S038	24.68	90	1.62	51	1.74	50	0.50	50	-	-	-	-	-	-	-	-
S039	23.92	70	0.97	48	1.67	48	0.26	48	21.87	70	1.13	38	1.73	40	0.51	40
S040	28.10	65	3.04	47	2.32	47	2.25	47	26.24	66	2.85	40	2.59	40	2.48	40
S041	25.27	81	1.75	51	1.64	50	0.60	50	25.64	76	2.11	41	2.15	41	1.72	41
S042	30.25	112	1.87	50	2.59	51	1.09	51	-	-	-	-	-	-	-	-
S043	-	-	-	-	-	-	-	-	30.10	96	2.09	45	2.15	45	1.29	45
S044	-	-	-	-	-	-	-	-	27.44	97	1.54	40	1.82	40	0.63	40
S045	26.93	76	0.91	46	1.74	47	0.24	45	-	-	-	-	-	-	-	-
S046	-	-	-	-	-	-	-	-	27.59	85	1.73	41	1.94	41	0.78	41
S047	31.96	102	1.45	42	2.11	42	0.46	42	-	-	-	-	-	-	-	-
S048	22.70	123	1.20	52	1.76	50	0.34	52	22.61	136	1.39	36	1.82	36	0.79	36
S049	31.51	63	2.13	52	2.57	52	1.48	52	31.55	77	2.54	41	2.63	41	2.07	41
S050	24.50	38	1.08	38	1.87	37	0.28	37	-	-	-	-	-	-	-	-
S051	27.37	111	1.39	50	1.72	50	0.54	50	28.18	113	1.78	40	1.95	39	0.89	38
S052	23.00	93	2.65	47	2.47	47	1.01	47	19.26	97	1.89	40	1.75	40	0.67	40
S053	19.84	79	1.08	47	1.34	47	0.53	47	19.97	64	1.67	33	1.40	32	0.14	32
S054	22.33	71	0.73	49	1.46	49	0.14	49	23.20	82	2.24	40	1.96	40	0.66	38
S055	23.64	28	1.76	28	1.33	27	0.56	27	25.63	33	1.41	33	1.44	33	0.79	31
S056	26.53	43	1.64	43	1.55	43	0.39	42	27.71	37	1.78	37	1.64	37	0.82	37
S057	30.46	107	1.82	47	2.14	47	0.85	46	29.68	120	1.81	41	2.19	41	0.97	41
S058	30.41	99	2.70	50	2.38	50	0.90	49	31.17	110	2.88	40	2.16	39	1.23	39
S059	20.00	35	1.33	35	1.46	33	0.26	34	22.30	30	1.84	32	1.40	30	0.55	30
S060	20.11	109	1.68	49	1.76	49	1.01	47	21.46	103	1.91	41	1.70	41	0.87	41
S061	24.49	19	2.17	19	1.97	19	2.09	19	23.51	26	2.23	29	1.74	29	0.89	29
S062	22.50	67	1.06	50	1.84	50	0.29	50	24.83	64	1.89	41	1.43	41	0.47	41

VII. TEST ADMINISTRATOR FEEDBACK SURVEY RESULTS

Teachers who administered the 2008-2009 SCAAP Music and Visual Arts Assessments were asked to provide feedback regarding implementation logistics such as preparation for the testing, technical difficulties with testing, support provided by the SCAAP personnel, and the uses of test results. In total, 28 music teachers and 23 visual arts teachers gave comments, suggestions, and timing information for each part of the test. The following is a synthesis of the teachers' feedback beginning with general training and support, continuing with specific information regarding test administration and teachers' use of assessment results, and ending with general comments and suggestions.

Training and Support

Regarding training, 98% of respondents noted that the Test Administrator Training Session adequately prepared them to administer the SCAAP assessments. One respondent indicated feeling "a little uncertain" about administering the assessment, but felt it might be because he/she "had never officially administered a standardized music test." Of the 51 respondents, 16 attended one of the two on-site trainings, and others prepared themselves either by viewing the Webinar live from an off-campus location or online at a later date and time. Several test administrators pointed out that the online training worked well. Twenty-six of the experienced test administrators who responded to this survey reported administrating the test without attending or viewing the training. Even one first-time test administrator commented that "online training would have been sufficient as long as we had access to e-mails, web-pages, etc. to answer questions."

Regarding technical support and troubleshooting, 98% of the respondents indicated that they were satisfied with the support that they received from the SCAAP personnel. Several respondents wrote positive comments, with one respondent stating that "[t]he SCAAP personnel were very helpful!" and another stating, "[w]e had issues with our own computers and some sign in issues… She was very patient with us."

Comments and Suggestions

The test administrators also provided several comments and suggestions for improving the training session. Test administrators asked that important administration information, such as test codes, be highlighted in the test administration manual or that SCAAP provide a separate sheet with a list of the most important information for test administration. In addition, Test administrators asked that the SCAAP personnel email information, like SCAAP website address, to the test administrators before the training session so they have a chance to prepare. One test administrator asked if the SCAAP personnel could invite school administrators to the training sessions so that more support could be provided from the school. Finally, one test administrator suggested making an on-site training session optional, even for first-year administrators.

Recommendations and Clarifications

Based on the teacher comments, the SCAAP personnel will make the following improvements to the training sessions and overall SCAAP support system:

1. Provide test administrators with online access to test administration manuals prior to the training.
2. Emailing test administrators with an electronic version of test administration manuals prior to the training.

3. Highlight important information in the test administration manuals and provide a separate page with Frequently Asked Questions along with the manuals.
4. Provide web-based training to all test administrators.

Although the test administrator training manual and sessions included all pertinent information regarding the testing requirements, the teacher recommendations and feedback showed that extra emphasis should be put on several issues. First, the SCAAP personnel should point out to the test administrators the page numbers for the most pertinent information such as the SCAAP website and test codes. Second, the SCAAP personnel should emphasize that each individual school is responsible for providing the appropriate accommodations for students with IEPs. Finally, although a teacher provided a valuable suggestion to include school administrators in the training session so that they could be better informed of the importance of the SCAAP tests, financial and time constraints limit the feasibility of this option. Thus, the SCAAP personnel will instead provide an informational brochure or a brief PowerPoint introduction to SCAAP upon request.

Administering the SCAAP Assessments

Of the 28 survey respondents who administered the music assessment, 71.4% also administered this assessment during the 2007-2008 academic year, 46.4% during the 2006-2007 year, 21.4% during the 2005-2006 year, and 10.7% during 2004-2005 year. Of the 23 respondents who administered the visual arts assessment, 60.9% also administered the test during the 2007-2008 academic year, 39.1% administered the test during 2006-2007, 26.1% administered this test during 2005-2006, and 8.7% administered the test during 2004-2005.

Multiple-Choice Assessment

In reference to how long it took to administer the multiple-choice assessment for music, 34.6% reported 30 to 45 minutes, 50% reported between 46 and 60 minutes, and 15.4% reported over 60 minutes. Of the respondents for visual arts, 31.8% indicated that the multiple-choice assessment took between 30 and 45 minutes, and 68.2% indicated that it took between 40 and 60 minutes to administer.

In reference to the multiple-choice assessment directions, 80% of the test administrators indicated that they did not have to provide instructions to students beyond those included in the "Test Administrator's Script" when administering the multiple-choice test. Of those who did provide additional instructions, some mentioned that they added instructions to solve computer-related problems. For example, one responded told students "don't close the window if the computer freezes" and another instructed students to "be patient and wait on the screen to load" if the website froze or loaded very slowly. Other respondents provided general test instructions that could be applied to any multiple-choice test such as "reading each entry and choices before making a choice" and "be sure that you listen to each example while looking at the written music given." Test administrators also reported telling students they could listen to the musical examples more than once.

On average, about 57.4% of the 51 respondents reported that their students experienced technical problems while taking the multiple-choice test. Of these, 11 specifically noted that at least one computer froze during testing. A few respondents indicated that the graphics were not displayed, sound files did not play, or it took a long time for the computer to load the graphics or sound files. Several respondents mentioned problems with logins, and one special case was that a student has "a twin in the same grade with a similar name...the computer said she had already taken the test." Other technical problems included that the computers kicked students off,

automatically shut down, or students mistakenly clicked "submit" button, and could not get back to the tests.

Comments and Suggestions
Only 23.7% of respondents offered suggestions for improving the implementation of the multiple-choice test. These included involving school administrators more in the test, making the test shorter, and putting the entire question including all answers on the screen at the same time so that students do not need to scroll down. Because MAP testing was arranged in many districts at the same time as SCAAP, several respondents mentioned the difficulty in scheduling a computer lab and suggested rescheduling SCAAP. One respondent pointed out that because the MAP tests present the correct answers for each question while SCAAP does not, students mistakenly thought they got all the questions correct in SCAAP. A suggestion was made to match the SCAAP test format with MAP.

Recommendations and Clarifications
Several respondents suggested that SCAAP personnel provide the special code for getting back to the middle of tests. Previously, SCAAP has not provided this code along with the actual test codes in order to prevent schools from dividing the test into several parts taken over multiple days. During normal school hours, SCAAP personnel are available to provide schools with the special code when needed. During the training sessions, test administrators are informed that they should notify the SCAAP personnel if their testing is not scheduled during normal school hours. Additional SCAAP office coverage is arranged during the requested hours. Although the availability of this special code is repeatedly discussed during the test administration training sessions, the SCAAP personnel agreed that this information should be included in the test administration manual on the FAQ section. Regarding the respondent's suggestion that SCAAP match its test format with MAP testing, the SCAAP personnel recommend that test administrators instead remind students about the differences between the two tests prior to administering the SCAAP assessments. SCAAP is not capable of matching the MAP format because it is not a summative assessment, and it does not provide results on the individual student level.

Music Performance Task Assessment
About 50% of the test administrators reported that they used less than five minutes and about 30% reported that they used between 6 and 10 minutes to administer each Music Performance Task to each student. About 80% of the test administrators reported that the students easily understood the performance tasks directions. The majority of additional instructions involved addressing routine questions, such as instructing students when to begin performing, showing students how far they should be from the microphone, and calming students down. One test administrator specifically indicated that he/she spent more time providing additional instructions and clarification for the rhythm task because

> *Some [students] thought they were supposed to copy the rhythm on the CD even though the directions specified that they should create their own. I think they were feeling overwhelmed and were not listening clearly due to nerves. Also, some students did not understand that they could use ANY syllables they wanted to; they thought they could only use the syllables in the example. This is why I took more time on the rhythm portion than the singing portion.*

A number of test administrators suggested providing sample materials for class practice before real testing. This suggestion will be considered by the SCAAP personnel and presented to the SCAAP Music Advisory Committee to evaluate its feasibility.

Visual Arts Performance Task Assessment

The majority (40.9%) of test administrators reported that they took less than 30 minutes to administer each Visual Arts Performance Task. None of them indicated that they spent less than 10 minutes to complete Task 1: Compare/Contrast or Task 2b: Evaluate your Drawing, but 2 respondents reported taking less than 10 minutes to complete Task 2a: Drawing. About 81% of the respondents indicated that students understood the performance task directions and no additional instructions were provided. In explaining why they needed to provide additional instructions, most test administrators reported that they wanted to be certain that students understood and followed each point in the directions. One respondent stated,

> *I just had to make sure they understood that there were several things being asked of them. Even though you read the steps, sometimes they just see one part of the directions. They focus on "Draw a building"; They just need to have it emphasized that when they draw whatever they draw that several things are expected to be in the picture.*

In addition to reiteration and emphasis of the directions, additional instructions provided by test administrators included simple instructions about writing, not to rush through, and to ask students to use their imagination.

The survey also asked test administrators their suggestions for improving the administration procedures for the performance tasks. The suggestions included the following: (1) provide more time for completing the tasks, or leave the time limit open-ended, like the PASS test, (2) provide a rubric about what was expected from students. To address these suggestions, the SCAAP personnel will reiterate during the test administrator training in the future that there is no time limit for the completion of performance tasks, and that a majority of students in the past have finished each task within 30 minutes. Additionally, the rubrics for rating the Visual Arts Performance Tasks were provided to test administrators along with the Visual Arts Test Administrator Script for the first time this year and will continue to be provided to test administrators in the future.

This was the first year that the Visual Arts Performance Tasks were administered using a standardized script. Most respondents thought the script was helpful for administering the Visual Arts performance tasks, which "gave the setting a more structured feel like the PASS test". One of the test administrators stated, "(t)he script was well-written and explained the directions thoroughly. It was a wonderful asset to the test." However, one respondent thought the script might not be necessary, because "the test application was simple enough."

Using the SCAAP Assessment Results

Test administrators also explained how they planned to use the results from the SCAAP assessment. Overall, respondents indicated that the assessments were useful for locating the weaknesses and strengths in their teaching, and they felt this identification of strengths and weaknesses would improve individual instruction and guide curriculum planning in the following year. The majority of respondents noted that they use the assessments to improve classroom instruction. They stated that the tests show students' strengths and weaknesses and

help teachers pinpoint standards that need more attention in their classroom in the future. In addition, a respondent noted he/she would "try to bring in more outside arts related resources that students are not normally exposed to." One respondent mentioned that the assessments are used for comparisons with other schools, and one respondent mentioned that the tests are used for grants. Another respondent noted that the assessments themselves, but not necessarily the official results, could also be used "as an audition for the school chorus for the following year."

Only three respondents provided critical responses related to the SCAAP assessment results. One respondent wrote, "(t)each to the test I guess! ... to be uniform in what we teach across the state?" Another respondent complained about the content of the tests,

> *I only see the students for 45 minutes each week. There is no way that I can cover all of the possible questions you could ask. I spend lots of time reviewing. I cannot cover every artist, every culture, every art style, etc., sufficiently. If we question a test item, you pat response is that it is covered by your standards. I may cover all of the standards, but I may not cover them with the same information you did. To answer your question, I just cover as much as I can in the short amount of time that I have. Since there is no specific reference as to the question or questions that were missed the most, I don't know a specific area to review.*

The third respondent replied with the following critique:

> *I was disappointed in last year's results. They were very vague and broad. It would be helpful to see the individual student scores. I also am not sure how each standard is being addressed on the test, therefore how I am to teach appropriate material? Shouldn't children be assessed in the way in which they learn the material? So, to answer the question, I'm not sure how I plan to use the results because they aren't specific enough to give us any helpful feedback.*

Those concerns indicated to the SCAAP personnel that additional explanation regarding the development of the SCAAP assessments is needed to correct arts educators' misunderstandings regarding the interpretation of the assessment results. These comments indicate that respondents did not understand that SCAAP is not designed to inform teachers about individual students' performance. Consequently, the SCAAP personnel recommend providing additional assessment development training for arts educators.

Additional Comments/Suggestions

Finally, the survey asked test administrators for any additional comments or suggestions regarding the SCAAP assessments. Several respondents mentioned experiencing scheduling difficulties due to time conflicts with PASS testing and MAP testing and limited availability of the computer lab. Two teachers expressed concern that the assessments involve too much reading and writing ability, which might not truly reflect their students' achievements in music or visual arts. Several test administrators pointed out the importance of getting individual scores, scores from other schools, and changes in SCAAP results over time to better inform planning future curriculum and instruction. For the online test, one teacher suggested changing the color for the option chosen, because

> *where it shows what questions have been answered, they showed up in blue. Some other test the students had must have had a similar thing, where all the questions*

answered correctly showed up in blue. They all said the test was too easy, because they got all the answers right!

One respondent thanked SCAAP staff for "not having to upload the scores as time for an arts teacher is more and more constricted," and another thanked SCAAP for providing such a test that "I am very proud for the arts to be tested in such a format so that we are held to the same standards as regular education teachers."

Test administrators suggested several future changes to the assessment, though many of these suggestions have already been addressed in relation to previous survey questions. Those suggestions were as follows: (1) change the scheduling to after/before PASS or MAP, (2) provide individual results, (3) provide results from other participating schools, (4) provide explanation of school rank in SCAAP, (5) notify school administrators about importance of SCAAP tests, (6) change the way the option that was chosen showed up on the screen, (7) provide several practice tests, (8) improve readability in the test and change the font for some questions.

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IX. APPENDICES

APPENDIX A: 2009 SCAAP Item Analysis Results for Music Form 1

Item	P-value	Discrimination Index	Percentage of Options				Gender DIF	Ethnic DIF
			A	B	C	D		
1	0.83	0.35	82*	4	8	4	B	A
2	0.62	0.43	11	11	62*	14	A	A
3	0.78	0.42	11	77*	6	4	A	A
4	0.73	0.35	11	72*	6	9	A	A
5	0.43	0.37	16	10	29	42*	A	A
6	0.35	0.26	14	35*	29	19	A	A
7	0.49	0.31	49*	7	19	23	A	A
8	0.76	0.38	2	16	4	75*	A	A
9	0.43	0.27	13	43*	37	5	B	A
10	0.53	0.46	29	3	53*	13	A	A
11	0.80	0.35	6	3	80*	9	A	A
12	0.56	0.32	8	56*	12	23	A	A
13	0.31	0.13	30*	7	34	27	A	A
14	0.51	0.42	50*	13	16	19	A	A
15	0.33	0.27	34	33*	14	17	A	A
16	0.30	0.16	12	41	30*	14	A	A
17	0.65	0.41	10	64*	13	11	A	A
18	0.42	0.30	19	42*	19	18	A	A
19	0.43	0.29	18	17	20	43*	A	B
20	0.51	0.39	9	18	51*	19	A	A
21	0.31	0.34	23	37	8	30*	A	A
22	0.71	0.40	2	71*	2	23	A	A
23	0.42	0.34	42*	20	21	16	A	A
24	0.68	0.49	68*	12	11	7	A	A
25	0.28	0.13	28*	11	41	18	A	A
26	0.53	0.28	22	53*	14	9	A	A
27	0.38	0.30	17	37*	22	22	A	A
28	0.34	0.15	24	34*	26	14	A	A
29	0.31	0.36	23	23	22	31*	A	A
30	0.44	0.35	44*	9	26	19	A	A
31	0.72	0.37	4	4	73*	17	A	A
32	0.47	0.38	47*	24	6	21	A	A
33	0.60	0.41	12	10	16	60*	A	A
34	0.57	0.25	8	21	13	57*	A	A
35	0.42	0.33	16	10	42*	30	A	A
36	0.46	0.24	47*	18	9	25	A	A
37	0.40	0.32	23	40*	15	20	A	A
38	0.61	0.44	62*	11	14	11	A	A
39	0.59	0.43	21	7	11	60*	A	A
40	0.32	0.11	20	15	31	32*	A	A
41	0.42	0.39	22	42*	16	18	A	A
42	0.57	0.37	57*	16	10	15	A	A
43	0.43	0.38	43*	26	11	18	A	A
44	0.83	0.44	4	85*	5	4	A	B
45	0.75	0.37	11	76*	5	5	A	A

APPENDIX B: 2009 SCAAP Item Analysis Results for Music Form 2

Item	P-value	Discrimination Index	Percentage of Options				Gender DIF	Ethnic DIF
			A	B	C	D		
1	0.64	0.41	11	11	63*	13	A	A
2	0.79	0.38	10	78*	2	7	B	A
3	0.59	0.28	6	10	23	59*	A	A
4	0.48	0.33	12	12	26	47*	A	A
5	0.69	0.28	14	68*	12	4	A	A
6	0.40	0.25	12	39*	29	17	A	A
7	0.77	0.35	3	14	4	77*	A	A
8	0.44	0.40	34	5	44*	15	A	A
9	0.42	0.35	13	41*	39	5	B	A
10	0.65	0.36	17	16	1	64*	B	A
11	0.50	0.32	49*	8	18	23	A	A
12	0.37	0.39	36*	25	20	16	A	A
13	0.42	0.51	41*	17	9	31	A	B
14	0.44	0.27	44*	27	19	8	A	A
15	0.56	0.36	10	55*	13	19	A	A
16	0.36	0.38	33	36*	14	15	A	A
17	0.69	0.35	8	68*	12	10	A	A
18	0.46	0.39	18	46*	15	19	A	A
19	0.50	0.39	15	16	17	50*	A	A
20	0.32	0.19	14	41	31*	12	A	A
21	0.54	0.41	10	15	53*	19	A	A
22	0.28	0.11	15	28*	32	23	A	A
23	0.58	0.44	21	57*	13	7	A	A
24	0.38	0.34	12	26	22	37*	A	A
25	0.59	0.36	19	59*	12	9	A	A
26	0.62	0.39	62*	14	7	14	A	A
27	0.43	0.33	21	22	43*	11	A	A
28	0.32	0.14	32*	15	35	16	A	A
29	0.35	0.36	20	24	20	34*	B	A
30	0.46	0.34	45*	8	25	20	A	A
31	0.73	0.39	4	5	73*	17	A	A
32	0.47	0.36	47*	20	5	26	A	A
33	0.37	0.31	24	37*	16	22	A	A
34	0.53	0.29	9	22	14	53*	A	A
35	0.40	0.46	28	20	10	40*	A	A
36	0.45	0.38	15	45*	12	26	A	A
37	0.46	0.37	20	46*	15	17	A	A
38	0.75	0.49	9	8	6	75*	A	A
39	0.61	0.41	22	5	10	62*	A	A
40	0.32	0.14	19	17	29	32*	A	A
41	0.46	0.40	47*	23	10	18	A	A
42	0.58	0.39	22	58*	11	8	A	A
43	0.64	0.36	10	8	64*	17	A	A
44	0.87	0.41	4	88*	3	3	A	B
45	0.80	0.39	9	81*	4	5	A	A

APPENDIX C: 2009 SCAAP Item Analysis Results for Visual Arts Form 1

Item	P-value	Discrimination Index	Percentage of Options A	B	C	D	Gender DIF	Ethnic DIF
1	0.82	0.36	1	12	3	82*	A	A
2	0.63	0.47	5	17	13	63*	A	B
3	0.73	0.42	11	9	72*	6	A	A
4	0.67	0.38	10	67*	8	13	A	A
5	0.78	0.45	77*	12	4	5	A	A
6	0.73	0.39	5	73*	12	8	A	A
7	0.82	0.25	6	7	81*	4	A	A
8	0.70	0.41	69*	15	10	4	A	A
9	0.76	0.34	10	75*	2	11	A	A
10	0.72	0.10	7	4	72*	15	A	B
11	0.62	0.38	8	15	14	61*	A	A
12	0.68	0.34	12	11	68*	8	A	A
13	0.71	0.42	19	4	5	71*	A	A
14	0.60	0.37	12	59*	15	12	A	A
15	0.34	0.16	12	33*	17	35	A	A
16	0.66	0.46	4	22	66*	6	A	B
17	0.37	0.39	20	25	16	37*	A	A
18	0.48	0.50	11	48*	11	28	A	A
19	0.75	0.30	7	7	75*	9	A	A
20	0.63	0.49	4	62*	7	26	A	A
21	0.51	0.21	22	19	5	51*	A	A
22	0.65	0.42	7	7	65*	19	A	A
23	0.44	0.36	31	43*	11	13	A	A
24	0.44	0.41	26	43*	16	12	A	A
25	0.64	0.51	8	9	17	64*	A	A
26	0.62	0.40	14	12	10	62*	A	A
27	0.61	0.41	9	17	60*	12	A	A
28	0.45	0.43	32	45*	15	6	A	A
29	0.77	0.43	6	5	77*	11	A	A
30	0.37	0.41	26	37*	17	18	A	A
31	0.56	0.32	10	10	56*	23	A	A
32	0.54	0.57	7	26	12	53*	A	A
33	0.43	0.30	18	17	20	43*	A	A
34	0.69	0.42	68*	8	16	6	A	A
35	0.45	0.34	45*	20	16	17	A	A
36	0.29	0.22	24	22	28*	24	A	A
37	0.69	0.29	69*	15	11	2	A	A
38	0.56	0.45	15	9	19	56*	A	A
39	0.41	0.45	40*	31	14	13	A	B
40	0.47	0.43	18	47*	19	15	A	A
41	0.42	0.36	19	41*	17	21	A	A
42	0.37	0.11	11	35	36*	15	A	A
43	0.34	0.31	19	27	18	34*	A	A
44	0.33	0.36	32*	17	35	14	A	A
45	0.55	0.50	20	13	10	54*	A	A

APPENDIX D: 2009 SCAAP Item Analysis Results for Visual Arts Form 2

Item	P-value	Discrimination Index	Percentage of Options A	B	C	D	Gender DIF	Ethnic DIF
1	0.85	0.26	5	4	4	85*	A	A
2	0.67	0.43	5	16	11	67*	A	A
3	0.76	0.39	5	16	1	75*	A	B
4	0.70	0.34	8	69*	7	14	A	A
5	0.76	0.40	7	76*	7	8	A	A
6	0.76	0.30	6	75*	7	10	A	A
7	0.84	0.35	3	3	84*	9	B	A
8	0.73	0.38	73*	15	7	3	A	A
9	0.58	0.42	57*	23	12	6	A	A
10	0.68	0.26	10	12	9	67*	A	A
11	0.66	0.40	7	14	11	66*	A	A
12	0.69	0.30	11	11	69*	7	A	A
13	0.76	0.43	16	3	4	75*	A	A
14	0.64	0.37	11	64*	12	11	A	A
15	0.41	0.33	11	41*	24	22	A	A
16	0.72	0.45	4	18	72*	4	A	A
17	0.41	0.41	21	20	16	40*	A	A
18	0.52	0.54	8	52*	11	27	A	A
19	0.80	0.38	2	4	80*	11	A	A
20	0.65	0.53	3	65*	6	23	A	A
21	0.51	0.39	22	1	51*	24	A	A
22	0.74	0.44	13	74*	6	4	A	A
23	0.46	0.41	45*	13	13	27	A	B
24	0.45	0.38	29	44*	14	10	A	A
25	0.69	0.49	6	8	16	69*	B	B
26	0.63	0.45	16	10	9	63*	A	A
27	0.61	0.46	10	16	60*	12	A	A
28	0.61	0.46	16	10	12	60*	A	A
29	0.80	0.39	5	4	80*	9	A	A
30	0.40	0.40	25	39*	17	17	A	A
31	0.56	0.38	10	8	56*	24	A	B
32	0.30	0.29	30*	26	18	24	A	A
33	0.19	0.16	19*	42	15	22	B	A
34	0.70	0.44	70*	8	16	4	A	A
35	0.52	0.42	27	9	11	52*	B	A
36	0.44	0.34	23	44*	17	14	A	A
37	0.70	0.28	70*	11	13	3	A	A
38	0.63	0.48	12	8	15	63*	A	A
39	0.32	0.17	36	19	11	31*	A	A
40	0.47	0.39	18	47*	19	14	A	A
41	0.41	0.38	18	41*	14	25	A	A
42	0.23	0.02	25	23*	21	29	A	A
43	0.40	0.22	15	26	17	40*	A	A
44	0.32	0.36	32*	16	35	15	A	A
45	0.60	0.50	18	10	10	32*	A	A

APPENDIX E: 2009 SCAAP Item P-Values for Music Test Forms by Gender

	Music Form 1			Music Form 2		
Item	Female	Male	ETS Δ	Female	Male	ETS Δ
1	0.87	0.79	1.30	0.66	0.61	0.23
2	0.66	0.58	0.93	0.84	0.73	1.30
3	0.81	0.74	0.95	0.63	0.56	0.58
4	0.76	0.69	0.90	0.49	0.46	0.13
5	0.42	0.43	-0.23	0.68	0.69	-0.30
6	0.38	0.33	0.43	0.43	0.37	0.39
7	0.52	0.47	0.46	0.78	0.76	-0.17
8	0.78	0.74	0.48	0.43	0.46	-0.70
9	0.37	0.49	-1.33	0.38	0.46	-1.05
10	0.51	0.55	-0.65	0.61	0.69	-1.25
11	0.80	0.81	-0.39	0.52	0.47	0.32
12	0.56	0.56	-0.09	0.38	0.35	0.00
13	0.32	0.29	0.26	0.40	0.43	-0.73
14	0.47	0.54	-0.93	0.44	0.44	-0.16
15	0.35	0.32	0.23	0.58	0.53	0.35
16	0.31	0.29	0.19	0.38	0.34	0.12
17	0.68	0.62	0.59	0.72	0.65	0.47
18	0.42	0.42	-0.09	0.49	0.44	0.31
19	0.45	0.41	0.33	0.53	0.48	0.21
20	0.51	0.52	-0.16	0.31	0.33	-0.39
21	0.29	0.32	-0.56	0.52	0.56	-0.85
22	0.70	0.72	-0.38	0.26	0.30	-0.63
23	0.45	0.39	0.54	0.57	0.58	-0.54
24	0.70	0.67	0.21	0.37	0.38	-0.41
25	0.28	0.29	-0.19	0.57	0.61	-0.70
26	0.54	0.52	0.11	0.66	0.58	0.67
27	0.38	0.37	0.04	0.45	0.41	0.16
28	0.35	0.34	0.11	0.33	0.31	0.22
29	0.34	0.28	0.63	0.40	0.28	1.17
30	0.45	0.43	0.07	0.47	0.44	0.04
31	0.74	0.71	0.18	0.77	0.68	0.91
32	0.46	0.48	-0.39	0.47	0.47	-0.31
33	0.58	0.63	-0.74	0.41	0.33	0.68
34	0.57	0.56	-0.03	0.54	0.52	0.04
35	0.42	0.42	-0.18	0.40	0.41	-0.49
36	0.47	0.46	-0.01	0.45	0.44	-0.19
37	0.38	0.42	-0.55	0.45	0.47	-0.49
38	0.60	0.63	-0.50	0.78	0.72	0.50
39	0.58	0.61	-0.39	0.62	0.61	-0.23
40	0.33	0.31	0.30	0.34	0.31	0.28
41	0.41	0.44	-0.39	0.51	0.42	0.73
42	0.55	0.58	-0.39	0.57	0.59	-0.59
43	0.45	0.42	0.22	0.66	0.61	0.29
44	0.83	0.84	-0.50	0.87	0.86	-0.20
45	0.77	0.73	0.48	0.84	0.76	0.89

Note: The item number indicates the position of the item in the test form and not the item content.

APPENDIX F: 2009 SCAAP Item P-Values for Music Test Forms by Ethnicity

	Music Form 1			Music Form 2		
Item	African-American	White	ETS Δ	African-American	White	ETS Δ
1	0.79	0.88	0.38	0.55	0.71	0.44
2	0.52	0.72	-0.46	0.72	0.85	0.25
3	0.70	0.87	-0.58	0.54	0.65	0.25
4	0.67	0.77	0.27	0.42	0.55	0.38
5	0.37	0.49	0.29	0.60	0.74	-0.21
6	0.34	0.38	0.81	0.37	0.42	0.67
7	0.44	0.56	0.17	0.70	0.83	0.27
8	0.69	0.83	-0.32	0.37	0.51	0.53
9	0.39	0.48	0.30	0.35	0.48	0.23
10	0.42	0.64	-0.28	0.53	0.74	-0.70
11	0.74	0.87	-0.30	0.42	0.56	0.13
12	0.50	0.61	0.34	0.27	0.45	-0.29
13	0.28	0.32	0.28	0.25	0.57	-1.35
14	0.43	0.58	0.30	0.37	0.49	-0.09
15	0.28	0.40	-0.17	0.46	0.63	-0.03
16	0.28	0.32	0.21	0.25	0.46	-0.59
17	0.55	0.74	-0.38	0.60	0.75	0.00
18	0.35	0.49	-0.19	0.36	0.55	-0.16
19	0.41	0.45	1.21	0.44	0.57	0.61
20	0.40	0.62	-0.62	0.28	0.33	0.29
21	0.23	0.37	-0.32	0.41	0.64	-0.58
22	0.64	0.77	0.22	0.31	0.28	0.89
23	0.35	0.50	-0.08	0.46	0.67	-0.14
24	0.57	0.80	-0.82	0.29	0.43	0.00
25	0.27	0.29	0.27	0.52	0.64	0.44
26	0.48	0.58	0.03	0.50	0.72	-0.62
27	0.31	0.44	-0.04	0.35	0.50	0.05
28	0.33	0.36	0.38	0.31	0.32	0.61
29	0.24	0.38	0.01	0.29	0.39	0.93
30	0.38	0.50	0.35	0.40	0.50	0.68
31	0.65	0.80	-0.31	0.61	0.82	-0.75
32	0.37	0.58	-0.50	0.37	0.55	-0.25
33	0.49	0.71	-0.59	0.31	0.43	0.27
34	0.52	0.61	0.17	0.46	0.59	0.05
35	0.38	0.45	0.80	0.28	0.50	-0.27
36	0.44	0.49	0.64	0.35	0.52	-0.09
37	0.34	0.46	0.07	0.35	0.55	-0.53
38	0.54	0.70	0.18	0.63	0.84	-0.31
39	0.47	0.71	-0.77	0.48	0.72	-0.86
40	0.30	0.33	0.15	0.29	0.35	-0.14
41	0.31	0.54	-0.77	0.37	0.53	0.24
42	0.48	0.65	-0.22	0.50	0.64	0.46
43	0.36	0.51	0.13	0.52	0.71	-0.45
44	0.75	0.92	-1.31	0.78	0.94	-1.05
45	0.68	0.82	-0.22	0.72	0.86	0.11

Note: The item number indicates the position of the item in the test form and not the item content.

APPENDIX G: 2009 SCAAP Item P-Values for Visual Arts Test Forms by Gender

	Visual Arts Form 1			Visual Arts Form 2		
Item	Female	Male	ETS Δ	Female	Male	ETS Δ
1	0.82	0.82	-0.62	0.87	0.83	0.37
2	0.65	0.62	-0.27	0.68	0.66	-0.10
3	0.76	0.69	0.42	0.77	0.75	-0.20
4	0.70	0.65	0.15	0.71	0.69	-0.17
5	0.80	0.75	0.16	0.79	0.73	0.41
6	0.78	0.68	0.79	0.78	0.73	0.29
7	0.82	0.81	-0.24	0.82	0.86	-1.42
8	0.73	0.66	0.49	0.76	0.70	0.32
9	0.79	0.72	0.51	0.58	0.57	-0.29
10	0.75	0.69	0.50	0.71	0.65	0.40
11	0.65	0.59	0.22	0.70	0.63	0.50
12	0.71	0.65	0.18	0.71	0.67	0.24
13	0.72	0.70	-0.23	0.77	0.74	-0.12
14	0.60	0.59	-0.31	0.65	0.64	-0.17
15	0.31	0.36	-0.78	0.39	0.43	-0.77
16	0.70	0.62	0.46	0.76	0.67	0.87
17	0.39	0.36	-0.13	0.40	0.41	-0.45
18	0.50	0.47	-0.23	0.52	0.52	-0.50
19	0.78	0.72	0.36	0.82	0.79	0.22
20	0.63	0.62	-0.59	0.67	0.63	0.02
21	0.51	0.51	-0.28	0.52	0.50	-0.08
22	0.69	0.61	0.45	0.76	0.73	-0.08
23	0.44	0.43	-0.31	0.50	0.42	0.52
24	0.43	0.44	-0.56	0.46	0.43	-0.08
25	0.69	0.59	0.61	0.76	0.62	1.52
26	0.66	0.58	0.55	0.67	0.59	0.49
27	0.64	0.58	0.20	0.64	0.57	0.36
28	0.48	0.43	0.09	0.66	0.55	0.81
29	0.79	0.75	0.02	0.83	0.78	0.40
30	0.37	0.37	-0.55	0.41	0.38	0.00
31	0.59	0.54	0.20	0.57	0.55	-0.13
32	0.55	0.52	-0.49	0.30	0.30	-0.32
33	0.41	0.46	-0.80	0.17	0.22	-1.03
34	0.70	0.67	-0.17	0.72	0.69	0.01
35	0.49	0.42	0.39	0.49	0.55	-1.12
36	0.34	0.24	0.87	0.44	0.45	-0.50
37	0.69	0.69	-0.37	0.70	0.71	-0.57
38	0.59	0.53	0.12	0.67	0.58	0.67
39	0.43	0.39	-0.12	0.31	0.32	-0.26
40	0.50	0.45	0.08	0.50	0.44	0.35
41	0.44	0.40	-0.02	0.44	0.39	0.20
42	0.40	0.34	0.42	0.22	0.25	-0.51
43	0.34	0.35	-0.44	0.40	0.40	-0.31
44	0.33	0.32	-0.33	0.33	0.32	-0.36
45	0.56	0.53	-0.21	0.65	0.55	0.77

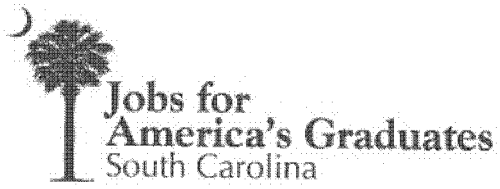
Note: The item number indicates the position of the item in the test form and not the item content.

APPENDIX H: 2009 SCAAP Item P-Values for Visual Arts Forms by Ethnicity

	Visual Arts Form 1			Visual Arts Form 2		
Item	African-American	White	ETS Δ	African-American	White	ETS Δ
1	0.76	0.88	0.07	0.80	0.88	-0.29
2	0.57	0.70	1.07	0.59	0.73	0.46
3	0.64	0.83	-0.43	0.65	0.84	-1.03
4	0.59	0.76	-0.28	0.62	0.75	0.08
5	0.68	0.88	-0.80	0.67	0.83	-0.45
6	0.66	0.81	-0.04	0.68	0.80	-0.40
7	0.76	0.87	-0.45	0.77	0.90	-0.69
8	0.63	0.77	0.49	0.65	0.79	-0.18
9	0.69	0.82	0.18	0.46	0.66	-0.24
10	0.74	0.71	1.01	0.63	0.72	0.27
11	0.54	0.70	0.17	0.59	0.72	0.33
12	0.63	0.73	0.55	0.63	0.73	0.18
13	0.61	0.82	-0.65	0.69	0.81	0.58
14	0.52	0.66	0.36	0.56	0.69	0.24
15	0.31	0.37	0.07	0.32	0.48	-0.31
16	0.54	0.80	-1.03	0.62	0.80	-0.10
17	0.29	0.45	0.38	0.34	0.46	0.75
18	0.34	0.64	-0.92	0.36	0.64	-0.61
19	0.69	0.82	-0.12	0.77	0.85	0.87
20	0.51	0.74	-0.15	0.53	0.73	0.31
21	0.46	0.57	-0.15	0.43	0.59	0.16
22	0.57	0.76	-0.19	0.65	0.82	-0.45
23	0.38	0.49	0.88	0.40	0.50	1.18
24	0.32	0.56	-0.69	0.30	0.54	-0.93
25	0.55	0.75	0.39	0.60	0.74	1.05
26	0.56	0.69	0.59	0.55	0.70	0.45
27	0.52	0.71	-0.15	0.51	0.69	0.06
28	0.33	0.57	-0.55	0.51	0.67	0.25
29	0.70	0.85	0.13	0.74	0.85	0.25
30	0.30	0.46	0.59	0.30	0.48	0.05
31	0.47	0.67	-0.62	0.42	0.68	-1.26
32	0.41	0.68	-0.20	0.22	0.36	-0.32
33	0.35	0.53	-0.37	0.16	0.21	0.24
34	0.61	0.77	0.40	0.61	0.76	0.47
35	0.39	0.51	0.54	0.39	0.62	-0.71
36	0.22	0.35	-0.56	0.34	0.52	-0.34
37	0.61	0.78	-0.72	0.62	0.76	-0.44
38	0.47	0.66	0.28	0.53	0.70	0.42
39	0.33	0.49	1.01	0.27	0.35	-0.20
40	0.38	0.58	0.13	0.36	0.55	-0.32
41	0.32	0.52	-0.27	0.31	0.48	-0.12
42	0.35	0.40	-0.05	0.26	0.22	0.68
43	0.29	0.40	0.36	0.37	0.40	0.73
44	0.23	0.43	-0.42	0.24	0.39	-0.10
45	0.43	0.67	-0.15	0.47	0.70	-0.25

Note: The item number indicates the position of the item in the test form and not the item content.

Appendix B3F
Jobs for America's Graduates South Carolina Proposal



Elaine Midkiff, State Coordinator

Jobs for America's Graduates (JAG) is a national nonprofit corporation established in 1980 for the purpose of assisting state affiliates in building a statewide organization to implement one or more of the three program applications of the JAG model: School-to-Career Program (seniors only), Dropout Prevention Program (grades nine through twelve), and Dropout Recovery Program (out-of-school students only). Jobs for America's Graduates - South Carolina (JAG-SC) is a dropout prevention program focused on academic success and career readiness skills. A dedicated career specialist in each of our affiliated schools functions as a teacher, coach, counselor and advocate for students with documented barriers to success. Over the course of their enrollment, students master 81 competencies identified by business as essential to successful employment. The program, funded by the State Workforce Investment Board, was launched in 2005 at the request of Governor Mark Sanford.

JAG serves young people with barriers to success. The more barriers to success that a young person might have, the more he or she is considered at risk of not graduating from high school or having a successful transition from school to an entry-level job that leads to a career. Jobs for America's Graduates – South Carolina (JAG-SC), the South Carolina affiliate, is a dropout prevention and workplace preparation program supported by school and business partnerships.

- JAG-SC is in the fifth year of the planned 5-year pilot at 14 targeted schools. The program currently serves 803 active student enrollments. Students, on average, are enrolled with six (6) documented barriers to success (e.g., teen parenting, excessive absenteeism, low income household, or substance abuse).

- The first class of 393 seniors graduated in spring 2009 with a 93% graduation rate, and 94% within one year of the on-time graduation date.

- JAG-SC Retention Rate (return-to-school rate), with classes across all four years, has consistently been greater than 96%.

- Since its pilot year, JAG-SC students have seen a 46% reduction in absenteeism, a 25% reduction in suspensions, and a 45% improvement in grade point average scores.

- JAG-SC experienced a 43% growth since its inception through public/private investments in six (6) new high school sites with plans to pursue further growth as funding opportunities become available.

- JAG-SC currently works with twenty (20) school-affiliated sites, to include:

Pilot Sites funded by State Workforce Investment Funds (14)

Calhoun High	(Calhoun County)	Chesnee High	(Spartanburg County)
Chester High	(Chester County)	Creek Bridge High	(Marion County)
Darlington High	(Darlington County)	Lake Marion High	(Orangeburg County)
Lancaster High	(Lancaster County)	Manning High	(Clarendon County)
McCormick High	(McCormick County)	Rock Hill High	(York County)
Swansea High	(Lexington County)	Timmonsville High	(Florence County)
Wade Hampton High	(Hampton County)	Woodmont High	(Greenville County)

JAG Growth Incentive & SC Department of Education (EEDA) Matching Funds Sites (5)

Berkeley High	(Berkeley County)	Mullins High	(Marion County)
South Florence High	(Florence County)	West Florence High	(Florence County)
Wilson High	(Florence County)		

AT&T Foundation Grant funded site (1)

C.A. Johnson High School (Richland County)

1. **Timeline for implementation**:
   a. With an October 2010 award, programs could best be implemented in fall 2011.
   b. Specialists to implement the program must be hired at least one month prior to student enrollment for adequate training and student identification and recruitment.

2. **Performance Measures:** Based on National JAG Standards upon Graduation. JAG-SC would work with the sub-grantees in creating other goals related to Retention, Absenteeism, Suspensions and GPAs if the national graduation standards do not apply. (Measures for item c, below, are based on the historical JAG school-to-work initiative. Now that it is increasingly a School to Career program, Further Education rate is gaining more importance for the year of follow-up beyond graduation.)

   a. Enrollment Goal: 40 youth per site
   b. Graduation Goal: 90%
   c. Positive Outcomes Goal: 80%
   d. Job Placement Goal: 60%
   e. Full-Time Jobs Goal: 60%
   f. Full-Time Placement Goal: 80%
   g. Further Education Goal: 40%

JAG-South Carolina

1-YEAR BUDGET (per site)

Program cost: **$65,508**

Sub-grantee In-Kind: **$10,000**

Expenditures: (based on 1 site at $75,508 per site for 1 year)

Personnel			
Salary for Career Specialist	$35,540		
Fringes	$10,662		
Subtotal Personnel			**$46,202**
Travel			
- National Training Seminar			
One staff member 3-5 days (depending upon participation in pre-conference training for new specialists)			
Registration for preconference	$225		
Registration for conference	$325		
Transportation	$600		
Meal per diem $32 x 5 days	$160		
Lodging $110/night + tax ~ $130 x 5 nights	$650		
		$1,960	
- National Student Leadership Conference			
One staff member and three selected students x 4 days			
Registration $295 x 4 people	$1,180		
Lodging $159 plus tax ~ $180 x 3 rooms x 4 nights	$2,160		
Meals per diem $32 x 4 days x 4 people	$512		
- South Carolina Career Development Conference		$3,852	
Minimum 20 students plus one specialist and chaperones			
Reimbursement for bus driver and mileage	$1,330	$1,330	
- South Carolina Leadership Development Conference			
Minimum 4 students plus one specialist			
Mileage to conference. Up to 500 mi x $.50	$250	$250	
- Field Trips			
Reimbursement for bus driver and mileage	$1,330	$1,330	
- Other travel by the Career Specialist to conduct development and attend state meetings.			

1200 miles x $.50	$6,000	$6,000	
Subtotal Travel			**$14,722**
Office Supplies (printing, duplicating, postage, etc.)	**$1,000**		**$1,000**
Other (curriculum, WorkKeys and other testing, remediation materials, expense of substitute up to 5 days @ $60)	**$2,300**		**$2,300**
Indirect at 2%			**$1,284**
Sub-grantee in-kind contributions (classroom space, furnished office space, computer with internet connectivity, utilities, telephone, fax machine, printer, copier, etc.)			**$10,000**
Total			**$75,508**

Personnel salary is for one (1) career specialist at each JAG-SC site. Fringe Benefits are based on 30% of salary, which includes FICA, Insurance, Retirement, and Worker's Compensation.

Travel: Includes the following:

- Participation in the JAG affiliate's National Training Seminar (Professional Development)
- Participation of Job Specialist and selected students at National Student Leadership Conference
- Annual mileage allowance (at State mileage policy rate) to conduct the development duties of the position
- Meals (at State travel policy rate)
- State Career Development Conference
- State Leadership Development Conference
- Field Trips (bus/driver only)

Supplies: Includes the following:

- Printing and Duplicating
- Postage and Shipping
- Office Supplies
- Career Association Chapter Supplies (e.g., camera, film processing, certificates)

Other: Instructional Costs include curriculum, WorkKeys and other testing, remediation materials and the expense of Substitute Instruction for up to 5 days @ $60/day)

Indirect Charges: includes 2% cost of program administrative overhead costs

Non-Grant Resources:

- In-kind service contributions by each of the affiliate schools are estimated at $10,000 per site. These services include, but are not limited to support services in the form of appropriate classroom space, furnished office space, computer with internet connectivity, utilities, telephone, fax machine, printer, copier, etc.

- Sub-grantees are also expected to supply increasing amounts of matching and other funding during the term of the sub-grant, starting with approximately $10,000 in year 1.

Future Sustainability:
Sub-grantees will receive training and technical assistance on developing resources to make the initial program and additional cohorts sustainable after the first year and the life the grant. National JAG affiliates find funding from the following (in order of dominance):

a. State Legislatures
b. Workforce Investment Act
c. School Districts
d. Wagner-Peyser 7(B)
e. Corporate Donors
f. TANF
g. Carl Perkins Act
h. State Employment Insurance Funds
i. Governor's Dropout Prevention Funds
j. Foundation Grants
k. WIRED Grants
l. Community Colleges
m. Criminal Justice Department (Prevention)
n. State Corrections Department (Prevention)
o. United Way
p. Individual Donors

In the six programs JAG-SC is hoping to expand this year, it is investigating Appalachian Regional Commission (ARC) Funds, Rural Infrastructure Funds (RIF), and Local Workforce Investment Funds.

Goals and Program

The program's goal is to help students graduate from high school with meaningful opportunities for job placement or additional studies in postsecondary education. The primary process objective is to keep participants in high school through graduation during the in-school phase of the program and to improve the rate of success in achieving their education and career goals. The high performance outcomes achieved consistently are accomplished through a comprehensive set of services, including:

1. **Activity-based classroom instruction.** A trained career specialist provides individual and group instruction to 35-45 students carefully selected for the program by an in-school advisory committee, typically comprised of faculty, administrators and counselors. The JAG National Curriculum consists of 86 activity-based and competency-based modules providing more than 860 hours of classroom instruction. Each module provides a math and reading assignment to improve basic skills. A pre- and post-test assessment provides a method for documenting competency attainment.
2. **Employability Skills.** The JAG National Curriculum equips participants with 37 employability competencies that will prepare them for the workplace. Multi-year participants may receive as many as 86 competencies identified by JAG.
3. **Adult Mentoring.** Specialists provide individual attention to students to overcome barriers that prevent them from taking advantage of their high school education, completing requirements for a high school diploma and/or securing employment or pursuing a postsecondary education leading to a career after high school completion.
4. **Advisement and Support.** Specialists provide advice and support as students make significant career and life decisions in the earlier grades (9th, 10th and 11th). Based on the individual needs of students, Specialists connect participants to professional counseling services to address more serious barriers, such as mental health problems, substance abuse, etc.

5. **Summer Employment Training.** Job placement services are provided dropout prevention students during the summer months and partnerships are developed with summer youth employment programs to support year-long learning.
6. **Student-Led Leadership Development.** A highly motivating student-led organization the National Career Association builds on the competency-based curriculum and provides opportunities for students to develop, practice and refine their leadership and teaming skills. Participants are provided the opportunity to participate in regional and state Career Development Conferences offering general sessions, career workshops and competitive events. The competitions are aligned with the core competencies attained by all graduates/completers.
7. **Job and Postsecondary Education Placement Services.** Specialists are actively involved in intensive, one-on-one employer marketing and job development activities to identify entry-level job opportunities for students after graduation. Likewise, Specialists assist graduates in the exploration of postsecondary education opportunities and show them how to navigate the financial aid process to pursue these opportunities.
8. **Linkages to School and Community-Based Services.** JAG programs serve as a school-based "one-stop center" for targeted youth to deliver academic and social services using school and community resources.
9. **12-Month Follow-up Services.** JAG provides no less than twelve months of follow-up services and support on the job or in a pursuit of a postsecondary education after graduation. Follow-up services include:
    - Guidance in pursuing a postsecondary education.
    - Placement in an entry-level job that leads to a career opportunity.
    - Positive change of status within the follow-up period.
10. **Accountability System.** Computerized tracking of participants served, services delivered and performance outcomes (graduation rate, positive outcomes, rates, aggregate employment rate, full-time jobs rate, full-time placement rate, further education rate, wages, and return to school rate) provides JAG with a vehicle for holding programs accountable for achieving JAG Model outcomes. JAG accredits state and local affiliates based upon their ability to fully implement the JAG Model. Site reviews are conducted by trained staff and an Accreditation Report is provided to stakeholders.
11. **Professional Development.** Continuous improvement through the ongoing professional development of managers, supervisors and specialists is an ongoing service provided to state and local affiliates.
12. **Ownership provides strict accountability.** Specialists are held personally accountable for the success of young people targeted for a JAG Model Program. The Electronic National Data Management System (e-NDMS) provides the JAG National Network with a comprehensive tracking system to report the students served, the services delivered, and the outcomes achieved.
13. **Motivation is key to achieving success.** A variety of techniques are used to create a learning environment that is motivating to young people served by a JAG Model Program. The most unique technique is the use of a student-led organization (called the Career Association for In-School Programs and Professional Association for Out-0f-School Programs). Chapter activities provide a laboratory for participants to develop, practice and refine their personal, leadership and teaming skills that are critical to success in the workplace and in pursuit of a postsecondary education.

Targeted Groups
High-risk students in grades nine through twelve are targeted.

Research/Evaluation Evidence
JAG employs formative, process and summative evaluation methods in its annual National Accreditation Process.

- Formative evaluation is employed when a state or local program is “forming” as a means of shaping the program to the JAG Model and organizational best practices. Formative evaluation is used in the establishment of the state organization and local programs.

- Process evaluation is conducted annually by JAG but on a continuous basis at the state and local level to describe and measure if the JAG Model has been properly implemented. The process evaluation focuses on the following questions:
    - Who are the students selected to receive the services provided by a JAG Model program?
    - What services are provided as well as: when, how, frequency, and in what settings?
    - What interactions are occurring between program staff and stakeholders?
    - What are the management strategies and philosophies?
    - What are the costs of a JAG Model program?
    - How satisfied are stakeholders with the program? (students, employers, parents, administrators, etc.)
    - How effective is the JAG staff in implementing the JAG Model?
    - How are staff members trained?
    - What are the roles and responsibilities? Is staff satisfied with their role?
    - What are the program costs? Has there been a change in funding? What about future funding?
- Summative evaluation is conducted based upon the measurable outcomes tracked using the Electronic National Data Management System (e-NDMS). Among the most important summative data captured by student, school, site, and state, we are able to answer the following questions at the close of the 12-month follow-up period:

Program Performance Outcomes for Graduates:

- What is the graduation rate?
- What is the employment rate?
- What is the positive outcome rate?
- What is the full-time jobs rate?
- What is the full-time placement rate?
- What is the average wage paid to employed graduates?
- What is the rate of graduates attending a postsecondary institution?

Program Outcomes for Non-Seniors:

- What improvement was achieved in daily attendance?
- What improvement was achieved in grade point averages?
- What improvement was achieved in passing courses?
- What improvement was achieved in reducing suspensions?
- What improvement was achieved in enhancing their image with others in the school?
- What improvement was achieved in improving basic skills, i.e. math and reading?
- What improvement was achieved in participation in the Career Association?
- What improvement was achieved in the staying in school status?

THIRD-PARTY FEEDBACK

The primary purpose of the National Accreditation Process is to provide third-party feedback to state and local affiliates as to how well they have implemented the JAG Model and operated an effective statewide organization.

State affiliates may request third-party feedback to identify major or minor deficiencies in implementing the JAG Model. JAG views the National Accreditation Process as the first step in a program improvement initiative. State or local oversight bodies can request the following services:

1. *Mid-Year Review* - This review is conducted in the initial program year of a new state affiliate. The review is designed to provide feedback to the oversight body, management team, and staff without impacting the accreditation status of the state affiliate. The Mid-Year Review is usually followed by additional technical assistance to overcome deficiencies.

2. *Targeted Site Review* - A targeted review is for a designated site or schools. The review is usually requested by the Management Team as a means of improving performance in designated schools prior to a comprehensive site review. The site reviewer(s) will conduct an exit interview to explain the deficiencies that must be addressed before the National Accreditation Process is implemented.
3. *Comprehensive Site Review* - This is the traditional site review in which the state organization and a sample of local programs/schools will be reviewed in addition to a thorough review of the data contained in the Electronic National Data Management System. The Comprehensive Site Review is the initial step in the National Accreditation Process that concludes with the awarding of standard, provisional or probationary accreditation. JAG will work closely with the oversight body and/or the Management Team to deliver consulting and/or training to upgrade the state's accreditation status.
4. *Management Review* - The state affiliate's oversight body can request a management review to provide feedback to the State Director and/or Management Team to improve personal and programmatic performance. JAG is willing to conduct a 360-degree assessment for one or more members of the Management Team. The 360-degree feedback will be used to develop a Professional Development Plan to guide the continuous improvement of the targeted members of the Management Team.

JAG VALUES

The critical ingredients in raising JAG Model Programs to a higher level of results are essential for any school-based or publicly funded program. Being successful and staying successful is much more challenging today than ever before. The six ingredients for higher results are:

1. Genuine focus on at-risk youth - The JAG Model's customer!
2. Data-driven management (e-NDMS.) Use data to reduce failures (defects.)
3. Core processes that are required to deliver JAG Model services and extraordinary outcomes! Continuous improvement!
4. Proactive management! Eliminate "quick fix" mentality!
5. Boundary-less collaboration! Smash barriers that block the flow of new ideas! Eliminate duplicity and waste!
6. Drive for perfection! Tolerate failure!

DATA COLLECTION METHODS

State and local affiliates are evaluated on the basis of their ability to operate an organization that is efficient and effective in implementing JAG Model Program Applications. The JAG Model components are the evaluation categories for which data is captured from the following sources:

- On-site Interviews by the Site Review Team
- Electronic National Data Management System - The Internet-based data system provides JAG the online capability to monitor the following:
    - Students selected for the program
    - Services delivered to program participants
    - Outcomes achieved by program participants during the follow-up period
- Destination Validation Telephone Surveys?a telephone survey is conducted with employers to determine their satisfaction of the services delivered by Job Specialists
- State Program Handbooks, Policy Manuals, Brochures, Videos, etc. JAG reviews these documents to evaluate the extent to which the state and local affiliates "walk the talk." There must be alignment between program literature and the services delivered.
- Participation in National Network Professional Development Opportunities. JAG monitors those that participate in national training sessions/events. The training sessions that are delivered at national training sessions/events are based on the evaluative feedback provided by the site reviewers and the overall National Accreditation Report.

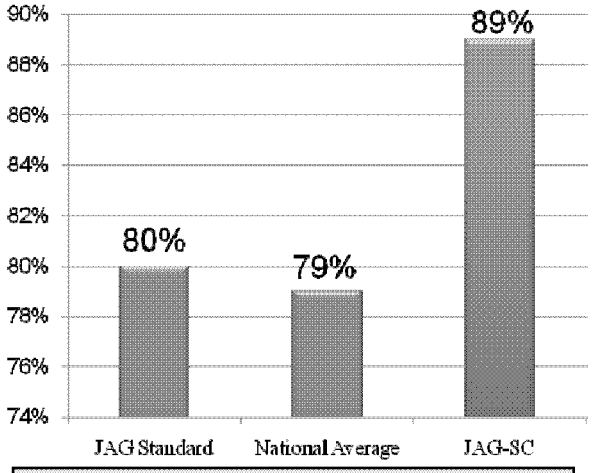
NATIONAL ACCREDITATION REPORT OUTLINE

Based on data collected, the National Accreditation Report highlights deficiencies in implementing the JAG Model. JAG is an organization in which affiliates and staff are held strictly accountable for process, services and outcomes. The report serves as an evaluation tool that includes the following:

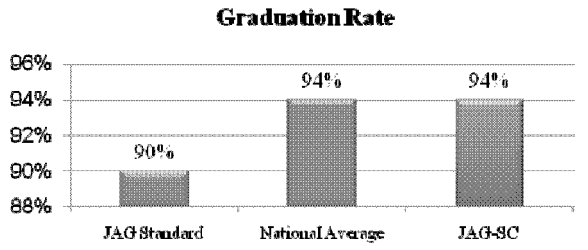
- Overview - overall evaluation statements
- Affiliate Information - basic organizational information
- Program Demographics - who is served
- Program Outcomes - what is achieved
- Outstanding Performance and Outcomes - what exceeds the JAG Model
- Major Areas of Non-Compliance - what must be improved
- Minor Areas of Non-Compliance - what should be improved
- Model Enhancements - best practices to be shared with the National Network
- Observations and Recommendations - prescription to improve performance
- Accreditation Status - awarded based upon measurable inputs and outcomes
- Action Plan - the deadline for submitting an action plan to overcome deficiencies

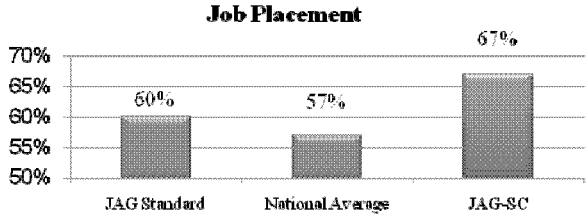
The state affiliate is requested to submit an Action Plan in response to the National Accreditation Report. The Action Plan is reviewed to determine if deficiencies will be overcome, process improved, and/or outcomes improved. If the Action Plan is inadequate, JAG will schedule a face-to-face meeting with the Management Team to develop an Action Plan that will result in the intended areas of improvement. JAG monitors the implementation of the Action Plan until the performance areas are improved. A variety of services are delivered to state and local affiliates that are unable to improve their process and/or outcomes including: on-site technical assistance, visits to high performing states/locales, participation in the National Training Seminar, telephone consultation, to name a few.

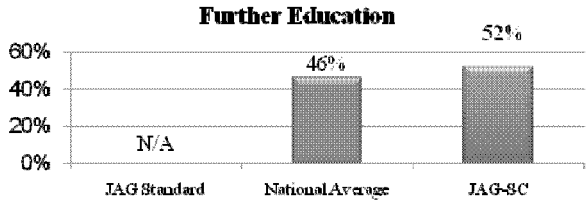
2009 OUTCOMES



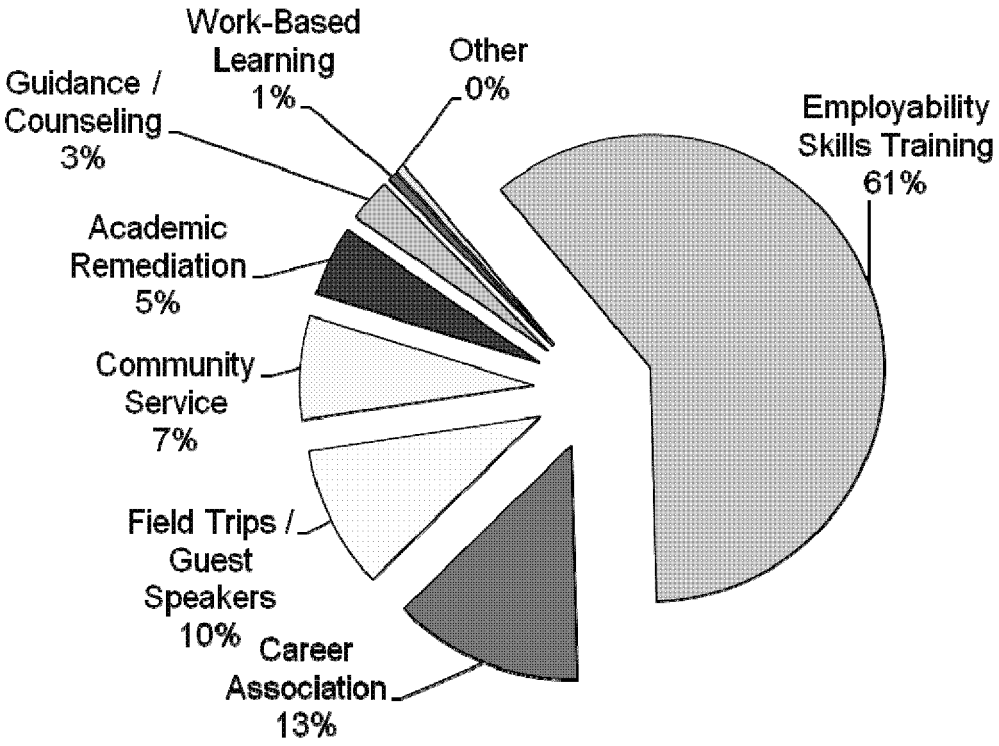
Positive Outcomes Rate measures long-term outcomes of the program by measuring whether JAG graduates are either employed, enrolled in a postsecondary institution or in the military 12 months after graduation.







JAG-SC Contact Hours Report



JAG Model Services

CURRICULUM & APPLIED LEARNING

Competency Instruction
Employability Skills
Student Led Career Association

SUPPORTIVE SERVICES

Adult Mentoring
Guidance & Support
Linkages to Community Based Services

Jobs for America's Graduates South Carolina

Summer Employment Training
Job & Postsecondary Education Placement
Twelve Month Follow-Up

LABOR FORCE ATTACHMENT

Accountability Systems (E-NDMS)
Site Accreditation
Cost-Effective Programming

NATIONAL STANDARDS

Section C
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Appendix C1A
Documentation of South Carolina's Compliance with Twelve Essential Elements of the America COMPETES Act

South Carolina's current State Longitudinal Data System meets 12 of 12 data system elements required by the America COMPETES Act:

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). **MET**. SLICE extends the unique student identifier system to the early childhood environment and facilitates the inclusion of the unique student identifier in early childhood and postsecondary systems. The data system can de-identify student-level data so that records used for research and policy decisions do not identify individual students.

Element 2: Student-level enrollment, demographic, and program participation information. **MET**. 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, program participation information, and other related items.

Element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. **MET**. SLICE provides the mechanisms by which 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.

Element 4: The capacity for K–12 education to communicate with higher education data systems. **MET**. South Carolina high schools are sending electronic transcripts to institutions of higher education (in-state and out-of-state). The e-transcript includes the student's unique 10-digit state ID number (stateID), which is generated when a student enrolls in a P-12 school. Institutions of higher education will capture the stateID and will make that a permanent part of the student's college record. That stateID will provide linkages between P-12 schools and the state's IHEs. IHEs already collect and store information about the high schools from which their college enrollees come. SCDE can and does provide a data set of P-12 school and district names with the appropriate school and district ID numbers. In addition, SCDE will license use of the National Student Clearinghouse for SC P-12 schools so that records in that clearinghouse can be linked and matched to student records in P-12 databases. This will provide linkages between P-12 schools and out-of-state IHEs.

Element 5: A state data audit system assessing data quality, validity, and reliability. **MET**. Currently, districts can transmit data to the SCDE prior to data collection deadlines and receive validation results so that errors can be corrected in the local student information system before final submission. SLICE will add data validation at the point of entry into the student information system.

Element 6: Yearly test records of individual students. MET. The statewide longitudinal data system includes the annual state testing results, at the student level, for PACT and PASS (grades 3-8), end-of-course tests (grades 8-12), and the High School Assessment Program (grades 10-12). The data system also includes SAT and ACT results at the student level. SLICE will also include formative and interim test results as part of the proposed curriculum management system (see the narrative for Section (C)(3)).

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

Element 8: A teacher identifier system with the ability to match teachers to students. **MET**. In the current statewide longitudinal data system, teachers are uniquely identified within their individual districts. South Carolina has proposed a system that will uniquely identify all other educators (administrators, counselors, etc.) who work with students. Similar to the state's unique student ID

system, SLICE will generate a statewide unique educator identifier that will follow educators across districts.

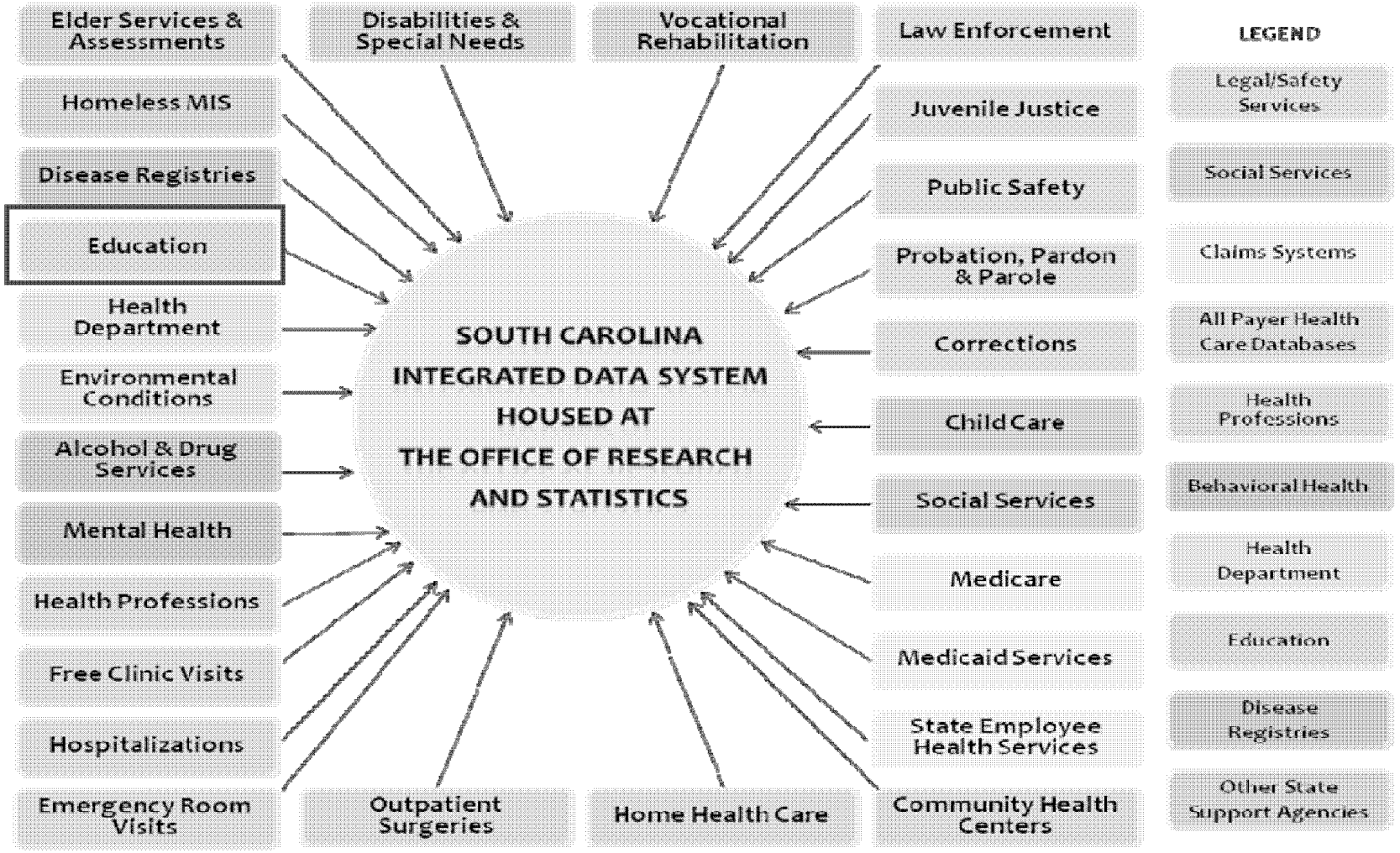
Element 9: Student-level transcript information. MET. The current statewide student information system maintains all grades and course completed by each high school student as well as the grades for students in grades one through eight. The student information system can print a complete transcript upon request and can generate an electronic transcript (an e-transcript) that can be sent to institutions of higher education (see Element 4 above, also).

Element 10: Student-level college readiness test scores. MET. The South Carolina Department of Education, under license with the college readiness testing companies, maintains student-level results for the SAT and the ACT.

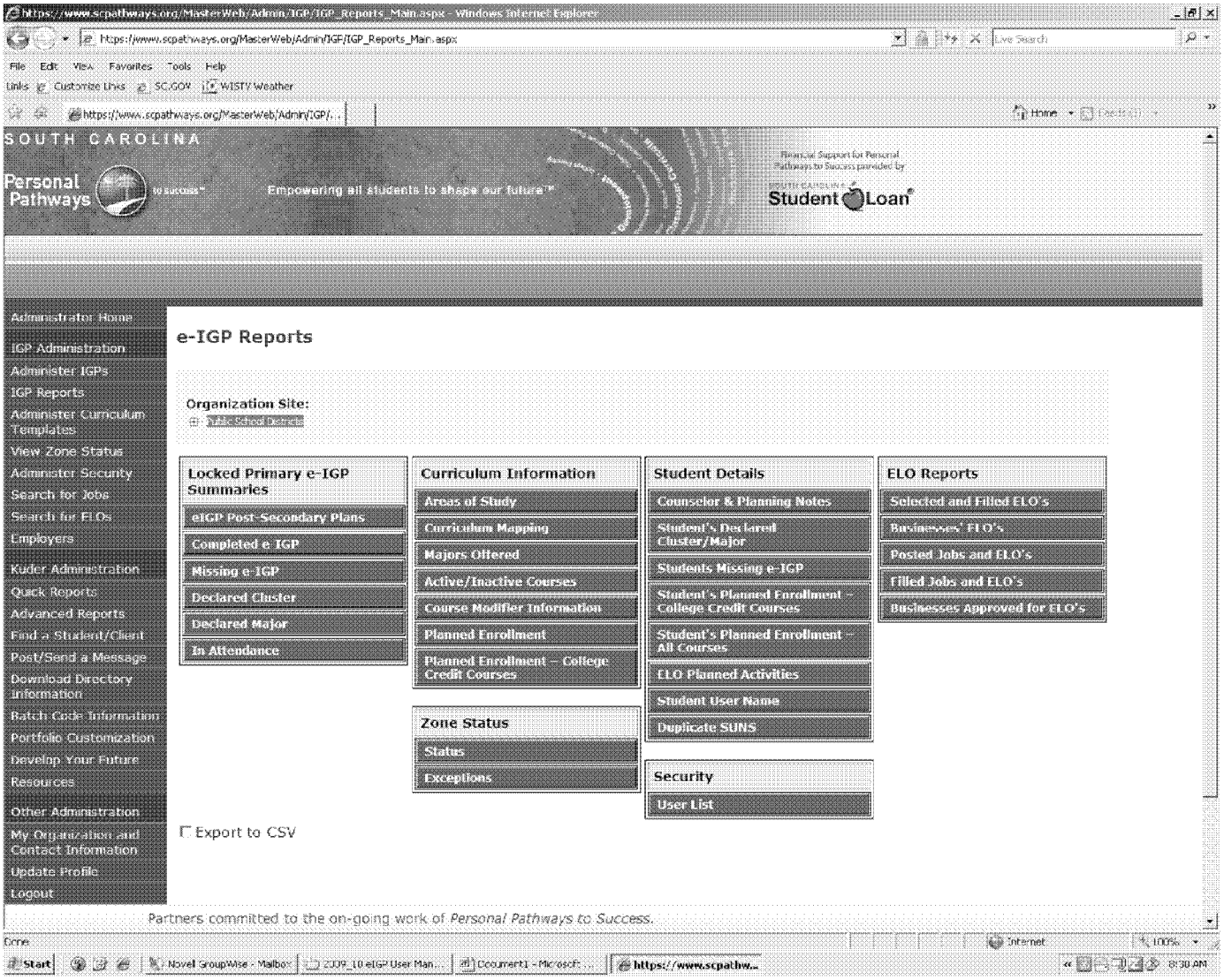
Element 11: Data that provide information regarding the extent to which students transition successfully from secondary to postsecondary education, including whether students enroll in remedial coursework. **MET**. South Carolina's IHEs collect sufficient data during a student's enrollment to permit reporting to SCDE, local P-20 districts, and individual high schools about student enrollment and success at the postsecondary level. IHEs already collect and store information about the high schools from which their college enrollees come. SCDE can and does provide a data set of P-12 school and district names with the appropriate school and district ID numbers. IHEs (individually or through CHE) can report numbers of students who enrolled within 16 months of their high school graduations, the numbers of those students who are still enrolled two years later, and the numbers of students who have completed at least one year's worth of college credit by the end of that second year in college. Such reports could be delivered by the start of the second semester following the end of the reported semester (to allow posting of credits and other data to college transcript records). SC's 4-year IHEs do not offer remedial courses; SC's 2-year technical colleges provide remedial courses and the success of those remedial students can be reported by the IHEs (individually, through CHE or the South Carolina Technical College System). Additionally, local school districts already collect sufficient information about teachers who work in those districts. That information includes the colleges from which teachers receive their teacher preparation and training. Local districts and SCDE also have the capacity to link student performance on state-mandated assessments to teacher data and, then, to report data related to apparent success of a teacher preparation program as a function of that student performance. In addition, SC's P-12 and IHEs are implementing the South Carolina Course Alignment Project (SC CAP). This is the first statewide collaborative effort to bring together high school and college faculty (two- and four-year) to examine the sequence and scope of high school exit courses in English, mathematics, and science in relation to the entry-level college courses in the same disciplines. The goal of the project is to determine the degree of alignment between high school courses and entry-level college courses to improve alignment so students may have a seamless transition from secondary to postsecondary education. This effort will have significant impact on the initial success of students entering those college courses.

Element 12: Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education. **MET**. 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.

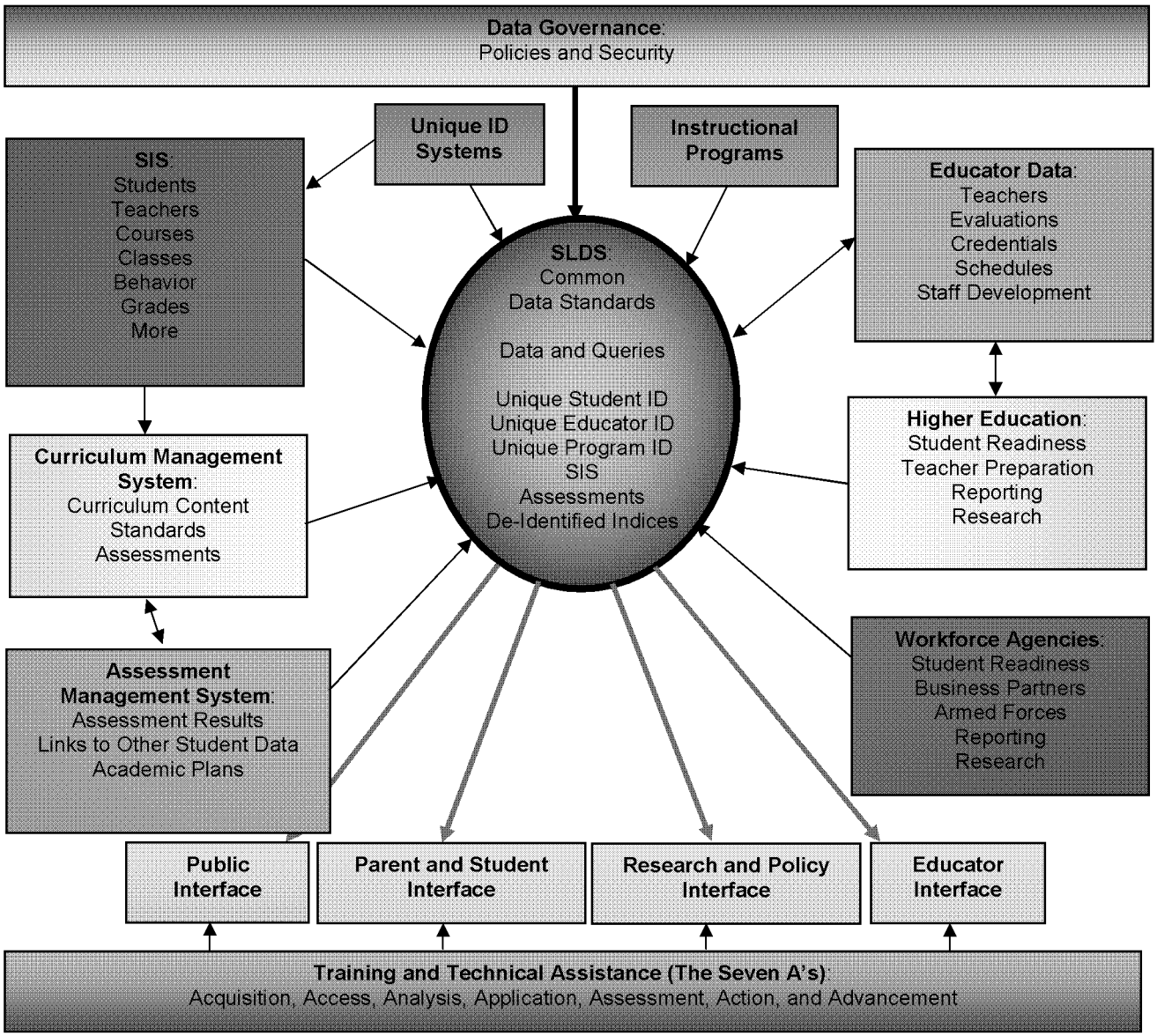
Appendix C1B
South Carolina Office of Research and Statistics: Data Systems and Resources



Appendix C2A
SCPathways.org and the Electronic Individual Graduation Plan (eIGP)


https://www.scpathways.org/MasterWeb/Admin/IGP/IGP_Reports_Main.aspx - Windows Internet Explorer
SOUTH CAROLINA
Personal Pathways
Empowering all students to shape our future™
Financial Support for Personal Pathways to Success provided by
Student Loan
Administrator Home
IGP Administration
Administer IGPs
IGP Reports
Administer Curriculum Templates
View Zone Status
Administer Security
Search for Jobs
Search for ELOs
Employers
Kuder Administration
Quick Reports
Advanced Reports
Find a Student/Client
Post/Send a Message
Download Directory Information
Batch Code Information
Portfolio Customization
Develop Your Future
Resources
Other Administration
My Organization and Contact Information
Update Profile
Logout
e-IGP Reports
Organization Site:
Public School Districts
Locked Primary e-IGP Summaries
eIGP Post-Secondary Plans
Completed e-IGP
Missing e-IGP
Declared Cluster
Declared Major
In Attendance
Curriculum Information
Areas of Study
Curriculum Mapping
Majors Offered
Active/Inactive Courses
Course Modifier Information
Planned Enrollment
Planned Enrollment – College Credit Courses
Zone Status
Status
Exceptions
Student Details
Counselor & Planning Notes
Student's Declared Cluster/Major
Students Missing e-IGP
Student's Planned Enrollment – College Credit Courses
Student's Planned Enrollment – All Courses
ELO Planned Activities
Student User Name
Duplicate SUNS
Security
User List
ELO Reports
Selected and Filled ELO's
Businesses' ELO's
Posted Jobs and ELO's
Filled Jobs and ELO's
Businesses Approved for ELO's
Export to CSV
Partners committed to the on-going work of Personal Pathways to Success.

Appendix C2B
South Carolina's Statewide Longitudinal Database System



This figure illustrates the relationships between and among the database components and the creation of the integrated data system.

- At the top of the figure, data governance structures will provide the umbrella policies, regulations, and practices that protect the data and the identities of the records stored in those data.
- At the bottom of the figure, training and technical assistance form the foundation on which the four user access interfaces are built.
- The user interfaces define the levels at which end-users can access the data based on their roles.
- The important data linkages are managed through the unique ID systems for students, educators, programs, and agencies represented in the integrated data system.
- The left side of the figure above includes the key components of the P-12 systems, including the (1) student information system, (2) curriculum management system, (3) assessment management system, and (4) unique ID systems linking the data.
- The right side of the figure above includes other data systems to be integrated with the P-12 systems, including (1) educator data, (2) higher education data, (3) workforce data, and (4) instructional program data (a new part of the system).
- The arrows indicate the linkages and relationships among the data and the users, with the centralized statewide longitudinal database system providing access to those linkages.

Appendix C2C
The User Interfaces to the Statewide Longitudinal Data System

The User Interfaces: What Can the End-User Do?

The proposed education longitudinal data system includes four unique user interfaces: (1) The public interface, (2) the educator interface, (3) the research and policymaker interface, and (4) the parent and student interface. Each interface is web-based, role-based, and resource-specific.

What the Public Will See?

The public interface will be accessed from the web. The South Carolina Department of Education (SCDE) website will provide a link directly to that interface. Other partners may also provide such links. The public user will be able to access aggregated data through sets of queries, questions, and reports. Questions and reports will be predefined in the system based on common requests for information. The user will be able to build ad hoc queries that generate aggregated results from available datasets, using specific data elements within those sets.

Common applications of the public interface will include, but not be limited to, results that allow:

- Comparison of school and district criteria across years
- Comparison of statewide assessment results across years and content areas
- Review and comparison of school and district accountability report cards
- Summary student and staff demographic data by district, school, grade level
- Enrollment data by district, school, state
- Financial data reported by schools, districts, state
- Summary data about student college and career readiness, including college readiness test results, enrollment in college programs, and others
- Summary of workforce, including aggregated salary data, career opportunities, and others
- Other data that can currently be accessed through the SCDE Quick Data Portal (a web portal to common public reports and data)

There will be no public access to data that can uniquely identify a single individual or a small group of individuals.

Results will be limited to summary data with at least ten records so that individuals cannot be identified through membership in small groups.

Online training for the public interface will be available from links on that interface. The training will be in text, audio, and video formats and can be accessed without special rights or roles.

What the Educator Will See?

Teachers and other education leaders have very specific needs with regard to student-level data. Access to aggregated data is not sufficient; it is imperative that teachers and principals have access to identifiable student data. Those data should inform the educators about what the student has done, how the student has done, what the student needs (within the

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.

The educator will gain rights to the educator interface based on her or his role as an educator. That role is a function of network access provided by the district or school. With that secure access, the educator has at least two umbrella options when he or she logs into the network: (1) Training and (2) the longitudinal education data system.

The online training for using the educator interface (and, thus, to student-level data) will be accessible only after logging into the system; others will not be able to access the online training for this level of access unless they are given special rights and roles. The online training will be in text, audio, and video formats and will deal with accessing, analyzing, and applying the data to educational issues.

The educator will have access to student-level data based on the educator's school or district (that is, the location at which the educator works). Classroom teacher roles will limit access to students who are enrolled in classes taught by that teacher. The principal roles will limit access to students enrolled at the principal's school. Teachers and principals will have access to student-level data from the prior year, as well.

Each educator will be able to see the following types of information and resources (although they will not be limited to just these possibilities):

- Enrollment, schedules, attendance, discipline, grades, and other data in the student information system
- At-risk characteristics (failure, dropout, and others)
- Statewide testing results, diagnostic testing results, college aptitude test results, teacher assessment results, and others
- Portfolios of previous work, including academic, special talents, and more
- Health and social issues that might have an impact on learning
- Academic plans for students, based on academic standards and achievement results
- Curriculum components
- Academic standards
- Common assessments directly related to standards (and some that are not)
- Available lesson plans and resources as well as tools to create additional lessons and resources
- Online staff development resources and references to off-line resources
- Predefined queries and reports for each student or group of students
- A query tool so that new questions can be asked of the data and new answers can be obtained
- And much more

The longitudinal data system will inform educators in real-time of individual student needs and of the resources to meet those needs. Teachers will be better prepared to teach because they will have real information about each student – and the teachers will have that information at the time teaching is to take place. In effect, teachers (and all educators) will be

better able to cause learning.

See the concept screen for and other information about the educator interface – the "Netflix® model" – in Appendix C3C.

What the Researcher and Policymaker Will See?

Researchers and policymakers have data needs specifically different from the needs of the public and educators. They want to look at student-level data in order to ask questions that may be outside the normal realm of pre-defined reports and queries. At the same time, there must be protections of the privacy of individual students and other learners whose data are in the system; so, the system must be able to answer important queries while protecting the learners whose data may be included in those answers.

Researchers and policymakers will gain access to the longitudinal data system through a written request to the system's managers. The request for access will include a summary of the data to be accessed (for example, the research might include student demographic data, assessment results, family economic indicators, and parent educational level) and the purpose of the research. The request would also include the specific years for which the data would be needed.

A standard contract will be issued and signed by the appropriate parties, ensuring confidentiality and detailing how the data will be destroyed when the research is completed. The contract also sets forth procedures that are to take place if the researcher finds that may include identifiable data records. Other stipulations

The database manager would then establish a role for that researcher or policymaker. The role would define access to the appropriate data tables for the appropriate years. The role would assign rights to the specific data elements to which the researcher or policymaker would have access in the data tables. The data manager would assign and notify the researcher or policymaker of her or his username and password (or other security criteria).

The researcher or policymaker would login to the system, which would recognize his role and rights to data. The system would provide two broad options to the user: (1) Training and (2) access to the data.

The online training for using the research/policy interface (and, thus, to student-level data) will be accessible only after logging into the system; others will not be able to participate in the training for this level of access unless they are given special rights and roles. The online training will be in text, audio, and video formats and will deal with accessing, analyzing, and applying the data to solutions.

When the user chooses to access the database, the system will begin a de-identification process in which (1) a unique identifier will be assigned to all requested records and identifying data are stripped from those records, (2) for the requested data elements, cell sizes less than a specific number will be removed from the data to be provided, and (3) other protections will be implemented. The de-identification process is intended only to ensure that students and other

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 unique identifier will permit longitudinal relationships to be researched as will as linking data within any one year.

The researcher or policymaker is then provided a set of data files that can be downloaded for research purposes.

Through this procedure, researchers and policymakers are able to ask important questions and get answers without the need to go through data intermediaries. The researchers and policymakers can manage their own data quality and stability issues, creating confidence in their results.

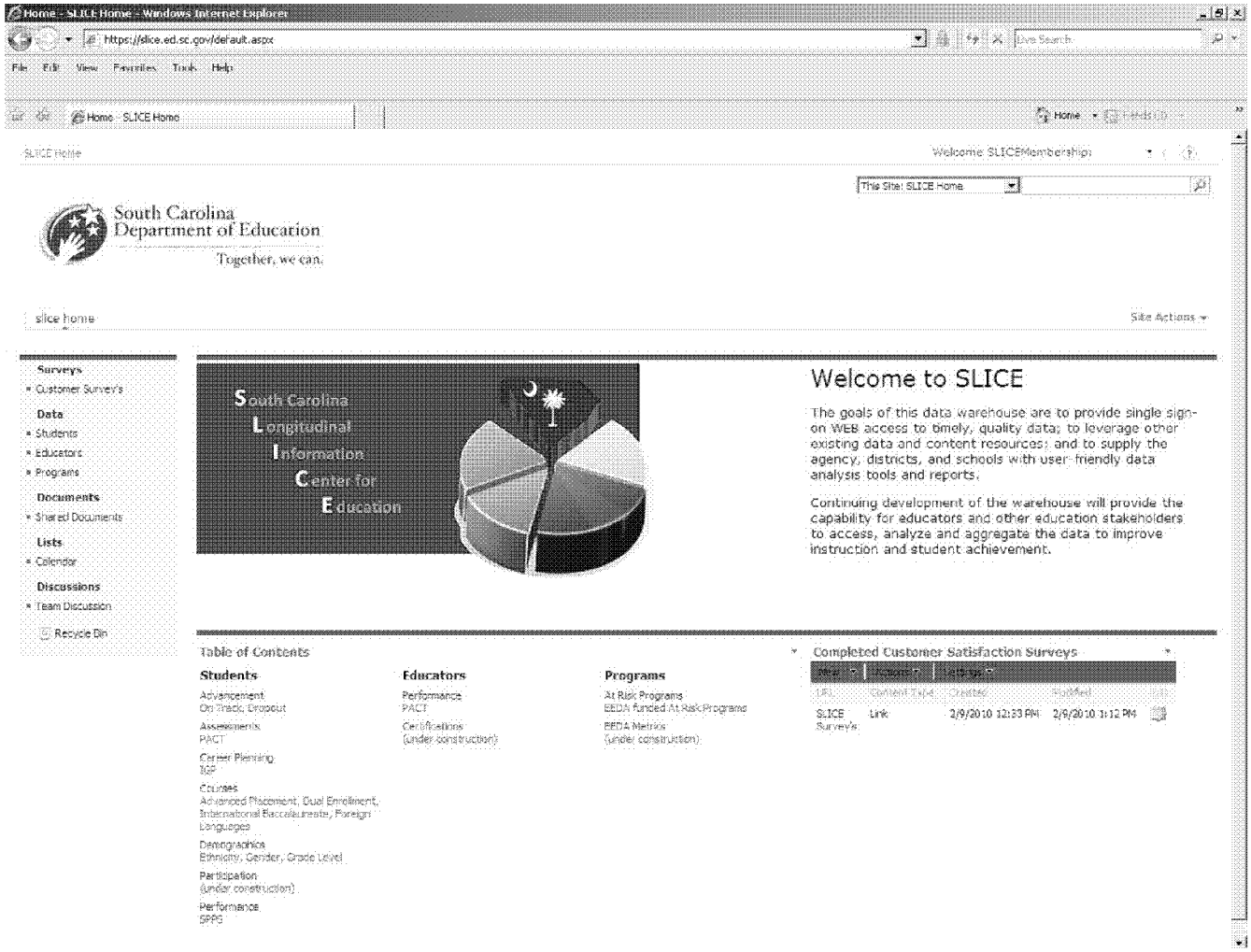
What the Parent and Student Will See?

Parents and students will be able to access information through the web. Access will be provided through integration with the student information system; enrollment of the student and the inclusion of parent information will generate the appropriate user names and passwords. They will be able to see data related to the student's records, including but not limited to the following:

- Enrollment and demographic information
- Attendance
- Grades
- Discipline
- Course and class registration
- Career and college planning records
- Transcripts
- Statewide assessments
- Curriculum and standards, including performance and needs based on those standards
- Other student-specific data

Parents and students will not have access to data or information that are not directly related to the student.

Appendix C2D
SLICE Public Interface



The SLICE public interface provides access to aggregated data and pre-defined queries and questions. The interface also allows the user to create new queries of the aggregated data.

Appendix C3A
The Curriculum Management System: Giving Teachers the Time to Teach

The real reason to have a statewide data system for education is to support instruction and learning (see the diagram in Appendix C3A). The data cannot be purposeful if those data cannot inform instruction and create learning in the classroom. If the teacher must manually go looking for the data, access the data, and analyze the data, there is little chance that those data will have an impact on what happens in the classroom.

There are some commercial and open-source curriculum management system applications available to educators. Those are, basically, empty database systems into which curriculum standards and components are loaded. Several of those systems also collect and catalog instructional resources that are indexed or linked to curriculum standards. After those systems are populated, student performance results can be entered into the system. The system will then link those results to the standards and will report to the teacher that (1) each student has specific continuing academic needs and (2) specific resources are available to address those needs.

The teacher is then required to analyze those needs to determine next steps for each student or group of students.

The Curriculum Management System Concept

The curriculum management system model proposed as part of South Carolina's comprehensive data system goes beyond that basic functionality. As illustrated below, the comprehensive curriculum management system will include data from the student information systems (including the basic identifiers and demographics), instructional programs and resources, learning styles, assessment results, and more. The system will also include tools for teacher planning.

But, more importantly, the proposed curriculum management system will use the longitudinal data to analyze student performance based on the across-time performance of other students who have had similar academic needs and who have been successful in mastering those needs. See Appendix C3C for a description of the "Netflix model" that is part of the educator interface to student data.

The system will also match student performance to program effectiveness and teacher effectiveness. Program effectiveness can be analyzed based on student performance after participation in one or more specific instructional programs. Program effectiveness can be determined for student population subgroups, as well. For example, an instructional program might be very effective with black male students but may not be effective at all with any female populations. Such information can be extremely important to a school that is targeting an achievement gap between subgroups of students.

The system can also determine the effectiveness of teachers when working with specific programs and specific groups or subgroups of students. This type of information can be helpful in the equitable distribution of teachers (and principals) to or within schools where certain groups of students need the most effective educators. This type of information is also helpful in determining the professional development needs of teachers and other education leaders as part of efforts to create effective educators.

So, the intent of the curriculum management system component of South Carolina's Race to the Top proposal is to provide data that will directly inform state and local efforts to distribute effective teachers and leaders, to create and use rigorous curriculum and assessments, to turn around struggling schools, and to have an impact on student performance. The proposed model will incorporate more data and will provide tools for using those data in the process.

The Curriculum Management System Model

The diagram below illustrates the relationships between and among the various components of the comprehensive educational data system. The curriculum management system component is at the center of the diagram because it is the "integrator" of the data that are part of the complete data system.

At and above the horizontal center of the following diagram, you will find components that provide data, information, and resources to the curriculum management system. Below the horizontal center of the diagram, you will find the resources that come from the curriculum management system to inform the appropriate stakeholders. Those resources generate additional data that are moved (see the dashed arrows) into the curriculum management system and that, then, inform new decisions and actions. The arrows indicate the flow of data, information, and resources.

At the top of the diagram, you will find the student information system (SIS), which provides student information to the curriculum management system (CMS). That information includes demographics, unique IDs for the student, class schedules, unique IDs for teachers in the content area classes, program IDs if the student is participating in remediation or enrichment activities, and more. Curriculum standards and content are part of the CMS resources. Additionally, instructional materials and resources are part of the system and are indexed to the curriculum standards.

The CMS data also include a set of at-risk indicators – factors that predict the likelihood that a student will leave school before graduation. These factors include grades, attendance, over-age for grade, socioeconomic status, and more. Many of those indicators will include related resources that have proven effective in reducing a student's at-risk status.

The assessment management system (AMS) provides test results from state testing programs, formative assessments, interim assessments, and other assessments relating to student performance. Assessment results are updated whenever new administrations of the tests take place and become part of the data set that informs later decisions and actions.

Teachers and other educators access the CMS component to add new information and to get information from the system (see the green arrows). As indicated in diagram, teachers are able to generate long-term instructional planning resources, access or create short-term lesson planning resources, develop learning activities for individual or groups of students, and administer learning assessments related directly to the learning activities and the appropriate learning standards.

The results of the assessments are used to update the AMS and to provide feedback about student performance. Student performance is then related to program effectiveness and teacher effectiveness, which update the CMS component. Updates to the CMS component then provide additional information and resources for each educator in the system.

The standard CMS system links academic standards to student performance to provide data to the teacher. The teacher then must determine what the data are telling her/him with regard to next steps for any specific student. This planning process by the teacher takes a great deal of time.

When the proposed CMS component is properly populated with data, information, and resources, the system can provide the student-by-student information and resources or can provide information and resources for groups of students with the same needs, based on the "Netflix model" (see Appendix C3C). The system might work like this:

- The teacher logs into the system and requests information about a specific student;

- The system produces the basic information, including status with regard to academic standards and at-risk status;

- The system also provides basic learning factors, such as learning style, disabilities, etc.;

- The system uses those factors and produces resources that might say something like this: "Other students like this student, with the same academic needs and learning factors have used the following materials and resources and have improved their performance results on PASS by x scale score points." This statement could be repeated for each type of assessment (formative or summative) by which the student's performance will or can be measured.

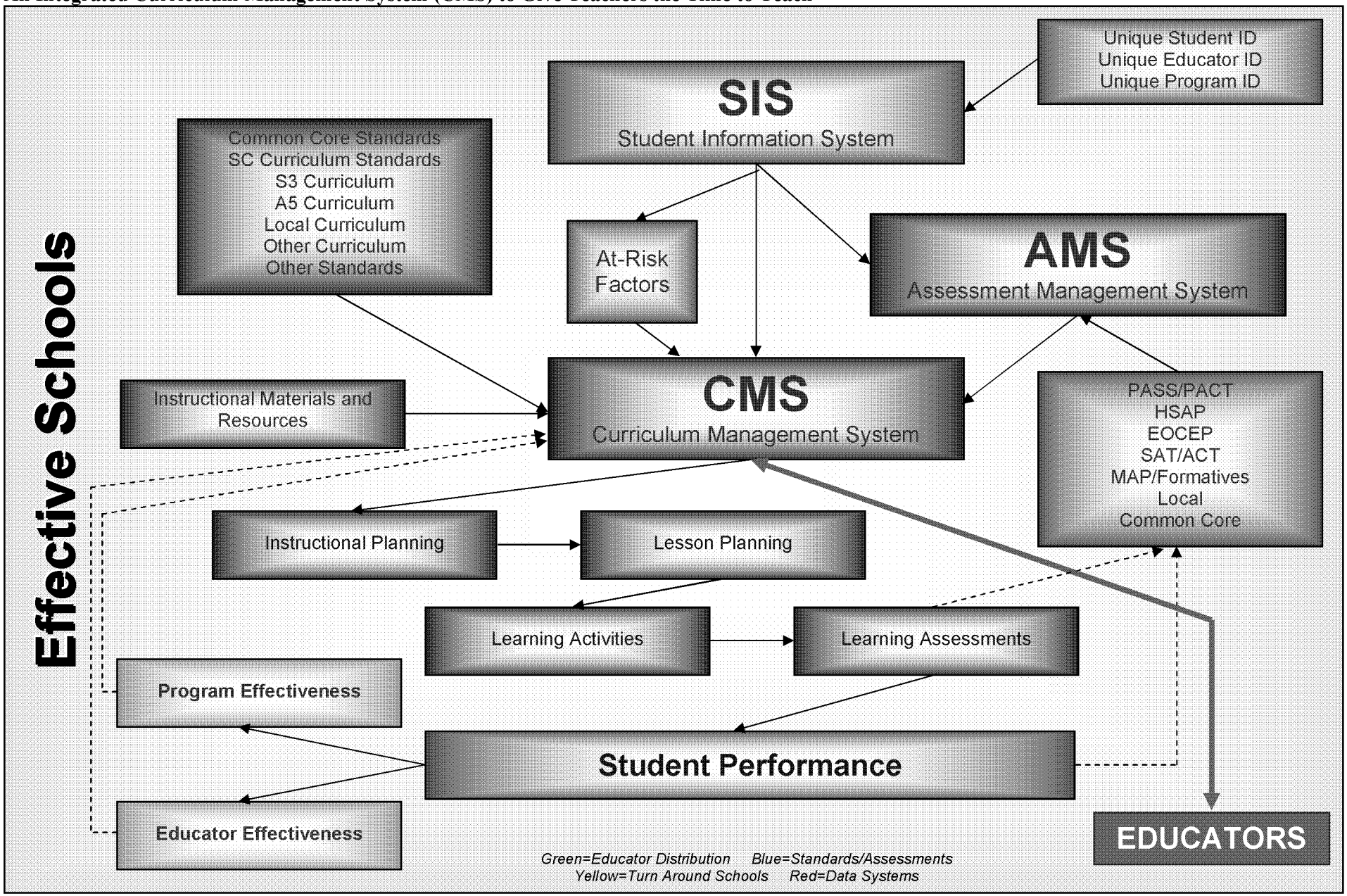
- The system would also identify other students who may have the same academic needs and learning factors so that instruction planning and resources could be used for the group.

- An additional resource could also be provided. The system can report something like this: "The following teachers have work with students like this student and have had success, as indicated by improved student performance on PASS." This type of information could be repeated for each type of assessment (formative or summative) by which the student's performance will or can be measured.

The proposed curriculum management system continuously updates itself with new data and information, as show in the diagram below. The new data and information, then, become part of the data system that expands and enhances the system's ability to inform teachers and other education leaders, in real-time, about student needs and to provide suggested resources to meet those needs.

The following diagram illustrates the integration of the various data systems to create the comprehensive curriculum management system. Appendix C3C describes the teacher interface to the curriculum management system.

An Integrated Curriculum Management System (CMS) to Give Teachers the Time to Teach



Teacher Portal: The Curriculum Management System Concept Screen

Student SLICE — June 1, 2010 — You are logged in as: Beth Ann Beaudrot

Palmetto State Elementary School — Educator Role/Interface — Logout

YOUR OPTIONS
PowerSchool
CMS >>
Your Lesson Plans
Your Curriculum
Your ePortfolio
Your Credential
Other Resources

For Jonathan
Academic Status >>
Alerts
Health
Grades
Attendance
Discipline
Test Data
eIGP
Query Data

Student: Jonathan Alan Wallington ID: A3492K0013 Grade: 5

Parent/Guardian: Edward J. Wallington
123 Nice Wooded Place
Columbia, SC 29200
Phone: **803-555-5187**
Cell: **803-999-4307**
Emergency: **803-999-4307**

At Risk
N
Details

ELA | Math | Science | Soc Studies

ACADEMIC PROGRESS

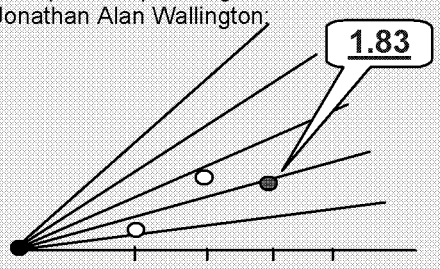
For objectives you recently assessed or that are in your current lesson planning folder,

Jonathan Alan Wallington has **successfully completed**:
1 xxxxxxxxxxxxxxxxx
2 yyyyyyyyyyyyy
3 zzzzzzzzzzzzzzzzzzzzzzzzzzz

Jonathan Alan Wallington has **not successfully completed**:
1 aaaaaaaaaaaaaa
2. bbbbbbbbbbbbbbbbbbbbbbbbbbb
3 ccccccccccccccccccccc

ACADEMIC GROWTH

The following chart indicates the **current academic growth** based on anticipated/expected growth for Jonathan Alan Wallington:



ACADEMIC RESOURCES

Students like Jonathan Alan Wallington were successful in using the following resources in the areas shown above:
1 mmmmmmmmmmmmmmmmm (Add)
2 nnnnnnnnnnnnnnnnnnn (Add)

The following teachers have had success in helping students like Jonathan Alan Wallington:
1 Margaret Wilson at Harrisburg Middle School, Saluda
2 James Eiger at Jones Middle School, Greer

YOUR SIMILAR STUDENTS

The following students **in YOUR classes** are currently like Jonathan Alan Wallington:

1 Kendra Marie Elderby
2 Sandra Jane Fisher
3 Martin James Harris
4 Laron Willis Nations

The Netflix Model

Students like Jonathan were successful using the following resources in the areas shown…

The figure above illustrates the teacher's possible view of information about one student when the teacher logs into the curriculum management system.

As the figure indicates, this as the "Netflix® model." For those of you unfamiliar with Netflix®, it is a web-based service that allows you (for a monthly fee) to receive movies through the mail or via streaming video from the web.

Then the interesting stuff begins; Netflix® provides additional value. Based on the movies you've watched and the ratings you give to those movies, Netflix® suggests other movies to you, based on what other viewers (who have watched and rated the same or similar movies as you) have watched. By providing this information, Netflix® helps you make movie decisions without your having to go through their entire database of movies to find something that might interest you.

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

If Netflix® can do this, in real-time, there is little or no reason to believe that a curriculum management system, using real-time data from around the state, could not provide the same type of value-added information to teachers about the academic needs of their students. The curriculum management system component can provide an intuitive screen (like the figure above) to teachers, from which teachers can see and access the following:

- Student information and parent contact information;
- The at-risk status of the student, with a green "N" indicating "not at-risk," an amber "O" meaning the student is "on the cusp of being at-risk," and a red "Y" indicating the student "is at-risk"; the "Details" link would provide the teacher with information about the at-risk indicators and interventions for helping the student;
- The left-side menus include resources for the teacher as well as access to specific information for the indicated student;
- Tabs for English/Language Arts (ELA), Mathematics, Science, and Social Studies would allow the teacher to see current academic performance and status;
    - One box in the figure above would show recently taught standards or objectives that the student had mastered, as well as those the student had not mastered;
    - One box would provide a graph of the student's assessment performance; the teacher can click the numeric value for that performance level and can see specific test results and other information related to the student's performance and the teacher's impact on that performance;
    - Then, the Netflix® logic adds value to the information on the teacher's screen; as Netflix® lets you know what others have watched, the curriculum management system screen indicates resources and activities that other students like Jonathan (the fictional student identified in the figure above) have used that led to improved student performance; if the teacher wishes to use one of those resources, she/he simply clicks "Add" and the information is added to the students instructional plan;
    - The curriculum management system screen also can identify other teachers, around the state, who have been successful in improving the performance of students like Jonathan; by clicking the names of those teachers, this teacher can email or access other resources that those teachers have used; this provides for collaboration and communication among educators statewide;
    - Plus, the system identifies other students in the teacher's class who are also like Jonathan with regard to the identified unmastered standards or objectives; the teacher can then plan small-group activities, if appropriate.

The proposed curriculum management system uses data from the statewide longitudinal database system, analyzes it based on previous performance of students with specific academic needs and informs the teacher of successful practices and activities for use with a single student or a group of student with similar academic needs.

With this type of information generated by the data system, teachers can focus on the needs of each student or groups of students. In addition, the system will propose resources that have been shown to work with those types of students, meaning that the teacher can get to work faster (as opposed to needing time to plan those resources). Students will learn better because the activities and resources are focused on their specific needs.

The proposed system allows teachers to go to work—rather than taking so much time in their planning to work.

A robust and comprehensive curriculum management system will improve student performance through improving the focus of the educational opportunities available to those students—and to the teachers of those students.

In addition, the proposed system can work at several levels. The system can be used by principals to look at the professional development needs of their teachers and staff, based on the results those teachers are getting with students. Superintendents can get quick information about the success of their schools or about instructional programs being used in their schools.

Appendix C3B
National Consortia: CCSSO, EIMAC, LEARN, and INTASC

CCSSO: The Council of Chief State School Officers

CCSSO, through leadership, advocacy, and service, assists chief state school officers and their organizations in achieving the vision of an American education system that enables all children to succeed in school, work, and life.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Established in 1927, the Council serves as an informed, pragmatic voice in representing the chief state school officers' views on education policy. Through targeted policy and effective advocacy, the Council provides a platform for chiefs to be heard. The organization also undertakes projects to help state education agencies understand, devise, and execute policy; adopt initiatives to promote educational reform efforts; and engage in collaborative exchanges to share best practices and model solutions. In addition, the Council offers professional development to its members in a wide range of areas to build capacity at the state level.

EIMAC: The Education Information Management Advisory Consortium

Since the 1960s, the Council of Chief State School Officers has had a committee of state education agency staff focused on education data concerns. The most recent restructuring of this committee occurred in 2004, at which time the group was renamed the **Education Information Management Advisory Consortium (EIMAC).**

The CCSSO Board believes that participation of all SEAs will give EIMAC the strength it needs to effectively advocate on behalf of states to reduce data collection burden and improve the overall quality of the data collected at the national level. For more information on EIMAC please contact Maureen Matthews at maureenm@ccsso.org or 202-336-7023.

EIMAC's Five-Point Mission is:

- Represent and advise SEA chiefs and staff on national data issues, both current and future.
- Collaborate in the planning of national data initiatives by building partnerships with national data collectors, including federal program offices.
- Review and provide feedback on 1) national data collections and reports, 2) national assessments and related research studies.
- Provide networking and professional development opportunities for SEA directors and managers of data and assessment.
- Provide resources and leadership to states in building student-level data systems.

Current State Members:

Alabama	Arizona	Iowa	Kansas
Arkansas	California	Kentucky	Louisiana
Colorado	Connecticut	Maine	Maryland
Delaware	District of Columbia	Massachusetts	Michigan
Florida	Georgia	Minnesota	Mississippi
Hawaii	Idaho	Missouri	Montana
Illinois	Indiana	Nebraska	Nevada

New Jersey	New Mexico	Texas	Vermont
New York	North Carolina	Virginia	Utah
North Dakota	Ohio	Washington	West Virginia
Oklahoma	Oregon	Wisconsin	Wyoming
Pennsylvania	South Carolina		
South Dakota	Tennessee		

EIMAC consists of four subcommittees: Assessment, General Statistics, Longitudinal Data Systems and Special Education. In addition, outside partners fund three standing task forces under EIMAC: Assessment (funded by US Department of Education), General Statistics (funded by US Department of Education), and Longitudinal Student Data Systems (funded by the Bill & Melinda Gates Foundation).

The LEARN Consortium

The Challenge

There is an urgent need for education reform that ensures every student graduates from school ready for college and work. A growing consensus is forming in the country and in our state around the need for common academic standards, innovative school turnaround strategies, rethinking the way we prepare, support, and reward teachers, and building robust information systems to support instruction and decision making. The purpose of grants under this program is to enable us to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data.

Longitudinal Data Systems are critical in supporting broad education reforms, as well as instructional interventions at the local level. Our state, along with many others, are in the process of building robust systems to manage, analyze, disaggregate, and use individual student data. However, many of these systems are composed of stand-alone data silos that make it difficult to share data within a state, much less across states. The static nature of the data also makes the systems of little use to teachers who need more immediate information to guide their instruction. The next step in the evolution of information systems is the development of open platforms that use common standards and elements. Upon these platforms, applications can be developed to serve specific functions for education stakeholders. This approach to information has been used with great success in the financial sector and business community, as demonstrated by the rapid growth of Salesforce.com, Mint.com, and Google Docs. Such an environment allows an application built for one state to be instantly shared with other states for their use without additional development costs or time. As a result, teachers have access to critical insights sooner and policymakers have more accurate data to guide their decisions. More importantly, this model changes the entire paradigm of educational resources. By linking the content together with information about learners, we can begin to offer "smart content" customized to a learner's individual needs. Instead of learners seeking out content, content will seek out the learner.

Some of the key parts of the solution involve:

- creating an environment where states, post-secondary institutions, and the workforce have the ability to work together,
- allowing state systems to exchange and verify record level data about students and staff in a safe "landing zone,"
- reducing the burden of federal data collection on states and districts, and
- building an infrastructure that allows third -party partners and state technical teams to more easily provide parents, students , teachers, principals, and other educators with applications and services that make a difference for them.

The Learning Exchange and Resource Network (LEARN) is about connecting existing data systems in a safe, authenticated way that manages the privacy and security of records and leaves control in the hands of the states. LEARN will do this with common data and academic standards for information exchange, and smart content that knows how to avail itself to teachers, students, and parents in a just-in-

time way. By making tagged data, secured identity management, and federated relationships available to third-party application developers, we'll enable market forces to drive continuous improvement for learners, all while realizing greater efficiencies and cost savings. Without this change to our information system paradigm, we will not be able to facilitate the learning of tomorrow. We consider our participation in the LEARN Consortium to be an important part of our comprehensive proposals for achieving breakthroughs in the four reform areas. Thus we are including our participation in the LEARN Consortium as part of our response to this RFA.

Components

Core Membership

Core membership in the LEARN Consortium gives us a state data fortress, the Extract Transfer Load (ETL) between our core SLSDS and the fortress, and the federal reporting module that allows us to approve the reports in aggregate before they are sent to USED. It also creates the backbone – the data utility – that allows our district, school, and classroom applications to access appropriate, secured, roster data and longitudinal data.

State Data Fortress

The state data fortress is either a centrally co-located repository or a federated structure within our own SLDS. We will determine this in cooperation with our internal stakeholders and our partner states. The design of the fortress will be guided by the national data standards conversation through the National Education Data Model (NEDM) and the necessities of each of the state partners with us in the LEARN consortium.

The system will ensure stable, secure local controls on access and use of the data. It will also ensure that our state can enforce our own local policies and regulations inside the framework of the system, regardless of what our state partners do.

The system will enable a Standards Management System (allowing us to upgrade, compare, manage, jury, and distribute our academic standards in an easy, accessible way).

SLDS Linkage

The SLDS linkage of the fortress will have two primary functions:

First, it will provide an easy to access and configure ETL between the core SLDS system and the data fortress. Each type of ETL will be configured to be either a scheduled event, manually triggered, or set to go off when triggered in the data system.

Second, this part of the system will provide a direct linkage to our states authentication and authorization system. This structure will provide Automated Program Interfaces (APIs) for third-party systems (either internal, business partners or other states) to identify themselves, generate trust relationships, authenticate and granted access to the data appropriate for their role. It will also provide a user-interface for our security administrator to manage and configure this process.

Federal Reporting Module

The system will incorporate a Federal Data Store for ED*Facts*, the calculation of Adequate Yearly Progress (AYP), and all other official USED data collections. The system will create a secure, locally-managed record-level data store from which all ED*Facts* and AYP reports can be generated; the system will house the student and teacher portfolios and allow us to certify the data before the reports become "official."

Secure Research Interface

The system will provide authenticated access to researchers based on our state's regulations and policies. The system will also give authorized users a view of the linkage between early childhood, post-secondary and workforce systems. The LEARN consortium will aid us in creating the contracts and data ETL schemas with all non-K-12 entities. We will work with the other consortium partners to do the same.

3rd Party Interfaces

The LEARN Consortium will publish connection interfaces (leveraging Web Services, SIF, and proprietary connections) through the platform to give access to application interfaces

(LMS, Formative assessment) for small and poor districts and to promote an open educational ecology.

Student Back Pack

The Student Back Pack set of services and components allow the LDS to empower the teacher's professional development and the student's achievement. The services represent the system's capacity to track the student's location and status. Initially, this will not be at a very fast periodicity but it will allow for resolving dropout issues across state lines and tracking students after high-school graduation, and into the workforce.

Classroom Manager Module

Fundamentally this will allow for class rosters to be established and for students and teachers to be linked. It will also allow a visual navigation method for getting at those rosters.

Student/Teacher View

Each teacher and student will have a view they utilize. The view will provide longitudinal information on the teacher or student - in essence a profile. The view will also be able to generate a transcript or student record that can be downloaded by the individual's school (possibly new school), authenticate applications, or act as a transcript broker. The student/teacher view will be a safe, neutral "landing zone" for the student and teacher data.

Dropout/Graduate Tracking

Dropout and graduate tracking is possible because of the system's capacity to track the student's location and status. This will not be at a very fast periodicity at first but it will allow for resolving dropout issues across state lines to our neighboring states and across the country, and tracking students post high-school graduation through workforce.

Growth Model

It is generally accepted that student achievement cannot be understood by static point-in time evaluations. Some form of mechanism for tracking performance over time, combined with a more holistic view of the student, is necessary to create an accurate assessment. One of the more powerful and user-friendly mechanisms for doing this and displaying the results is the Colorado Growth Model Application.

Colorado Growth Model Module

The growth model used in Colorado, Indiana, and Massachusetts was developed by a team of education experts and researchers. The application was built in partnership with Colorado's Department of Education and they are now planning to create a multi-state version of the application. We plan to participate in the design and adoption of the multi-state application, joining partner states in developing a rich and thorough growth model and data dissemination tool to impact student performance.

Digital LEARNing Library

Learning Resource Exchange

The Public Broadcasting Service (PBS), the Corporation for Public Broadcasting (CPB), and the Council of Chief State School Officers (CCSSO) are working together to transform the way education information is collected, shared, and used by states, educators, policymakers, superintendents, and parents.

Through the PBS distribution network of 356 station licensees, the Digital Learning Library (DLL) provides teachers and students with a growing collection of thousands of high-quality digital media resources, including videos, images, animations, simulations, and instructional games. These resources relate to core content subjects, including reading and STEM, and are available at every level from Pre-K through high school. Educators and students have instant access to more than 40 years of PBS programming and a full range of purpose-built digital learning objects. An Algebra teacher could organize a collection of resources for her students that include a video segment from NOVA, an interactive simulation demonstrating the mathematical concept and a Frontline interview with an innovator who used the concept to invent a new technology. Each digital resource is aligned to current

state academic standards but will also be aligned with Common Core Standards initiative.

Engaging Students in STEM: Teachers and students will have immediate access to objects from over 40 years of PBS STEM programming and the interactive simulations and resources that help make abstract concepts more understandable developed by the support from CPB. These engaging resources directly support STEM teachers in the classroom as well provide students with informal learning opportunities by viewing programming at home or after school.

Instruction Center Module

By aligning targeted content to lesson plans and curriculum the system can deliver that content to students and teachers in small/poor districts that would otherwise not have access to those kinds of tools.

Budget

LEARN Membership	Component	State Costs	Consortium Costs
Core Membership	**State Data Fortress, Linkage, Federal Reporting Module, Secure Research Interface, 3rd Party Interfaces**	**$To be filled in by state- varied depending on how prepared the state is**	**$750,000**
Student Backpack (requires core)	**Classroom Manager Module, Student/Teacher View, Dropout/Graduate Tracking**	**$To be filled in by state- varied depending on how prepared the state is**	**$600,000**
Growth Model (requires core and student backpack)	**CO Growth Model Module**	**$To be filled in by state- varied depending on how prepared the state is**	**$500,000**
Digital Learning Library (requires core and student backpack)	**Learning Resource Exchange, Instruction Center Module**	**$To be filled in by state- varied depending on how prepared the state is**	**$400,000**

Required Data System Capabilities

SLDS RFA	*LEARN*
The **system must enable States to examine student progress and outcomes over time**, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such **a system must include data at the individual student level from preschool through postsecondary education and into the workforce** (e.g. employment, wage, and earnings information).	The LEARN architecture is designed to track individuals over time; the system creates a secure, locally-managed record-level data store for each participating state that houses the longitudinal data. In particular LEARN will provide a neutral place for workforce, armed forces, postsecondary, early childhood and k-12 data to be stored without proprietary ownership.
The **system must facilitate and enable the exchange of data among agencies and institutions within the State and between States** so that data may be used to inform policy and practice. Such **a system would support interoperability by using standard data**	LEARN relies on the development of common longitudinal data standards and an open standard design. By utilizing a common vocabulary and transactional standards data can flow easily through the educational pipeline, across school, district, and state lines, and allow access to authenticated users

structures, data formats, and data definitions to ensure linkages and connectivity among the various levels and types of data.	at all levels. LEARN will allow <STATE> to collaborate and link the core data without each system compromising their structure or security.
The **system must link student data with teachers**, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.	A fundamental aspect of the LEARN system is taking comparable, relevant, accurate, timely, and valid data on individual students and teachers and connecting them. Creating this link is necessary to answer questions of teacher effectiveness and identify exceptional teachers.
The **system must enable the matching of teachers with information about their certification and teacher preparation programs**, including the institutions at which teachers received their training.	By enabling a comprehensive P-20 system, and tracking individuals with a unique ID, LEARN facilitates the connection of teacher information to their preparation program or certification track.
The system must **enable data to be easily generated for continuous improvement and decision-making**, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	The LEARN platform provides universal access to learning management and/or student information systems. These tools for gathering relevant data on students make it possible to provide just-in-time information to all relevant stakeholder groups. LEARN contemplates a timeline for gradually shortening the refresh cycle on data, ultimately providing continuous feedback loops to the classroom.
The system must **ensure the quality and integrity of data** contained in the system.	The LEARN data governance structure includes quality checks such as the ability of local entities to validate and certify their data at appropriate times. We believe that quality flows from data use—by driving more and better use of individual data into the classroom we believe the quality will improve.
The system must provide the State with the **ability to meet reporting requirements of the Department**, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the EDFacts data collection and reporting system.	The LEARN system creates a "Federal Data Store" for ED*Facts*, AYP, and all other official USED data collections. The system creates a secure, locally-managed record-level data store for each state from which all federal reports are generated; each data store will contain individual records that will be designed to meet the federal collection requirements and allow the state to certify their data before submitting it to USED. This will provide strong relief of data burden on both <STATE> and our districts.

Required Data System Elements (America COMPETES Act):

SLDS RFA	*LEARN*
A **unique statewide student identifier** that does not permit a student to be individually identified by users of the system (expect as allowed by Federal and State law).	In order to store student data in our state's State Data Registry a unique state ID is a must. We currently have established a unique ID and the LEARN system will build off the progress we have made in this area.
Student-level enrollment, demographic, and	The LEARN system will collect student-level

program participation information.	information including demographics and program participation.
Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	The LEARN student record system will include the pertinent information about the points of entry, exit, transfer, dropout, or completion. LEARN will also allow for the possibility of tracking transfers into other participating states as a mechanism for both managing dropout rate accurately, and ensuring student bring their record with them to their new learning environment.
The capacity to **communicate with higher education** data systems.	The LEARN architecture and design will incorporate core elements and standards so as to align with the needs of higher education and the linkage concerns between early childhood, P-12 and post -secondary. LEARN will act as an umbrella and a bridge that contains the core linkage data.
A state **data audit system assessing data quality, validity, and reliability**.	The State Data Registry will put in place best practices and develop data auditing and data quality systems. LEARN will enable data to be checked locally before submission, and if needed corrected, checked again, certified and resubmitted. LEARN will also keep a complete audit trail of data activity in the Registry.
Yearly test records of individual students with respect to assessments under section 1111(b) of the elementary and Secondary Education Act of 1965.	LEARN will work with our assessment vendors to create an automated process to quickly acquire test data so it can be turned around and returned to teachers in time to impact instruction.
Information on students not tested, by grade and subject.	LEARN will be capable of storing longitudinal records on each student that was not tested, why they were not tested, and be able to generate reports on trends and patterns to help guide differentiated instruction for those students. This will be dependent on what your state's policies and procedures are.
A **teacher identifier** system with the ability to match teachers to students.	LEARN will track longitudinal data on teachers using a unique identification number. LEARN will build structures to store all the necessary data to perform the teachers-student connection and create a library of best practice regarding how to generate teacher feedback.
Student-level transcript information, including information on courses completed and grades earned.	LEARN will collect student-level transcript data and enable the exchange of student records between systems and states.
Student-level **college readiness** test scores.	LEARN will develop direct interfaces to college-readiness assessment providers to access this data as quickly as possible in a coherent, integrated reporting structure for use by teachers, parents, and students.
Data that provide information regarding the **extent**	The LEARN student record exchange functionality

to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.	will fully include higher education information by working with PESC, SHEEO, and university, college, and community college representatives to standardize this process. LEARN will create a neutral landing zone for transcripts that can serve the student and their institutions through the whole student lifecycle.
Data that provide **other information determined necessary to address alignment and adequate preparation for success in postsecondary** education.	The LEARN student record exchange functionality will fully include higher education working with PESC, SHEEO, and university, college, and community college representatives to standardize this process.

Other Application Requirements:

SLDS RFA	*LEARN*
States are encouraged to include **additional information in their longitudinal data systems, provided all of the required capabilities and elements have been or are being addressed**. State are **encouraged to include or integrate data form special education, programs for English language learners, early childhood programs, human resources, finance, health, postsecondary, and other relevant areas**, with the purpose of allowing important questions related to policy or practice to be asked and answered.	The LEARN system creates an individual record for each child fully integrating information on special education, English Language Learners (ELL), early childhood program participation, etc. The LEARN architecture includes the possibility of housing health and other "high security" data to the extent that our state's policy allows it.
States are also encouraged to **work together to adapt or adapt their statewide, longitudinal data systems to meet multiple States' needs**.	LEARN is a collaboration of states working toward the same goal. The current LEARN pilot states are Colorado, Indiana, New Mexico, and Wyoming. We believe that by sharing the services, applications and processes we will vastly underscore our own efficiency and innovation and contribute the same to others.
Systems must be designed to **meet the standards and guidelines of the National Center for Education Statistics to the maximum extent feasible.** These resources currently include the NCES Handbooks Online, the schemas of the School Interoperability Framework Association and the Postsecondary Electronic Standards Council, the National Education Data Model of the National Forum on Education Statistics, the data glossary of NCES' Integrated Postsecondary Education data system and others. Work is currently underway to create comprehensive standards and guidelines for use by States to promote data quality and interoperability of data systems both within States and across States. The NCES site will be modified, as appropriate, to include up-to-date resources, and States should plan to utilize the common standards	The LEARN architecture is an open standard relying on well-known transactional mechanisms already in use and utilizing the work done on the NCES data Handbooks and the National Education Data Model (NEDM) to dictate a standard of definition, taxonomy, etc. Each Data Fortress in the LEARN infrastructure will be based on the NEDM model and will be compliant with the work soon to be underway on National Data Standards. The collaboration involved in LEARN heightens the need for longitudinal data standards and will showcase the success of utilizing those standards.

and guidelines that are available prior to the award of grants pursuant to this competition. In addition, the Department of Education is developing the guidance mentioned above which will apply to these grants.	
States should include in their applications and plans for developing robust, statewide, longitudinal data systems **concrete strategies and steps to ensure that the data will be used to support continuous improvement, especially instructional improvement, and informed decision-making** by school and district leaders, as well as by State officials.	The strength of the LEARN architecture is in its ability to provide relevant information to classroom teachers. By linking information systems to appropriate digital academic content, suggestions about digital media interventions can be aimed at the learning moment and availed to teachers. Furthermore, by utilizing identity management, having federated security, and making tagged content available to third-party application developers, LEARN enables market forces to drive continuous improvement for learners, all while realizing greater efficiencies and cost savings. The CO Growth Model project utilizes the best thinking in growth model calculations to generate meaningful, accurate, and fair statistics. This information can then be quickly returned to learners, parents, teachers and administrators to allow for a more personalized learning experience.
States are encouraged to pursue the **seamless integration of district systems with the State system and to leverage available resources** by establishing partnerships with other States and among institutions and agencies within the State that hold data to be included in the statewide, longitudinal data system.	The LEARN architecture is designed to create a robust data backbone offing information as a utility for every user (teacher, administrator, leaner, parent, researcher, and policymaker). The LEARN data model will include the data sets required by ARRA, ACA, and allow for early childhood, K-12, post-secondary, and workforce systems to be stored in the easiest way possible. LEARN will integrate data from the classroom to the capital.
States are encouraged to **develop partnerships with State workforce agencies and the workforce investment system** to build a data system that can provide information to inform complex policy questions that cut across education, the workforce, and economic development context.	The LEARN architecture and design will incorporate core elements and standards so as to align with the needs of workforce, labor, and other agencies. The LEARN architecture is also eminently extensible, so as to allow for eventual connections to other systems. Moreover, the standardization of the data structures will make it easier to connect, as state-specific solutions will be less necessary to design and architect.
States are encouraged to **develop partnerships with external research organizations** and must include in their applications and plans strategies for providing researchers access to State data for evaluations of policies and programs within the State, with appropriate safeguards to protect student confidentiality.	LEARN will have the ability to provide de-identified record level data to authenticated researchers. Access to this information will allow the research community to analyze learners like never before and provide information back to educators to have a real impact on student achievement.
In developing applications for this competition, States are **encouraged to consult with key**	The LEARN consortium has sought the wisdom of numerous stakeholders in thinking through the

stakeholders such as superintendents, educators, and parents as well as teacher unions, the business, community, and civil rights leaders. Such consultation would ensure that these stakeholder are aware of the State's current ability to meet the statewide, longitudinal data system requirements, can provide input on the means the State will develop to comply with the requirements, and can prepare to assist the State in implementing those means.	design and architecture of the system. Great care is being taken to ensure all stakeholder groups are informed and involved. We have done this in our own state and leveraged the national work in EIMAC, the NCES Forum, and by the LEARN Consortium. Major advocacy organizations were consulted in the process, including teacher unions, major businesses, and civil rights leaders. Individual practitioners – educators, school leaders, and district superintendents – and their professional organizations shared in the development of the LEARN model.

INTASC: Interstate New Teacher Assessment and Support Consortium

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

Mission of INTASC

The mission of INTASC is to provide a forum for its member states to learn about and collaborate in the development of

- compatible educational policy on teaching among the states
- new accountability requirements for teacher preparation programs
- new techniques to assess the performance of teachers for licensing and evaluation
- new programs to enhance the professional development of teachers

Model State Teacher Policy

Standards are the Policy That Drive the System

INTASC believes that all education policy should be driven by what we want our P-12 students to know and be able to do. Thus, all aspects of a state's education system should be aligned with and organized to achieve the state's policy as embodied in its P-12 student standards. This includes its teacher licensing system. Teacher licensing standards are the state's policy for what all teachers must know and be able to do in order to effectively help all students achieve the P-12 student standards. The teacher licensing standards become the driving force behind how a state's teacher licensing system (program approval, licensing assessments, professional development) is organized and implemented. Thus, a state's process for approving teacher preparation programs should be designed to verify that a program is aligned with the teacher licensing standards and provides opportunities for candidates to meet the standards. The state licensing assessments should verify that an individual teacher candidate has the knowledge and skills outlined in the licensing standards. The state's professional development requirements for re-licensing should document that in-service practicing teachers are receiving professional development that is aligned with and helping them reach the licensing standards.

What INTASC Has Accomplished So Far

Using the above conceptual framework for state teacher policy, INTASC has been working to develop model policy that states can use as a resource as they work to align their own teacher licensing systems. So far INTASC has accomplished the following:

- developed *model "core" standards* for what all beginning teachers should know, be like, and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught
- translated the core standards into model licensing standards in mathematics, English language arts, science, special education, foreign languages, arts, and are developing standards for elementary education and social studies/civics
- initiated development of a new licensing examination, the Test for Teaching Knowledge, which will measure a beginning teacher's knowledge and skill in the core standards
- developed and validated a model performance assessment in the form of a candidate portfolio in math, English/language arts and science that is linked to INTASC's standards
- developed principles for quality teacher preparation programs to guide teacher preparation programs on how to incorporate INTASC's performance-based standards
- hosts an annual professional development academy to help states develop capacity to implement a standards-based licensing system by teaching individuals to score INTASC portfolios, to serve as mentors for beginning teachers, and to reform teacher preparation programs so that they incorporate the model standards
- provides ongoing technical assistance to states as they implement standards-based licensing systems
- commissioned papers on the legal implications of a standards-based teacher licensing system, and on assessment instruments for teacher licensing.

Who Develops INTASC's Model Policies?

Various committees of practicing teachers, teacher educators, school leaders, and state agency staff crafted INTASC's standards, which articulate what all beginning teachers should know and be able to do to teach effectively. The various committees' missions were to take the INTASC core standards and translate them into appropriate policy for the teacher licensing system, specifically into licensing standards for individual candidates and standards for institutions that provide preservice and inservice programs. These committees worked from existing documents of the various professional associations, particularly with recommended subject area standards for P-12 students. The purpose of this work was not to create yet another standards document, but to consider the best thinking of education practitioners and researchers, and to articulate the collective voice of the states regarding sound teacher licensing policy.

Public Comment Is Requested on the Model Policies

INTASC engages the profession and the public in a dialogue about the soundness and appropriateness of all the proposed teacher standards. First, INTASC collects feedback on the standards through a questionnaire. Second, INTASC conducts focus groups that respond to the model standards, analyze how current state policies and programs would have to be revised to reflect the standards, and suggest strategies for bringing about these changes. The purpose of the focus groups is not only to refine and fine-tune the standards, but also to start laying the groundwork necessary for states to take ownership of the standards.

INTASC's Standards are a Resource for States

INTASC's role is one of consensus building among the states, and not decision making. All authority for state policy resides within each state's governance structure. The INTASC standards are "model" standards and intended to be a RESOURCE that all states can use to develop their own state standards. INTASC encourages states to take the model standards and discuss and debate them among their own stakeholders to come up with their own language. INTASC's hope is that states will agree with and honor the values in the model standards, and in this way move us toward consensus and compatible educational policies around what good teaching looks like and how it can be assessed.

Appendix C3C
Regional Consortia: SEDL, SECC, SERVE, and SREB

SEDL

Since SEDL was founded more than 40 years ago as a result of President Lyndon Baines Johnson's Great Society legislation, we have worked across a substantial part of the education spectrum. Our federal, state, and private contracts have varied throughout the years, so we may have worked a great deal in creating curriculum for English language learners, and then 15 years later, worked to support randomized controlled trials.

No matter what the work, SEDL has always had at its core two central ideas. The first is one of purpose, serving the education needs of children in poverty. We do so in the belief that a quality education is the best mechanism for freeing individuals and society from the ravages and inequities of poverty. The second idea is one of instrument, bridging education research and practice. We do this in the belief that the delivery of quality education must be founded on a knowledge base built through evidence and applied with wisdom.

SEDL's areas of expertise include the following:

- Afterschool and Expanded Learning
- Arts
- Assessment
- Change Process
- Disability Research
- Early Childhood
- English Language Learners
- Family and Community
- High School Reform
- Knowledge Translation
- Leadership
- Mathematics and Science
- Reading and Literacy
- Research and Evaluation
- Response to Intervention
- Technology
- Turning Around Schools

SECC: Southeast Comprehensive Center

The Southeast Comprehensive Center works with the state education agencies (SEAs) in Alabama, Georgia, Louisiana, Mississippi, and South Carolina to build their capacity to (a) assess the improvement needs of districts and schools and then develop solutions to address these needs; (b) build and sustain systemic support for district and school improvement efforts related to closing achievement gaps and improving achievement outcomes; and (c) improve the tools and systems for school improvement and accountability. To facilitate the development of state capacity on specific issues, SECC provides technical assistance, professional development, and knowledge dissemination services to individual states and to the region as a whole.

SECC provides technical assistance through small- and large-group work sessions in which its staff members provide logistical support, facilitation, and resources for SEA staff to work collaboratively to develop a plan, product, or tool that addresses a specific issue in the state. Specific areas in which SECC has provide technical assistance to its states include, but are not limited to, statewide systems of support, response to intervention, standards and curriculum development, educator quality and effectiveness, as well as school improvement planning and implementation.

To build state knowledge and capacity to implement specific programs, strategies, or practices, SECC also provides or supports professional development sessions for SEA staff or state specified professional development providers and school support team members. These sessions are also based on the specific needs of the state but are focused on building knowledge and skills of individual participants to enable them to work with assigned districts and schools. Session topics covered include, but are not limited to, elementary reading strategies, response to intervention, adolescent literacy strategies, strategies for improving achievement of English Language Learners, mathematics and science instructional strategies, high school redesign, and dropout prevention strategies.

In addition to state specific technical assistance and professional development services, SECC also provides a number of regionally available knowledge dissemination services.

NCLB Scanning Services

Through coordination and consultation with the U.S. Department of Education (ED), content centers, and other regional research and service agencies, SECC continually identifies reliable and relevant information related to implementation of the No Child Left Behind Act of 2001. Types of information include ED regulations and public statements regarding NCLB goals, provisions, and outcomes; SEA planning and compliance documents, reports, and other relevant communication; state requirements, models, and materials; and media coverage of the states' implementation and outcomes.

Electronic Updates

SECC provides frequent updates to state education agency staff through two online publications—eBulletin and Spotlight, which are distributed via e-mail and archived on SECC's website.

eBulletin is a quarterly publication that provides timely access to resources and information that can help SEA staff address implementation of NCLB and school improvement issues. The publication also provides current information on research related to topics of keen interest to SECC states and other stakeholders.

Spotlight is a monthly publication that highlights resources, materials, technical assistance (TA), and professional development services offered by SECC as well as by other service providers. It also features work that SECC is doing with the states in its region to support their staffs and local education agencies.

Rapid Response Service

To assist SEA staff in promptly addressing queries from policymakers or school-district personnel, SECC compiles evidence-based information to help inform them on aspects of their work. To ensure quality responses, SECC staff conducts interviews with clients to gain a thorough understanding of the query and the context in which the information will be used. Staff then researches each request and prepares a rapid response, a summary document detailing the information compiled as well as what other states are doing to address the specific issue. This service also allows SEA staff to submit electronic requests for rapid responses and to view published responses on various topics via SECC's Web site.

Online Resource Center

This service provides a range of Web-based resources including relevant information, planning tools, materials, and models produced by SECC and other service providers including the content centers, other regional comprehensive centers, regional educational laboratories, research and development centers, What Works Clearinghouse, and various other TA providers.

Regional Meetings

From SECC's work with each of the five states served, issues and problems have emerged that are common to all five states. In addition, other technical assistance providers are also working to meet similar needs of states that they share with SECC. In an effort to leverage resources and to assist SEAS in collaboration opportunities, SECC hosts, or cohosts with other TA providers, regional meetings for SEA staff members and partner organizations to support collaboration on issues of mutual concern. The intent of such meetings is to provide states with accurate information on the area of need addressed at the meeting, with focused discussion on how that information will be used by the state to improve its support to schools and districts. Topics covered in SECC regional meetings include response to intervention; improving instruction and outcomes for English Language Learners; the National Mathematics Advisory Panel Report and its implications for states; teacher quality; educational leadership; and high school tiered intervention.

SERVE: SERVE Center at the University of North Carolina at Greensboro

ORGANIZATIONAL CAPABILITY

Our mission is to foster empowered, information-rich educational systems by finding and translating the best current knowledge, generating new knowledge, and partnering with stakeholders to identify and apply best evidence to practice. The staff at the SERVE Center has extensive experience in providing high-quality information and services to meet educational stakeholders' needs. We have developed and widely disseminated numerous high-quality publications and products, provided information or assistance to over 500 districts in the Southeast, and have functioned as a trusted source of information and connection to the larger world of research.

States and districts regularly turn to SERVE for assistance in finding research to: guide decision making, use data more effectively, and conduct evaluations of programs. SERVE also provides customized evaluation and technical assistance services through contracts with states, districts, schools, and other clients. These deep relationships with states and districts were built over SERVE's long and productive history. In all its work, SERVE operates as an objective information provider with a commitment to honest, transparent, and easy to understand presentations of the best current knowledge.

EXPERIENCE AS A REGIONAL AND NATIONAL SERVICE PROVIDER.

Since its inception in 1990 SERVE has successfully managed a portfolio of over $200 million including 14 major federally funded awards.

Regional Focus

We have operated the *Regional Educational Laboratory for the Southeast (REL-SE)* since 1990. The Regional Educational Laboratory Program consists of a network of 10 laboratories, which serve the educational needs of a designated region. The REL-SE at SERVE serves the educational needs of Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

The REL-SE is funded by the Institute of Education Sciences at the U.S. Department of Education (USED). Highlights of the current REL-SE five-year, $37 million contract are listed below:

Connected nearly 11,000 practitioners, administrators, and policymakers through reports, briefs, IES-sponsored Bridge Events, and conference presentations to the most expert researchers and the best research available on educational issues like dropout prevention and adolescent literacy.

Disseminated 10,493 copies of REL-SE *Issues and Answers* (*I&A*) reports, which inform educators about topics important to the region such as African-American student achievement and high school improvement.

Operated an Evidence-Based Education (EBE) request desk and prepared over 550 customized, written responses to educator questions, many of which have been broadly disseminated to other stakeholders.

In addition to frequent outreach, production and dissemination of reports, and responding to educator questions, the REL-SE has coordinated two IES-approved large-scale randomized controlled trials (RCTs) evaluating education interventions in Alabama and Mississippi. These RCTs are described below.

The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten (Vocab)—Mississippi.

The Mississippi K-PAVE study is an evaluation of the impact of *Kindergarten PAVEd for Success* (K-PAVE), an intervention designed to promote kindergarten students' vocabulary development through frequent, interactive book reading, explicit vocabulary instruction, and teacher-child conversations built around enhanced use of vocabulary. The study was conducted in 35 school districts in and around the Mississippi Delta region.

The Effectiveness of the Alabama Math, Science, and Technology Initiative (AMSTI) —Alabama.

The *AMSTI* study is an experimental study of a state initiative to improve student achievement in mathematics and science through the provision of comprehensive professional development, in-school coaching and supports, and distribution of technology and instructional materials. The study was conducted using data from 82 Alabama schools.

National in Scope

At the national level, SERVE has successfully operated the *National Center for Homeless Education (NCHE)* since 1998 with funding from USED.

The NCHE provides research, resources, and information—enabling communities to address the educational needs of children experiencing homelessness. NCHE serves as a clearinghouse of information for people seeking to remove or overcome educational barriers and for those seeking to improve educational opportunities and outcomes for children and youth experiencing homelessness. NCHE also supports educators and service providers by producing training and awareness materials and by providing training at regional and national conferences and events.

NCHE uses state-of-the-art technology for web communication and online professional development and for supporting state coordinators for homeless education, local program coordinators, educators, parents, and advocates in all 50 states and in 15,000 school districts. Each month, NCHE documents over 16,000 visits to its website, 600 participants in webinars, and 300 calls to its toll-free helpline. NCHE disseminates over 100,000 homeless awareness posters upon request each year.

TAILOR-MADE, FORWARD-LOOKING, UNIFYING…TEAMWORK.

While national in scope, SERVE remains an agile and focused service provider with vision, a passion for outreach, and matchless personnel.

Program Evaluations SERVE has an extensive history of conducting high-quality evaluations to address the informational needs of individual districts and states. Examples of such SERVE work include evaluations of the Winston-Salem/Forsyth County Magnet Program in North Carolina, the Guilford County Schools teacher incentive program (Mission Possible), and the USED-funded Bridges to Early Learning Project in South Carolina. Recently, SERVE began collaborating with the Friday Institute for Educational Innovation at North Carolina State University and with SAS Institute on several technology in education evaluations.

Research to Advance Knowledge In addition to evaluation contracts, SERVE has successfully competed for a number of grant awards to conduct research on high school reform (e.g., a $2.8 million research study on the impact of Early College High Schools). In the past, SERVE has conducted research under grant awards from the National Science Foundation and from the National Board for Professional Teaching Standards.

Bridging Research to Practice SERVE has a long history of developing and disseminating publications and providing other training and technical assistance services to bring research to practitioners as they consider strategies for improvement. See the publications list for examples of the numerous products and topics covered.

Staffing SERVE actively promotes workplace diversity and has a staff of 55 employees; four of whom are permanently located within state departments of education. Eighty percent of professional employees hold graduate degrees. Fifty percent of the staff have been with SERVE for five years or more, indicating the commitment of SERVE staff to the work of supporting school improvement. SERVE's main office is on the Research Campus of the University of North Carolina at Greensboro (UNCG).

SREB: Southern Regional Education Board

The Southern Regional Education Board is helping states solve these problems. SREB is a nonprofit, nonpartisan organization that works with 16 member states to improve public pre-K-12 and higher education. Founded by the region's governors and legislators in 1948, SREB was America's first interstate compact for education. Today it is the only regional education compact that works directly with state

leaders, schools and educators to improve teaching, learning and student achievement at every level of education.

From Texas to Delaware, these efforts are paying off. When SREB began, statewide prekindergarten was nonexistent. Few adults in the region had college degrees. Today, SREB's member states lead the nation in public prekindergarten enrollment. High school graduation rates have gone up in most SREB states over the last decade. About one in four adults in the region has a bachelor's degree. And the momentum continues to grow.

Among its many programs and initiatives, SREB:

- gives legislators and other state leaders the information they need to create sound education policies and take effective action
- reports state progress on student achievement
- collects and analyzes comparable data on pre-K-20 education
- works directly in schools to improve schools and school leadership
- trains thousands of educators annually in best practices
- increases students' access to online learning and adult education
- provides extensive resources for both classroom and online teachers.

Appendix C3D
The South Carolina Certified Staff ePortfolio System

The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. ISTE is a nonprofit membership organization. ISTE's National Educational Technology Standards (NETS) have served as a roadmap since 1998 for improved teaching and learning by educators. ISTE represents more than 85,000 professionals worldwide.

ISTE standards for students, teachers, and administrators help to measure proficiency and set inspirational goals for the knowledge, skills, and attitudes needed to succeed in today's Digital Age. ISTE's proven leadership in developing these benchmarks and providing guidance in implementing them has resulted in broad adoption of the ISTE standards in the U.S. and in several countries.

In an effort to address The Certified Staff Technology Proficiency Proviso (1.25) which states that "local school districts must require certified staff to demonstrate technology proficiency as part of each certified staff Professional Development plan," the Office of eLearning developed a technology proficiency ePortfolio System for all certified staff aligned with the six 2000 and 2002 ISTE National Educational Technology Skills (NETS) Standards.

The components of the South Carolina Certified Staff ePortfolio System include:

1. A leveled approach based on technology skills aligned with the 2000 and 2002 ISTE/NETS Standards
   - Level I
     - Certified staff member is beginning to use technology
     - Courses are skills based
   - Level II
     - Certified staff member is beginning to integrate technology into the curriculum
     - Skills-based courses continue
   - Level III
     - Certified staff member fully integrates technology into the curriculum area
     - Courses are application based
   - Level IV
     - Certified staff member implements effective technology models and mentors others
     - Courses are application based
2. Certified Staff portfolios aligned with the 2000 and 2002 ISTE/NETS Standards

The South Carolina Certified Staff assessments are aligned with the following 2000 and 2002 ISTE/NETS Standards:

NETS Standard I: TECHNOLOGY OPERATIONS AND CONCEPTS (Teachers)

Topic: Teachers demonstrate a sound understanding of technology operations and concepts.
Performance Indicators:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies

NETS Standard I: LEADERSHIP AND VISION (Administrators)

Topic: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
Performance Indicators:
A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision
B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision
C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology
D. use data in making leadership decisions
E. advocate for research-based effective practices in use of technology
F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan

NETS Standard II: PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES (Teachers)

Topic: Teachers plan and design effective learning environments and experiences supported by technology.
Performance Indicators:
A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
B. apply current research on teaching and learning with technology when planning learning environments and experiences
C. identify and locate technology resources and evaluate them for accuracy and suitability
D. plan for the management of technology resources within the context of learning activities
E. plan strategies to manage student learning in a technology-enhanced environment

NETS Standard II: LEARNING AND TEACHING (Administrators)

Topic Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
Performance Indicators:
A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement
B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning
C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners
D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills
E. provide for and ensure that faculty and staff take advantage of high-quality professional learning opportunities for improved learning and teaching with technology.

NETS Standard III: TEACHING, LEARNING, AND THE CURRICULUM (Teachers)

Topic: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
Performance Indicators:

A. facilitate technology-enhanced experiences that address content standards and student technology standards
B. use technology to support learner-centered strategies that address the diverse needs of students
C. apply technology to develop students' higher order skills and creativity
D. manage student learning activities in a technology-enhanced environment

NETS Standard III: PRODUCTIVITY AND PROFESSIONAL PRACTICE (Administrators)

Topic: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
Performance Indicators:
A. model the routine, intentional, and effective use of technology
B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community
C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity
D. engage in sustained, job-related professional learning using technology resources
E. awareness of emerging technologies and their potential uses in education
F. use technology to advance organizational improvement

NETS Standard IV: ASSESSMENT AND EVALUATION (Teachers)

Topic: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
Performance Indicators:
A. apply technology in assessing student learning of subject matter using a variety of assessment techniques
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity

NETS Standard IV: Support, Management, and Operations (Administrators)

Topic: Educational leaders ensure the integration of technology to support productive systems for learning and administration.
Performance Indicators:
A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies
B. implement and use integrated technology-based management and operations systems
C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan
D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources
E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles

NETS Standard V: ASSESSMENT AND EVALUATION (Administrators)

Topic: Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.
Performance Indicators:

A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity
B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning
C. assess staff knowledge, skills, and performance in using technology and use results to facilitate high-quality professional development and to inform personnel decisions
D. use technology to assess, evaluate, and manage administrative and operational systems

NETS Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE (Teachers)

Topic: Teachers use technology to enhance their productivity and professional practice.
Performance Indicators:
A. use technology resources to engage in ongoing professional development and lifelong learning
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning
C. apply technology to increase productivity
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning

NETS Standard VI: SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES (Teachers)

Topic: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice.
Performance Indicators:
A. model and teach legal and ethical practice related to technology use
B. apply technology resources to enable and empower learners with diverse backgrounds,characteristics, and abilities
C. identify and use technology resources that affirm diversity
D. promote safe and healthy use of technology resources
E. facilitate equitable access to technology resources for all students

NETS Standard VI: SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES (Administrators)

Topic: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision making related to these issues.
Performance Indicators:
A. ensure equity of access to technology resources that enable and empower all learners and educators
B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology
C. promote and enforce privacy, security, and online safety related to the use of technology
D. promote and enforce environmentally safe and healthy practices in the use of technology
E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources

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(D)(4)	Appendix D4A	Policy Guidelines for South Carolina Teacher Education Units	D-319
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(D)(4)	Appendix D4C	Clemson Value Added Study	D-351
(D)(5)	Appendix D5A	National Staff Development Council Standards for Staff Development	D-359
(D)(5)	Appendix D5B	Position Descriptions	D-337

Appendix D1A
PACE Statute
S.C. Code Ann. § 59-26-30(A)(8)
An excerpt of S.C. Code Ann. § 59-26-30

http://www.scstatehouse.gov/code/t59c026.htm

SECTION 59-26-30. Cognitive assessments for teachers and teacher certification; examinations; regulations.

(A) In the area of cognitive assessments for teachers and teacher certification, the State Board of Education, acting through the State Department of Education, shall:

(7) award a teaching certificate to a person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes;

(8) award a conditional teaching certificate to a person eligible to hold a teaching certificate who does not qualify for full certification under item (7) above provided the person has earned a bachelor's degree from an accredited college or university with a major in a certification area for which the board has determined there exists a critical shortage of teachers, and **the person has passed the appropriate teaching examination.** The board may renew a conditional teaching certificate annually for a maximum of three years, if the holder of the certificate shows satisfactory progress toward completion of a teacher certification program prescribed by the board. In part, satisfactory progress is the progress that the holder of a conditional certificate should complete the requirements for full certification within three years of being conditionally certified;

NOTE: South Carolina did not have to modify the statue allowing for alternative routes to certification as a result of the requirements of No Child Left Behind (NCLB). Alternative routes already required a passing score on the state teaching examination from the time they were initiated in 1984. As a note, the Program of Alternative Certification for Educators (PACE) also requires a major in the content area.

Appendix D1B
PACE Certification Regulations
R. 43-51 (IV)
An excerpt of R. 43-51

http://www.scteachers.org/Cert/certpdf/TeacherCertificationManual.pdf;

R 43-51 CERTIFICATION REQUIREMENTS

IV. Program of Alternative Certification for Educators (Alternative Teacher Preparation)

An individual who qualifies under the Program of Alternative Certification for Educators (PACE) guidelines as adopted by the State Board of Education may be issued an alternative route certificate. Successful completion of certification requirements as prescribed in the PACE guidelines will qualify the applicant for a professional certificate.

Appendix D1C
PACE Guidelines

https://scteachers.ed.sc.gov/apps/paceweb/generalinfo/guidelines.cfm

SOUTH CAROLINA PROGRAM OF ALTERNATIVE CERTIFICATION
FOR EDUCATORS (PACE) GUIDELINES

To address critical teaching shortages in South Carolina, the South Carolina General Assembly provided for the establishment of an alternative route to certification and prescribed the eligibility requirements for participation. The purpose of the program is to enable individuals with work experience who do not meet the regular certification requirements to be eligible for employment in the public schools. Eligible candidates are awarded the critical needs certificate for a total of three consecutive academic years based on successful completion of program requirements.

Eligibility Criteria
The following criteria must be met:

1. An earned bachelor's degree (or higher) from a regionally accredited college or university or an institution with a teacher education program that has been approved by the South Carolina State Board of Education for certification purposes, with a major in a certification area that is included in the alternative certification program.

2. A passing score on the content area examination(s) adopted by the State Board of Education.

3. Two years full-time work experience defined as two years of postsecondary work experience that includes one continuous year of full time work and no more than one year of combined part-time work experience, an earned advanced degree from a regionally accredited college or university, or an earned advanced degree from a college or university with a teacher education program that has been approved by the State Board of Education for certification purposes.

4. Employment as a full- or part-time teacher in a South Carolina public school in the qualifying content area.

Statement of Eligibility
The statement of eligibility indicates to a school district that the candidate meets all eligibility criteria for admission to PACE. The candidate must obtain a teaching position in the area(s) for which he or she is eligible for PACE and complete the next available preservice institute to be eligible for a critical needs certificate. The statement of eligibility is valid for one school year (July 1–June 30).

Verification of Employment
When a candidate obtains a position, the school district must verify employment with the Office of Educator Certification. This verification must include the signature of the designated school district official and the signature of the PACE candidate. The candidate will then be invited to participate in the next available preservice institute.

PACE Program Requirements
To be eligible to continue in the program, PACE candidates must complete the following requirements while employed in a South Carolina public school as an active participant in the PACE program:

A. Candidates will successfully complete the program designed to prepare them for the instructional environment. The program components will include, but not be limited to, training institutes, designated course requirements, and professional development meetings.

   An initial critical needs teaching certificate will be issued after the eligible candidate has met all alternative certification program admission criteria. This includes the submission of a complete certification application packet; presenting passing scores on the content area examination(s) adopted by the State Board of Education; employment in a South Carolina public school; and completion of the next available pre-service institute. The initial critical needs certificate is valid for one academic year. The certificate can be renewed annually for two additional academic years based on successful progress in completing the program requirements listed above and continuous employment in a South Carolina public school.

To be eligible for a professional certificate, PACE candidates will successfully complete requirements as follows:

B. Candidates will complete three successful years of teaching in a South Carolina public school including successful completion of the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) process. This will include successful participation in an induction program that includes a mentoring program, successful completion of the formal evaluation process, and a successful formal or informal evaluation during the final year of program participation. Consistent with the ADEPT regulation (R. 43-205.1), a candidate must not receive a continuing contract until he or she has completed all PACE requirements and is eligible to advance to professional certification.

C. Candidates will successfully complete three courses from the list of core courses approved by the Division of Educator Quality on behalf of the State Board of Education. Courses identified for individual teachers will be based on the individual's experience, knowledge, and skills. Courses must be completed while an active participant in PACE or within three years prior to issuance of the first alternative route certificate.

   The three required courses must be completed for college credit with an assigned grade of B or better. Courses must be completed at a South Carolina institution with a teacher education program approved by the State Board of Education for certification purposes. Eligible participants may request approval of courses from other regionally accredited colleges or universities provided the coursework is at the graduate level. However, no more than one of the courses (three semester hours) can be designated as a Professional Development (PD) course. Only the PD course could be completed as pass/fail.

D. Candidates will earn a passing score on the appropriate level of the pedagogy Praxis II examination, *Principles of Learning and Teaching (PLT)*, prior to advancing to the professional certificate.

Teaching Assignment

Teachers with alternative program certification must be assigned to teach in their subject area fulltime. In compliance with No Child Left Behind 20 U.S.C. 56301 et seq. (2002) requirements, out-of-field permits will no longer be issued after July 1, 2006. Candidates who qualify in more than one subject area at the time of admission can enter and complete the program in up to two subject areas if they are formally evaluated (ADEPT) in each area and teach .5 full-time equivalency in each certification area.

If a candidate is employed as a part-time teacher, the teaching position must be at least a .5 full-time equivalency with 100 percent of their teaching time in one subject area.

District Supervision and Evaluation
The school district must issue employment contracts, supervise, and evaluate the candidate in accordance with all State Board of Education regulations and guidelines for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). Consistent with the ADEPT regulation (R. 43-205.1), a candidate must not receive a continuing contract until he or she has completed all PACE requirements and is eligible to advance to professional certification.

Annual Renewal
A critical needs certificate is valid for one school year and will be renewed for two consecutive years upon annual recommendation by the on-site instructors for the State Department of Education alternative certification training program and at the request of the school district verifying continuing employment.

Eligibility for a Professional Certificate
In order to be issued a professional certificate, a candidate must meet the following criteria: continuous employment as a teacher for three years; successful completion of all required institutes; recommendation for certification by the on-site instructors for the State Department of Education alternative certification training program; successful ADEPT formal evaluation and a successful formal or informal evaluation during the final year of program participation; successful completion of the three designated courses; and a passing score on the PLT. Professional certification will be issued at the end of the third year if all requirements are complete.

Candidates who do not complete the program within three academic years due to extenuating circumstances may apply for a one academic year extension of the alternative route certificate. The extension year must be immediately following the third academic year of program participation. If approved, all program requirements must be completed within the fourth academic year.

A candidate that withdraws from the PACE program within the first three academic years based on extenuating circumstances may reapply for admission. Readmission is at the discretion of the State Department of Education. A teacher readmitted to the PACE Program may be required to start the program from the beginning.

Ineligibility for Program Admission or Participation
Candidates who have attempted and failed student teaching in a traditional teacher preparation program will not be eligible for admission to PACE. Candidates who are denied certification or have their certificates suspended or revoked pursuant to State Board of Education Regulation 43.58 will not be allowed to participate in or be readmitted to the alternative certification program.

Exceptions
Request for exceptions to these guidelines may be considered on an individual basis. Such exceptions must be proposed by the school district. Final approval rests with the State Department of Education.

Appendix D1D
ABCTE Statute
S.C. Code Ann. § 59-25-310

http://www.scstatehouse.gov/code/t59c025.htm

SECTION 59-25-310. Authority to hire individuals with passport certificate issued by the American Board for the Certification of Teacher Excellence (ABCTE).

In addition to individuals certified for employment as school teachers pursuant to Article 3 of this chapter, a school district may hire individuals who have received a passport certificate issued by the American Board for the Certification of Teacher Excellence (ABCTE) and who meet the requirements of this article in the content areas of biology, chemistry, English, mathematics, physics, or science. Additional areas of certification may be approved by the State Board of Education upon review of the longitudinal information required in Section 59-25-350.

Appendix D1E
ABCTE Guidelines

http://www.scteachers.org/Cert/certpdf/abctewebinfo.pdf

ABCTE (American Board for Certification of Teacher Excellence)

In June 2007 the South Carolina General Assembly passed H. 3476, cited as the "American Board for the Certification of Teacher Excellence Act." The Act provides that a S.C. public school district may hire individuals who use the ABCTE process to obtain a South Carolina teaching certificate.

Applicants for teacher certification in S.C. who qualify for the *Passport to Teaching* certificate issued by ABCTE in the fields of biology, chemistry, English, mathematics, physics, or science may apply for a one-year alternate route certificate in S.C., upon verification of an employment offer as a teacher in a S.C. public school. The alternate route certificate may be renewed annually for two additional years upon verification of successful teaching. To advance to the professional certificate (five-year certificate), the applicant must complete induction and ADEPT (teacher evaluation) requirements, and pass the Principles of Learning and Teaching (PLT) praxis exam. College degrees earned by individuals who hold the *Passport to Teaching* certificate must have been from regionally accredited colleges.

In addition, based on guidance from the United States Department of Education regarding No Child Left Behind (NCLB), individuals who have participated in, but not completed, other alternative certification routes in South Carolina may not be eligible for participation in ABCTE. If you have participated in another alternative program recognized in South Carolina, please contact the Office of Educator Certification prior to initiating the application process for ABCTE.

South Carolina Certification Requirements for ABCTE Certified Teachers

An ABCTE applicant for South Carolina certification will receive a *South Carolina statement of eligibility*. Upon confirming an offer of employment as a teacher in a South Carolina public school, a one year *South Carolina Alternate Route Certificate* will be issued. This certificate may be renewed annually for two additional years upon verification of successful teaching. Upon completion of the requirements specified below, a *South Carolina Professional Certificate* may be issued.

Step 1: *To receive the* ***South Carolina statement of eligibility****, ABCTE Certified Teachers must:*

- Successfully complete the ABCTE certification process.
- Submit a disclosure authorization form to ABCTE requesting that your score reports be released to the South Carolina Office of Educator Certification.
- Submit a notarized copy of the front and back of the ABCTE certificate with a completed South Carolina certification application (http://www.scteachers.org/cert/certpdf/newapp.pdf - $95 fee) and complete the required FBI fingerprint check (information available at www.scteachers.org).

Step 2: *To receive a* ***South Carolina Alternate Route Certificate****, ABCTE Certified Teachers must complete the following:*

- Obtain a letter of intent to hire from a South Carolina public or charter school, and provide verification of the offer to the Office of Educator Certification.

Step 3: *To receive a* ***South Carolina Professional Certificate****, ABCTE Certified Teachers must complete the following:*

- Teach successfully for three years in a South Carolina public or charter school ***only.***
- Complete induction and formal teacher evaluation requirements as directed by the employing school/school district (the charter school must utilize South Carolina's ADEPT evaluation process for formal evaluation).
- Take and pass the Praxis exam in Principles of Learning and Teaching (PLT: Grades 9-12).

Upon meeting the above requirements, the applicant may apply for a South Carolina Professional Teaching certificate in the area in which he/she is qualified by submitting a change/action form to the Office of Educator Certification (available at www.scteachers.org).

Once the applicant has received the South Carolina Professional Teaching certificate the holder is subject to all South Carolina requirements to maintain and renew certification.

Appendix D1F
Adjunct Instructor
Proposed Regulation Change
Approved May 20, 2010

A. ADJUNCT INSTRUCTOR

Eligibility Requirements

1. The individual must have earned a bachelor's degree or higher from a regionally accredited college or university, and
2. A school district in the state must be willing to employ the individual as a teacher.

Application Requirements

3. The applicant must
   (a) complete the application process for South Carolina educator certification, including an all-clear fingerprint review;
   (b) have earned a bachelor's degree or higher with a major in the field of certification, OR must submit passing scores on the content certification exam(s) required for the certification area; and
   (c) submit verification of five years of occupational experience within the past ten years in, or related to, the content field of the certificate for which the individual is applying; and,
4. The school district seeking to employ the individual must provide the following documentation to the Office of Educator Certification:
   (a) a request and justification for employment of the instructor,
   (b) an assurance that the employment of this instructor will not displace a certified teacher already employed, and
   (c) an assurance that the adjunct instructor's teaching assignment will not exceed half of a full-time equivalent position in an academic year.

Stipulations

The following stipulations apply to the South Carolina Adjunct Teaching Certificate:

5. The Adjunct Teaching Certificate is valid only in the sponsoring school district and is not transferrable to any other school district or state.
6. The adjunct instructor must be assigned a state-certified mentor in the same general subject area(s) in which the instructor is assigned to teach.
7. The adjunct instructor must be evaluated annually by the school district and must receive successful performance reviews for the certificate to be reissued for subsequent years at the request of the sponsoring school district.
8. The adjunct instructor must complete a minimum of 20 contact hours of professional development approved by the employing school district each three-year period the certificate is held.
9. The salary for the adjunct instructor will be determined by the employing school district.

C. MONTESSORI

1. Levels of Montessori Certification
   Primary (3K–5K)
   Elementary I (Grades 1–3)
   Elementary II (Grades 4–6)
   Middle (Grades 6–8)

2. Individuals who wish to add Montessori to an existing certificate must meet the following requirements.

(a) Bachelor's degree

(b) Initial or professional certificate at the appropriate level (early childhood, elementary, middle, or preK–12 level *)

(c) Completion of a training program at the appropriate level accredited by the Montessori Accreditation Council for Teacher Education (MACTE)

*A minimum qualifying score on the content area examination(s) required by the State Board of Education for early childhood, elementary, or middle level certification is also required for individuals with a prerequisite certificate in a preK–12 field who wish to add the appropriate Montessori level.

3. Individuals who wish to qualify for initial Montessori certification must complete a State Board of Education–approved undergraduate or graduate teacher preparation program in early childhood, elementary, or middle-level with a Montessori emphasis (i.e., includes all requirements for a MACTE training program) AND submit passing scores on the certification examinations approved by the State Board of Education at the appropriate level.

OR

4. Verify completion of a bachelor's degree, a MACTE-approved training program, and passing scores on the appropriate certification examination(s) approved by the State Board of Education, including the pedagogy exam. Additional certification fields may not be added to an initial Montessori certificate under this option unless the educator completes a State Board of Education–approved teacher preparation program in the additional field.

Appendix D1G
Principal Alternative Route for Teachers
R. 43-53(I)(F)(3)

http://www.scteachers.org/Cert/certpdf/TeacherCertificationManual.pdf

R 43-53 Credential Classification
The classification of an educator's credential is determined by a combination of factors, including his or her formal education, performance, professional development, and teaching experience.

I. Types of Credential Classification
F. Temporary Certificate
3. Out-of-Field Permit

(a) Any individual who holds a valid South Carolina temporary, professional, initial, alternative, graded, or warrant certificate and is assigned teaching duties for any amount of time in an area for which he or she is not appropriately certified is eligible to receive a permit to teach out-of-field. However, permits are not issued for school psychologists, speech-language therapists, and special subject educators. Out-of-field permits are issued only under the following conditions:

(i) The school district must request the out-of-field permit for its employee. The employing district must apply for a permit no later than thirty days after the date of assignment. Out-of-field permits are issued only for the academic year in which they are requested and expire June 30.

(ii) The individual for whom the permit is requested must hold a valid South Carolina teaching credential and have twelve semester hours of credit toward full certification in the area of preparation for which the permit is requested.

(b) Out-of-field permits may be renewed upon presentation of six semester hours of credit in the area for which the permit is issued. Once the teacher meets all the certification requirements, including the required certification examination(s), he or she may apply for a certificate in the new area.

(c) After June 30, 2006, out-of-field permits may no longer be issued to teachers who teach core academic subjects as specified by the No Child Left Behind Act of 2001. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, history, geography, and the arts. Permits may be issued, however, in other instructional or instructional support fields not considered to be core content subject areas under No Child Left Behind.

Appendix D1H
DRAFT
Proposed changes to Regulation 43-64 regarding Alternative Principal Certification

R 43-64 REQUIREMENTS FOR CERTIFICATION AT THE ADVANCED LEVEL
I. ADMINISTRATION

(A) Elementary School Principal and Supervisor

(1) Master's degree

(2) Valid South Carolina Educator's Professional Certificate at the elementary level

(3) Minimum qualifying score(s) on the area examinations required by the State Board of Education

(4) Verification of three years teaching experience, including at least one year of teaching in grades pre-K–8

(5) Completion of an advanced program approved by the State Board of Education for the training of elementary principals and supervisors

(B) Secondary School Principal and Supervisor

(1) Master's degree

(2) Valid South Carolina Professional Certificate at the secondary level

(3) Minimum qualifying score(s) on the area examination(s) required by the State Board of Education

(4) Verification of three years teaching experience, including at least one year of teaching in grades 7–12

(5) Completion of an advanced program approved by the State Board of Education for the training of secondary principals and supervisors

(C) Elementary or Secondary School Principal or Supervisor (Alternative Route*)

(1) Master's degree from a regionally accredited university.

(2) Verification of at least three years of successful experience in a leadership/supervisory position in a business, corporation or agency, military, or other position with responsibilities similar to those of a principal.

(3) Recommendation for certification by a local school board in a South Carolina public school district interested in employing the individual as an assistant principal.

(4) Within the first year of employment as an assistant principal, submission of a passing score on area examination(s) required for certification of principals by the State Board of Education.

(5) Issuance of an initial (Tier 1) elementary or secondary principal certificate for one year. This certificate may be extended annually for two additional years at the request of the local school board based upon verification of successful performance reviews.

(6) Eligibility for employment as a principal in South Carolina after the following: Completion of a program of study approved by the South Carolina Board of Education, minimum qualifying scores on the required certification examination(s), and a recommendation by the local school board indicating three years of successful service as assistant principal.

(7) Eligibility for a Tier 2 certificate after successful completion of the first-year principal induction program.

* Note: Availability of the alternative route will be based upon annual funding of the training program.

Appendix D1I
Alternative Route for Superintendents
R. 43-53(I)(F)(3)

http://www.scteachers.org/Cert/certpdf/TeacherCertificationManual.pdf

R 43-64 REQUIREMENTS FOR CERTIFICATION AT THE ADVANCED LEVEL
I. ADMINISTRATION

(D) District Superintendent (Alternative Route)

(1) Master's degree

(2) Verification of at least ten years of successful experience in a senior position(s) of leadership, such as Chief Executive Officer in a business, corporation or agency, military officer, or other position with responsibilities similar to those of a district superintendent.

(3) Recommendation for certification by a local school board in a South Carolina public school district interested in employing the individual as a superintendent.

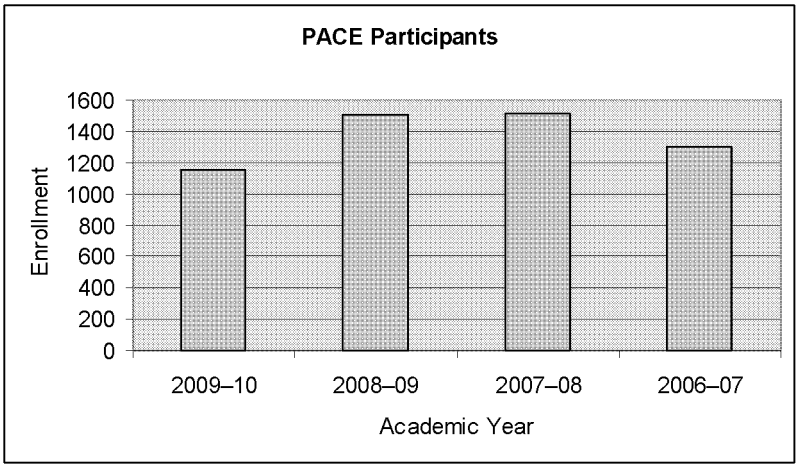
(4) Submission of a plan of study by the local school board that the individual must complete within three years to include, at a minimum, the areas of curriculum and instruction, school finance, and school law. The candidate must also submit a passing score on area examination(s) required by the State Board of Education for district superintendents within the first year of employment as a superintendent.

(5) Issuance of an initial certificate for one year. This certificate may be extended annually for two additional years at the request of the local school board based on verification of successful performance reviews.

(6) Issuance of a professional certificate upon completion of the specified program of study, and minimum qualifying scores on the required certification examination(s), and the recommendation by the local school board after three years of successful service as superintendent.

Appendix D1J
Alternative Route Data

Alternative certification programs have been successful in South Carolina. Enrollment in PACE reflects the employment needs of South Carolina school districts.



PACE Training Program

The PACE curriculum was created using a US Department of Education Transition to Teaching grant. Based on state and national standards, the program utilizes a continuous assessment system. Following each segment of the training program, PACE participants are asked how prepared they are for entering the classroom. Below is a summary of this data. Consistently, participants enter the classroom confident of their own understanding and abilities.

How well did the lessons prepare you for…

Scale 1-5

Question	2003	2005	2007
1. Defining an outstanding teacher	4.35	4.18	4.42
2. Understanding varied learning styles and multiple intelligences	4.51	4.41	4.66
3. Understanding cognitive, moral, and psychosocial development	3.87	3.83	4.16
4. Using Bloom's Taxonomy and questioning	4.26	3.96	4.47
5. Creating individual lesson plans	4.24	4.06	4.46
6. Creating unit plans and long-range plans	3.81	4.00	4.12
7. Applying Maslow's Hierarchy of Needs to classroom	3.81	3.88	4.04
8. Arranging a classroom to be conducive to learning	4.23	4.45	4.39
9. Establishing a rapport with your students	4.25	4.37	4.48
10. Establishing classroom procedures	4.37	4.21	4.53
11. Using educational websites and technology	3.98	4.17	4.21
12. Using state standards	4.06	4.35	4.43

Question	2003	2005	2007
13. Developing a variety of instructional strategies	4.46	4.77	4.70
14. Familiarizing you with current educational issues	3.62	3.92	4.12
15. Planning for block scheduling	3.94	3.97	4.35
16. Using valid assessment (tests, rubrics, etc.)	4.30	4.13	4.45
17. Using motivational techniques	4.07	4.18	4.35
18. Managing classroom discipline	4.09	4.24	4.35
19. Maintaining classroom records	3.73	4.15	3.97
20. Applying brain-based instruction	3.78	3.68	4.17
21. Understanding students with special needs	4.15	4.56	4.43
22. Developing more appreciation for diversity	4.10	4.24	4.40
23. Understanding the adolescent	4.04	4.11	4.31
24. Relating to parents	4.07	4.20	4.23
25. Understanding ADEPT PDs and INTASC standards	3.71	3.80	3.99
26. Developing a knowledge of educational terminology	3.93	4.10	4.22
27. Determining a higher level of professionalism	4.28	4.48	4.43
28. Developing an overall confidence level to teach	4.24	4.44	4.44
Summary (Average)	4.08	4.17	4.33

Principal and PACE Participant Perceptions of Preparation for Teaching

Equally important to the participants' confidence upon completion of the first training segment is the actual performance of participants in the classroom. Participants and their employing principals have been surveyed regarding to determine how well the training had prepared the participants for their responsibilities as classroom teachers. Principals and participants from two training cohorts rated their perception of the preparation process using the state's 10 ADEPT Performance Dimensions (Performance Dimensions have since changed to Performance Standards). This survey took place following the completion of all training components and the first year of teaching.

Using a four-point Lykert scale, with four being "strongly agree," both cohorts' principals and participants rated the participant's preparation for teaching with a mean of 3.0 (agree) or higher with the exception of PD 1 in Cohort Two. The Performance Dimensions are:

- PD1: Long-Range Planning
- PD2: Short-Range Planning of Instruction
- PD3: Short-Range Planning, Development, and Use of Assessments
- PD4: Establishing and Maintaining High Expectations for Learners
- PD5: Using Instructional Strategies to Facilitate Learning
- PD6: Providing Content for Learners
- PD7: Monitoring and Enhancing Learning
- PD8: Maintaining an Environment That Promotes Learning
- PD9: Managing the Classroom
- PD10: Fulfilling Professional Responsibilities Beyond the Classroom

	Participant		Principals	
Group	Cohort Two (1-4 scale)	Cohort Four (1-4 scale)	Cohort Two (1-4 scale)	Cohort Four (1-4 scale)
PD 1	2.89	3.17	3.23	3.23
PD 2	3.33	3.41	3.20	3.17
PD 3	3.04	3.16	3.15	3.18
PD 4	3.23	3.34	3.20	3.19
PD 5	3.46	3.47	3.22	3.17
PD 6	3.20	3.32	3.23	3.23
PD 7	3.26	3.34	3.17	3.18
PD 8	3.43	3.49	3.30	3.26
PD 9	3.18	3.20	3.16	3.16
PD 10	3.32	3.42	3.36	3.34

ABCTE Impact

Although a more recent addition to the alternative certification options in South Carolina, ABCTE is making its mark. In the first three years that ABCTE has been available, the number of teachers certified through this method has increased from five (5) in the first year to forty-four (44) in year three. This academic year (2009–10) is the first year ABCTE participants will be eligible for program completion.

Year	**Number**	**Content Areas**	**Number Returning from Previous Year**	**Percentage Returning from Previous Year**
2007–08	5	Chemistry – 1 English – 2 Science – 2	-	-
2008–09	30	Biology – 1 Chemistry – 2 English – 9 Math – 10 Science – 8	4	80%
2009–10	44	Biology – 3 Chemistry – 1 English – 8 Math – 18 Science – 14	23	76.6%

Appendix D1K
ALTERNATIVE PRINCIPAL CERTIFICATION FOR CAREER-CHANGERS
A PROPOSAL BY THE OFFICE OF SCHOOL LEADERSHIP (OSL)

Background

Effective leadership is crucial to the success of a school, its teachers and its students. According to a Wallace Foundation report, *How Leadership Influences Student Learning*, "Leadership not only matters, it is second only to teaching among school-related factors in its impact on student learning." Traditionally, school leaders are prepared by universities; however, there is growing interest in recruiting nontraditional candidates from other fields who would follow an alternative path to certification as a school principal. For example, New Leaders for New Schools is an alternative program sponsored by the Broad Foundation and the Bill & Melinda Gates Foundation. It has spread nation wide since its start in 2001. The Wallace Foundation has funded efforts by states and districts to establish alternative programs.

South Carolina has a rigorous, highly successful alternative *teacher* certification program, the Program for Alternative Certification for Educators (PACE), which allows career-changers the opportunity to become fully-certified teachers. Since 2000, more than 4,200 candidates have met the admission and training criteria. Currently, the South Carolina Department of Education is in the process of exploring and developing an alternative route to certification for principals.

Need

Although South Carolina is not currently experiencing a shortage of principals, the impending retirement of baby boomer principals could lead to such a situation. Approximately 45% of principals in our state are eligible to retire in the next 5 years. The Bureau of Labor Statistics (2004) anticipates the number of available jobs in school administration will grow 10 to 20 percent over the next five years. The downturn in the economy may postpone mass retirement by principals, but it is inevitable that a large number will leave the profession in the next decade. Another factor to consider is principal turnover due to leaving the profession. The University Council for Educational Administration reported that, "in 2007, 52% of principals leave their position within a three-year period (Fuller, Orr, & Young, 2008). And the shortage of principals is particularly endemic in districts perceived to have challenging working conditions, large populations of impoverished or minority students, low per pupil expenditures, and urban settings." An alternative route to principal certification for career-changers would expand the candidate pool with individuals who have valuable life experiences and an interest in serving in schools, including high needs schools.

Research

Research on alternative principal certification is extremely limited. One article is of interest: "Essential Elements and Emergent Issues for Alternative Principal Licensing: Recommendations for Policy Design and Implementation," (AASA Journal of Scholarship and Scholarship and Practice, Fall 2007.) Information was gathered from state departments of education, superintendents, and principals. Of concern to the superintendents and principals was that alternative candidates lack knowledge about curriculum and instruction, school law, teacher supervision and evaluation, methodology, and classroom management. The authors recommend that the requirements for an alternative certificate should be similar to the traditional program

requirements; including portfolios, project-based assessments, and field work in schools. Another recommendation was that agencies should "check for commitment of stakeholders for funding, planning, implementation, and follow-through of the policy and future programming." Funding issues must be addressed by the state, the alternative certificate candidates, and school districts.

Concept

Department will design and implement an alternative principal certification program for career-changers with the potential to be school leaders. The highly successful PACE program will be examined to determine components that may also work well in the new program. The Division of Educator Quality and Leadership will take the lead role and will involve other Department 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.

Considerations

- According to the National Conference of State Legislatures, "states are considering alternative ways to certify principals and administrators whose backgrounds are in areas other than education—most commonly those holding master's degrees in management and public policy and demonstrated leadership experience. Although this practice is common for recruiting and training teachers—45 states have such alternative programs—it is far less common for principals because virtually all states require aspiring principals to be experienced, fully certified teachers." The lack of teaching experience by career-changers would need to be addressed in the program design.
- In addition to creating an alternative principal certification program, the overall certification system for administrators needs to be reviewed. Some states are moving to a tiered structure, most with two tiers. An SREB report (2004) states that such a structure, "bases initial licensure of principals on demonstrated mastery of essential competencies in a school setting and professional licensure on performance and positive impact on school and classroom practices and student achievement." Moving to a tiered structure would necessitate changes in state statute and SBE regulations.
- What will be the role of higher education in the alternative certification system? Many of the existing "alternative" programs still require completion of a master in education administration before full certification. The state's colleges and universities with state-approved administrator preparation programs should be encouraged to consider the development and implementation of alternate route programs for principals.
- As stated earlier, funding issues must be explored and addressed, with clear delineation of who is responsible for what cost.
- Additional staff will be necessary to design, implement, and operate the alternative principal certification program
- A Task Force made up of stakeholders named earlier will be appointed to determine the most efficient methods of training principals in the knowledge, skills, and attitudes necessary to be effective. The Task Force will be charged with:
    - Conducting a review of alternative routes to principal certification in other states;

- Developing a list of the knowledge and skills necessary for a successful principal in South Carolina;
- Creating a list of admission criteria;
- Recommending curriculum components;
- Exploring a variety of delivery options for the curriculum;
- Establishing expectations for the South Carolina Department of Education Office of School Leadership in implementation of the program; and
- Creating a method of evaluation for the program.

- Post position for Education Associate and .5 Administrative Assistant to develop and coordinate the program for alternative principals' certification.
- Develop a detailed timeline and working budget for the project.
- Seek final approval of the draft SC regulation for alternative principals' certification by the State Board of Education and subsequently the General Assembly.

Job Description for Alternative Principal Certification Program Project Director

The Project Manager will devote 100 percent of his/her time to the design, implementation, management, and evaluation of the South Carolina Alternative Principal Certification program. Specifically, the Project Manager will

- Conduct further research into alternative principal certification programs for career-changers used in other states.
- Hold focus groups to gather input on the design and content of alternative principal certification.
- Coordinate task force activities to synthesize research, input and recommendations into a framework for alternative certification.
- Write program goals, objectives and strategies for implantation.
- Develop a detailed timeline and working budget for the project.
- Seek final approval of the draft SC regulation for alternative principals' certification by the State Board of Education and subsequently the General Assembly.
- Explore a variety of delivery options for the curriculum.
- Discuss with other providers and IHE's to gauge interest in providing course work.
- Write curricula for alternative principals' certification program.
- Recruit first cohort and implement program.
- Determine a method of evaluation for the program.
- Other duties as assigned.

The preferred qualifications for this position include a master's degree and five years of experience in school administration, evidence of thorough knowledge of principles and theories of educational leadership and management, particularly as related to educational programs and classroom effectiveness.

Job Description for .5 Administrative Assistant for Alternative Principal Certification Program

The Administrative Assistant will devote 50% of his/her time to the South Carolina Alternative Principal Certification program. The major responsibilities of this position will be to

- Provide administrative/secretarial support to the office as it relates to alternative principal certification.
- Complete administrative tasks and projects related to alternative principal certification.
- Answer questions, direct requests to appropriate staff and work with others in the department to resolve issues related to alternative principal certification.
- Create and monitor participant data base.
- Assist in the coordination of alternative principal certification activities.
- Make business travel arrangements for Project Manager.
- Order and track supplies necessary for alternative principal certification activities, and
- Other duties as assigned.

The preferred qualifications for this position are an associate degree in secretarial science and three or more years of administrative experience in a fast-paced office environment. A preference will be given to individuals who have experience working in education. This position requires exceptional organizational skills as well as excellent written and verbal skills and the ability to multitask and handle confidential and delicate situations. The individual must possess advanced skills in Microsoft Office and computer applications.

Appendix D1L
Alternative Route Summary

A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:

- The elements of the program (as described in the alternative routes to certification definition in this notice).
- The number of teachers and principals that successfully completed each program in the previous academic year.
- The total number of teachers and principals certified statewide in the previous academic year.

Program	Elements	Total Completing in the Previous Year	Total Statewide
PACE (teachers)	a. Provided by the South Carolina Department of Education (SCDE) b. Candidates are selected based on degree, test scores, work experience, and employment c. Program requires three years of successful teaching as the teacher of record as well as an assigned mentor d. Participants complete 26 days of training and three courses e. Program completers receive the state's professional certification.	264	3677
ABCTE (teachers)	a. Provided by ABCTE through the SCDE b. Candidates are selected based on presenting a passing score on the ABCTE examination and employment c. Program requires three years of successful teaching as the teacher of record as well as an assigned mentor d. No coursework is required e. Program completers receive the state's professional	0 (2009–10 will be the first year ABCTE participants will be eligible for program completion.)	

Program	Elements	Total Completing in the Previous Year	Total Statewide
	certification.		
Principals	a. Permit issued by the SCDE b. Candidates are selected based on current valid educator certification, completion of minimal hours, and request of the employing school district. c. Program requires successful performance annually as a principal and a district request for renewal. d. Participants complete an approved program of study through an accredited institution of higher education. e. Program completers receive the state's professional certification	10	293
Superintendents	a. Issued through the SCDE b. Candidates are selected based on degree, work experience, and recommendation of the local school board. c. Program requires three years of successful performance as a superintendent. d. Participants complete a program of study. e. Program completers receive the state's professional certification.	0	2

Appendix D1M
Supply and Demand Survey Data
Center for Educator Recruitment, Retention, and Advancement (CERRA)

http://www.cerra.org

Annually CERRA conducts a statewide Supply and Demand Survey in which information is collected from all school districts in South Carolina. The compiled survey is made available in December and presents an overall view of trends in teacher retention, sources of employee hires, and much more for the current school year. Data collected include the number of funded teaching positions in the state, the number of funded positions that were available prior the academic year, the number of teachers hired, the sources of teachers hired, the number of available positions remaining vacant, and the number of teachers leaving. A summary of the analysis of the Fall 2009 Teacher/Administrator Supply and Demand Survey is below.

In addition, Department, CERRA, other state employment-related agencies, and business organizations are working together to utilize the CERRA data and other data to better predict and plan for the state teaching needs.

Fall 2009 Teacher/Administrator Supply and Demand Survey

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Teacher/Administrator Supply and Demand Survey. Through collaboration with representatives in each of the state's school districts and special schools, CERRA compiles a statewide report detailing hiring and vacancy data for widespread use by education decision-makers in South Carolina.

Teacher Positions

Districts were asked to report the number of allocated teacher positions for the 2008-2009 and 2009-2010 school years to determine the effect the economic downturn had on public education in South Carolina. For the 2009-2010 school year, districts reported 50,889.69 allocated teacher slots, a decrease of 1,531 positions from last school year. Reports of eliminated positions and non-renewed contracts at the end of last school year projected a more significant decline in teacher allocations across districts. Due to funding through the American Recovery and Reinvestment Act (ARRA), however, a total of 1,368.37 full-time equivalent positions (instructional and non-instructional) were created or retained in public school districts across the state. Districts reported this particular information to the South Carolina Department of Education in October 2009 as mandated by the ARRA. Even with the stabilization of stimulus money, districts still felt the loss of teacher positions.

About two-thirds of districts experienced a loss in the number of allocated teacher positions. For example, Hampton 2, a very small district with a poverty level of 39%, lost nearly one-quarter of its teacher allocations. Other rural districts with high poverty levels (>20%), including Barnwell 45, Clarendon 2, Edgefield, and Florence 4, all experienced about a 12% reduction in funded teacher slots. The remaining third, however, experienced only a slight increase in funded positions or no change at all. One district, the South Carolina Public Charter

School District, did stand out as it increased its positions more than 63% with the addition of three new charter schools.

Results indicated no real statewide distinction among certain subject areas or grade levels with fewer teacher positions this school year. Districts reported fewer funded positions in most subjects across all grade levels, and the minimal growth that did occur within a small number of subjects is not substantial enough to highlight. It is worth noting, however, that nearly 70% of all teacher positions lost since last school year were at the elementary level. In fact, almost 60% of all unfunded teacher slots this school year were attributable to just three certification areas: elementary, early childhood, and elementary special education.

Teachers Hired

The total number of teachers hired in South Carolina's public school districts and special schools this year was 3,619.3, nearly a 50% decrease from last year's 7,159.2 hires and the lowest number of teachers hired since 2001 when CERRA began conducting the annual Supply and Demand Survey. Similarly, a 22% drop in the number of newly hired administrators occurred this school year. These significant reductions, however, came as no surprise considering the state's unstable economic climate over the last year. Districts reported substantial budget reductions, often resulting in hiring freezes, elimination of positions, reductions in force, and mandatory furloughs.

During the 2008-2009 and 2009-2010 school years, the largest majority of middle level and high school teachers were hired to teach mathematics, English/language arts, science, special education, and social studies. While the actual number of teachers hired this year was much smaller than last year, the proportion of elementary, middle, and high school teachers hired remained relatively constant.

Like last school year, more than half of all teachers hired this year either graduated from teacher education programs in South Carolina or transferred from one district in the state to another. This school year, however, a slightly larger proportion (32.6%) of teachers were hired as new graduates compared to last school year (26.7%), and a smaller percentage of teachers transferred from another South Carolina district this year (19.9%) than last year (25.6%). The reduced number of available teacher positions across the state could serve as one explanation for the decline in inter-district transfers.

Another interesting observation was the decrease in the number of rehired retirees this school year (3.1% of all hires) compared to last year (8.5% of all hires). One explanation is several districts reported their inability to offer letters of agreement to active retirees due to budgetary limitations. In order to recover a portion of its expenditures, a small district in the Upstate revealed its replacement of active retirees and experienced at-will employees with induction teachers who often earn smaller salaries.

Although the number of teachers hired through the Program of Alternative Certification for Educators (PACE) was 50% less than last school year (as was the number of all teachers hired), the number of PACE teachers hired as a percentage of all hires was similar during the 2008-2009 (6.1%) and 2009-2010 (7.6%) school years.

Approximately 20% of teachers hired for the current school year and last year were minority and another 20% were male. These figures are slightly larger than the number of minority and male teachers as a percentage of the total teacher population in South Carolina. According to the South Carolina Department of Education, about 18% of all 2008-2009 public school teachers in the state were non-white and another 18% were male.

Vacant Positions

Districts reported 203.75 vacant teacher positions at the beginning of the 2009-2010 school year. This number is a 31% reduction compared to 296.6 unfilled positions in public school districts and special schools across the state last school year. The number of administrator vacancies remained the same as last school year at 24, with "other" district level positions as the majority of unfilled positions. The high schools held a majority of the vacant teacher positions this school year with 52.5% or 107.05 vacancies. High school math teacher positions accounted for the single highest number of vacancies.

The fewest number of unfilled teaching slots remained at the middle level with 42.7 (21%) this school year and 71.5 (24.1%) last year. Similar to teachers hired this year, the greatest share of vacancies was held by special education positions at all grade levels. The remaining majority of vacancies belonged to mathematics, English/language arts, science, and social studies in the middle and high schools. Because of fewer positions this school year and the small number of available openings advertised at the 2009 South Carolina Teacher Expo, a much larger decline in vacancies was anticipated this year compared to last. Although the Supply and Demand Survey did not address this, some of these vacancies could be explained by the fact that districts simply could not fill positions due to limited funds.

Survey results indicated an interesting, yet logical, trend related to the location and size of the districts that reported these vacancies. Nearly 30% of the vacancies reported were located in three very small districts in the Pee Dee that account for only 3.5% of the total teacher population in South Carolina. According to the 2007 Census Poverty Data, all three of these districts had a poverty level of more than 22% and an average poverty level of 31%. Poor, rural areas of the state often have hard-to-staff schools with high teacher attrition rates.

Teachers Leaving

A total of 4,652.5 teachers did not return to their classroom at the beginning of the 2009-2010 school year. This total is a 19% reduction from last year's 5,746 teachers who decided to move on for a number of reasons. More than one out of every four teachers who did not return to the classroom this year retired from the profession, and another 21% are teaching in another South Carolina district or state or accepted an administrative role or another position in education. Last year, nearly one-quarter of the teachers who left their classroom went to teach in another South Carolina school district, while just over 9% took the same action this year. Although teachers who move from one district in the state to another are included in attrition rates at the district level, they are not counted in the statewide turnover rate as these teachers remain in South Carolina public school classrooms.

Just over 200 teachers did not return to their classroom due to reductions in force (RIF). This value is consistent with the number of workforce reductions reported in the ADEPT data system at the beginning of the 2009-2010 school year. While this information refers to eliminated positions, it does not consider existing positions purposely not filled but still reported as vacant. Some would expect the number of workforce reductions to be much larger due to loss of funding, but as previously stated, stimulus funding created or saved over 1,350 (instructional and non-instructional) jobs in South Carolina's public school districts.

One additional finding worthy of discussion involves the increase in teachers terminated for reasons other than RIF or certification issues. The percentage of teachers terminated from their position rose from about 3% last year to more than 6% this year. One explanation for this

trend could be related to induction teachers whose contracts were not renewed after their first year, whether this occurred because of performance issues or funding restrictions.

A majority (64%) of teachers who left their classroom last year had more than five years of teaching experience, and over 40% of these experienced teachers retired from the profession. While retirement data are included in attrition rates, they are not indicators of turnover due to dissatisfaction with the teaching profession. Teachers who left the profession mid-career accounted for about 4% of the 4,652.5 teachers who did not return to their classroom this school year, and of this small proportion of teachers, only 117 (2.5%) taught for five or fewer years. This evidence is encouraging as the first few years in a teacher's career are crucial to success in the classroom and retention in the profession.

The Department, CERRA, other state employment-related agencies, and business organizations are working together to utilize the CERRA data and other data to better predict and plan for the state teaching needs.

Appendix D2A
Assisting, Developing, and Evaluating Professional Teaching (ADEPT)
State Statute and Regulation

CHAPTER 26.

TRAINING, CERTIFICATION AND EVALUATION OF PUBLIC EDUCATORS

SECTION 59-26-30. Cognitive assessments for teachers and teacher certification; examinations; regulations.

(A) In the area of cognitive assessments for teachers and teacher certification, the State Board of Education, acting through the State Department of Education, shall:
(1) adopt a basic skills examination in reading, writing, and mathematics that is suitable for determining whether students may be admitted fully into an undergraduate teacher education program. The examination must be designed so that results are reported in a form that shall provide colleges, universities, and students with specific information about his strengths and weaknesses. Procedures, test questions, and information from existing examinations must be validated in accordance with current legal requirements. The passing score on the examination shall be set at a level that reflects the degree of competency in the basic skills that, in the judgment of the State Board of Education, a prospective school teacher reasonably is expected to achieve;
(2) adopt nationally recognized teaching examinations that measure the cognitive teaching area competencies desired for initial job assignments in typical elementary and secondary schools in this State. The examinations shall contain a minimum amount of common or general knowledge questions. They shall be designed so that results are reported in a form that provides a student with specific information about the student's strengths and weaknesses. Procedures, test questions, and information from existing examinations and lists of validated teacher competencies are used to the maximum extent in the development of the examinations. An examination that is completely developed by an organization other than the special project may be considered for use as a whole only if the State Board of Education concludes that the development and maintenance of a specific area test is impractical or would necessitate exorbitant expenses. The examinations must be validated. The teaching examinations must be developed or selected only for those areas in which State Board of Education approved area examinations are not available;
(3) use nationally recognized specific teaching area examinations approved by the State Board of Education for certification purposes. The qualifying scores on the area examinations shall be set at the same level at which they are now set. The State Board of Education shall examine these levels to determine if adjustments are required. Periodic examinations shall be made to assure the validity of qualifying scores. The qualifying scores may be adjusted if new legal requirements or validity studies indicate the adjustments are necessary. In an area in which an area teaching examination approved by the State Board of Education is not available, the state board shall use the teaching examinations developed in accordance with this section for certification purposes as soon as those examinations are prepared, validated, and ready for use;
(4) report the results of the teaching examinations to the student in written form that provides specific information about the student's strengths and weaknesses. Every effort must be made to

report the results of the area examinations and common examinations in written form that provides specific information about the student's strengths and weaknesses;
(5) report to each teacher training institution in the State the performance of the institution's graduates on the teaching examinations. The report to the institution must be in a form that assists the institution in further identifying strengths and weaknesses in its teacher training programs;
(6) provide for the security and integrity of the tests that are administered under the certification program as currently provided by the State Department of Education;
(7) award a teaching certificate to a person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes;
(8) award a conditional teaching certificate to a person eligible to hold a teaching certificate who does not qualify for full certification under item (7) above provided the person has earned a bachelor's degree from an accredited college or university with a major in a certification area for which the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination. The board may renew a conditional teaching certificate annually for a maximum of three years, if the holder of the certificate shows satisfactory progress toward completion of a teacher certification program prescribed by the board. In part, satisfactory progress is the progress that the holder of a conditional certificate should complete the requirements for full certification within three years of being conditionally certified;
(9) promulgate regulations and procedures whereby course credits that may be applied to the recertification requirements of all public school teachers are earned in courses that are relevant to the area in which the teacher is recertified.
(B) For purposes of assisting, developing, and evaluating professional teaching, the State Board of Education acting through the State Department of Education shall:
(1) adopt a set of state standards for teaching effectiveness which shall serve as a foundation for the processes used for assisting, developing, and evaluating teacher candidates, as well as teachers employed under induction, annual, or continuing contracts;
(2) promulgate regulations to be used by colleges and universities for evaluating and assisting teacher candidates. Evaluation and assistance programs developed or adopted by colleges or universities must include appropriate training for personnel involved in the process. Teacher candidates must be provided with guidance and assistance throughout preparation programs, as well as provided with formal written feedback on their performance during their student teaching assignments with respect to state standards for teaching effectiveness;
(3) promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts. Induction programs developed or adopted by school districts must provide teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness;
(4) promulgate regulations to be used by local school districts for evaluating and assisting teachers employed under annual contracts. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified;

(5) promulgate regulations to be used by local school districts for conducting evaluations of teachers employed under continuing contracts. Continuing contract teachers must be evaluated on a continuous basis. At the discretion of the local school district, evaluations for individual teachers may be formal or informal. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified. Informal evaluations must be conducted with a goals-based process that requires teachers to continuously establish and accomplish individualized professional development goals. Goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans;
(6) promulgate regulations so that college, university, and school district strategies, programs, and processes for assisting, developing, and evaluating teachers pursuant to this section must be approved by the State Board of Education. Regulations also must establish procedures for conducting periodic evaluations of the quality of the strategies, programs, and processes adopted by school districts and institutions of higher education in implementing the provisions of this chapter in order to provide a basis for refining and improving the programs for assisting, developing, and evaluating teacher candidates and teachers on induction, annual, and continuing contracts, planning technical assistance, and reporting to the General Assembly on the impact of the comprehensive system for training, certification, initial employment, evaluation, and continuous professional development of public educators in this State;
(7) promulgate regulations that establish procedures for the State Department of Education to provide colleges, universities, and school districts with ongoing technical assistance for assisting, developing, and evaluating teachers pursuant to this section;
(8) promulgate regulations and procedures so that school districts shall report to the State Department of Education teacher evaluation results and teaching contract decisions on an annual basis. The State Department of Education shall maintain this information and make it available to colleges, universities, and school districts upon request;
(9) beginning with the 1997-98 school year, the Assessments of Performance in Teaching (APT) must not be used to evaluate student teachers. Until regulations promulgated pursuant to this section become effective, colleges and universities shall evaluate and assist teacher candidates in accordance with State Board of Education guidelines; and
(10) during the 1997-98 school year, the APT must not be required for evaluating induction contract teachers. During this year, if school districts are ready to implement a formal induction program for induction contract teachers as required by this section, they may do so. If school districts are not ready to implement such a program, they must progress toward developing or adopting a program to be implemented beginning with the 1998-99 school year. In this circumstance, school districts may use the APT. Beginning with the 1998-99 school year, a school district may not use the APT for evaluating induction contract teachers. Until regulations promulgated pursuant to this section become effective, school district strategies, programs, and processes for assisting, developing, and evaluating teachers must be developed, adopted, and implemented in accordance with State Board of Education guidelines.

SECTION 59-26-40. Induction, annual and continuing contracts; evaluations; termination of employment for annual contract teacher; hearing.

(A) A person who receives a teaching certificate as provided in Section 59-26-30 may be employed by a school district under a nonrenewable induction contract. School districts shall comply with procedures and requirements promulgated by the State Board of Education relating to aid, supervision, and evaluation of persons teaching under an induction contract. Teachers working under an induction contract must be paid at least the beginning salary on the state minimum salary schedule.
(B) Each school district shall provide teachers employed under induction contracts with a formalized induction program developed or adopted in accordance with State Board of Education regulations.
(C) At the end of the one-year induction contract period, a teacher shall become eligible for employment at the annual contract level. At the discretion of the local school district in which the induction teacher was employed, the district may employ the teacher under an annual contract or the district may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. A person must not be employed as an induction teacher for more than one year. This subsection does not preclude his employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education. During the induction contract period, the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply.
(D) Annual contract teachers must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with State Board of Education regulations. Teachers employed under an annual contract also must complete an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Teachers must not be employed under an annual contract for more than four years, in accordance with State Board of Education regulations.
(E) During the first annual contract year, at the discretion of the school district in which the teacher is employed, the annual contract teacher either must complete the formal evaluation process or be provided diagnostic assistance. During subsequent annual contract years, teachers must be evaluated or assisted in accordance with State Board of Education regulations. Teachers are eligible to receive diagnostic assistance during only one annual contract year.
(F) Once an annual contract teacher has successfully completed the formal evaluation process, met the criteria set by the local board of trustees, and satisfied requirements established by the State Board of Education for the professional teaching certificate, the teacher becomes eligible for employment at the continuing contract level. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing contract level. An annual contract teacher who has completed successfully the evaluation process and met the criteria set by the local board of trustees, but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate, is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal, at the discretion of the local school district. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under an annual contract or terminate the teacher's employment.

If employment is terminated, the teacher may seek employment in another school district at the annual contract level. If at the end of an annual contract year a teacher did not complete successfully the formal evaluation process or if it is the opinion of the school district that the teacher's performance was not sufficiently high based on criteria established by the local board of trustees, the teacher is eligible for employment under a subsequent annual contract. Formal evaluation or assistance must be provided consistent with State Board of Education regulations. At the discretion of the school district, the district may employ the teacher under a subsequent annual contract or terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level.

(G) An annual contract teacher who has not completed successfully the formal evaluation process or the professional growth plan for the second time must not be employed as a classroom teacher in a public school in this State for a minimum of two years. Before reentry as an annual contract teacher, he must complete a state-approved remediation plan in areas of identified deficiencies. Upon completion of this requirement, the teacher is eligible for employment under an annual contract for one additional year to continue toward the next contract level. The provisions of this subsection granting an opportunity for reentry into the profession are available to a teacher only once. This subsection does not preclude the teacher's employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education.

(H) During the annual contract period the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply. Teachers working under a one-year annual contract who are not recommended for reemployment at the end of the year, within fifteen days after receipt of notice of the recommendation, may request an informal hearing before the district superintendent. The superintendent shall schedule the hearing not sooner than seven and not later than thirty working days after he receives a request from the teacher for a hearing. At the hearing the evidence must be reviewed by the superintendent. The teacher may provide information, testimony, or witnesses that the teacher considers necessary. The decision by the superintendent must be given in writing within twenty days of the hearing. The teacher may appeal the superintendent's decision to the school district board of trustees.

An appeal must include:

(1) a brief statement of the questions to be presented to the board; and

(2) a brief statement in which the teacher states his belief about how the superintendent erred in his judgment.

Failure to file an appeal with the board within ten days of the receipt of the superintendent's decision causes the decision of the superintendent to become the final judgment in the matter. The board of trustees shall review the materials presented at the earlier hearing, and after examining these materials, the board may or may not grant the request for a board hearing of the matter. Written notice of the board's decision on whether or not to grant the request must be rendered within thirty-five calendar days of the receipt of the request. If the board determines that a hearing by the board is warranted, the teacher must be given written notice of the time and place of the hearing which must be set not sooner than seven and not later than fifteen days from the time of the board's determination to hear the matter. The decision of the board is final.

(I) A person who receives a conditional teaching certificate as provided in Section 59-26-30 may be employed by a school district under an induction contract or an annual contract in accordance with the provisions of this section. The holder of a conditional teaching certificate must be

employed to teach at least a majority of his instructional time in the subject area for which he has received conditional certification.
(J) After successfully completing an induction contract year and an annual contract period, a teacher shall become eligible for employment at the continuing contract level. This contract status is transferable to any district in this State. Continuing contract teachers shall have full procedural rights that currently exist under law relating to employment and dismissal. Teachers employed under continuing contracts must be evaluated on a continuous basis. At the discretion of the local district and based on an individual teacher's needs and past performance, the evaluation may be formal or informal. Formal evaluations must be conducted with a process developed or adopted by the local district in accordance with State Board of Education regulations. The formal process also must include an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Informal evaluations which should be conducted for accomplished teachers who have consistently performed at levels required by state standards, must be conducted with a goals-based process in accordance with State Board of Education regulations. The professional development goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans.
(K) If a person has completed an approved teacher training program at a college or university outside this State, has met the requirements for certification in this State, and has less than one year of teaching experience, he may be employed by a school district under an induction contract. If he has one or more years of teaching experience, he may be employed by a district under an annual contract.
(L) Teachers certified under the career and technology education work-based certification process are exempt from the provisions of the South Carolina Education Improvement Act of 1984 which require the completion of scholastic requirements for teaching at an approved college or university. After completing an induction contract year, the teachers may be employed for a maximum of four years under annual contracts to establish their eligibility for employment as continuing contract teachers. Before being eligible for a continuing contract, these teachers shall pass a basic skills examination developed in accordance with Section 59-26-30, a state approved skill assessment in their area, and the performance evaluations as required for teachers who are employed under annual contracts. Certification renewal requirements for these teachers are those promulgated by the State Board of Education.
(M) Before the initial employment of a teacher, the local school district shall request a criminal record history from the South Carolina Law Enforcement Division for past convictions of a crime.
(N) The State Department of Education shall ensure that colleges, universities, school districts, and schools comply with the provisions established in this chapter.

43-205.1. Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

(Statutory Authority: S.C. Code Ann. Section 59-26-10, et seq. (2004))

I. State Standards for Professional Teaching
Teacher preparation programs and school districts must address, but are not limited to, the performance standards for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), as specified in the State Board of Education's ADEPT implementation guidelines.
II. Teacher Candidates
A. All teacher education programs must adhere to State Board of Education regulations governing the preparation and evaluation of teacher candidates.
B. Each teacher education program must develop and implement a plan for preparing, evaluating, and assisting prospective teachers relative to the ADEPT performance standards in accordance with the State Board of Education's ADEPT implementation guidelines. ADEPT plans must be approved by the State Board of Education prior to implementation.
C. By July 1 of each year, teacher education programs must submit assurances to the State Department of Education (SDE) that they are complying with the State Board of Education's ADEPT implementation guidelines. Proposed amendments to previously approved ADEPT plans must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.
D. Teacher education programs must submit information on their teacher candidates, as requested annually by the SDE. This information will be used to provide flow-through funds to teacher education programs.
E. The SDE will provide teacher education programs with ongoing technical assistance such as training, consultation, and advisement, upon request.
III. Induction-Contract Teachers
A. Teachers who possess a valid South Carolina teaching certificate and have less than one year of public school teaching experience may be employed under a one-year nonrenewable induction contract. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under induction contracts.
B. Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout the school year. District induction plans must comply with the State Board of Education's guidelines for assisting induction-contract teachers and must be approved by the State Board of Education prior to implementation.
C. Teachers employed under induction contracts are to be notified in writing by April 15 concerning their employment status for the next school year. Teachers who complete the induction-contract year may, at the discretion of the school district, either be employed under an annual contract or be released from employment. Teachers who are released may seek employment in another school district at the annual-contract level.
D. School districts must submit information on all teachers employed under induction contracts, as requested annually by the SDE. This information will be used to provide flow-through funds to school districts.
E. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for assisting

induction-contract teachers. A copy of the district's proposed induction timeline must accompany the assurances. Proposed amendments to the district's previously approved induction plan must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

F. By June 20 of each year, school districts must submit end-of-year information on teachers employed under induction contracts and on the employment contract decisions made for the following year, as requested by the SDE.

G. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

IV. Annual-Contract Teachers

A. Teachers who have completed an induction-contract year may be employed under an annual contract. Full procedural rights under the employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under annual contracts. However, annual-contract teachers do have the right to an informal hearing before the district superintendent, under the provisions of S.C. Code Ann. Section 59-26-40 (2004).

B. Teachers employed under an annual contract must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with the State Board of Education's ADEPT implementation guidelines. These procedures must include the development, implementation, and evaluation of an individualized professional growth plan for each teacher.

C. Teachers must not be employed under an annual contract for more than four years.

D. During the first annual-contract year, the annual-contract teacher must, at the discretion of the school district, either undergo a formal performance evaluation or be provided with diagnostic assistance. The term "formal performance evaluation" is defined as a summative evaluation of teaching performance relative to the state standards and evaluation processes, as specified in the State Board of Education's ADEPT implementation guidelines. All formal evaluation processes must meet the general technical criteria of validity, reliability, maximum freedom from bias, and documentation. The term "diagnostic assistance" is defined as an optional process for providing individualized support to teachers who have demonstrated potential but who are not yet ready to successfully complete a formal performance evaluation.

1. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate is eligible for employment at the continuing-contract level. At its discretion, the district may either employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing-contract level.

2. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education and the requirements set by the local board of trustees but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal (i.e., goals-based), at the discretion of the local school district. At its discretion, the district may either employ the teacher under an annual contract or terminate the

teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

3. An annual-contract teacher who for the first time fails to meet the formal evaluation criteria set by the State Board of Education or who fails to meet the requirements set by the local board of trustees is eligible for employment under a subsequent annual contract. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

An annual-contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of trustees is eligible for a diagnostic-assistance year at the annual-contract level. This diagnostic-assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher's first annual-contract year or during the annual-contract year following the teacher's first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic-assistance year.

4. An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.

Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

E. Each school district must develop a plan to evaluate and provide diagnostic assistance to teachers at the annual-contract level, in accordance with the State Board of Education's ADEPT implementation guidelines. District plans also must include procedures for developing, implementing, and evaluating individualized professional growth plans for annual-contract teachers.

F. School districts must establish criteria or requirements that teachers must meet at the annual-contract level. At a minimum, districts must require annual-contract teachers to meet the ADEPT formal evaluation criteria and all other requirements for the professional teaching certificate, as specified by the State Board of Education, in order to advance to the continuing-contract level.

G. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for evaluating and assisting teachers at the annual-contract level. A copy of the district's proposed

formal evaluation and diagnostic assistance timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for annual-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

H. By June 20 of each year, school districts must submit end-of-year information on teachers employed under annual contracts and on the employment contract decisions made for the following year, as requested by the SDE.

I. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

V. Continuing-Contract Teachers

A. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are eligible for employment at the continuing-contract level. Teachers employed under continuing contracts have full procedural rights relating to employment and dismissal as provided for in Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws.

B. Teachers employed under continuing contracts must be evaluated on a continuous basis. The evaluation may be formal or informal (i.e., goals-based), at the discretion of the district. Districts must develop policies for recommending continuing-contract teachers for formal evaluation. Continuing-contract teachers who are being recommended for formal evaluation the following school year must be notified in writing no later than April 15. The written notification must include the reason(s) that a formal evaluation is recommended, as well as a description of the formal evaluation process. Continuing-contract teachers who are new to the district must be advised at the time of their hiring if they are to receive a formal evaluation.

C. Each school district must develop a plan, in accordance with State Board of Education's ADEPT implementation guidelines, to continuously evaluate teachers who are employed under continuing contracts. At a minimum, district ADEPT plans for continuing-contract teachers must address formal and informal evaluations and individualized professional growth plans.

D. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for continuously evaluating teachers at the continuing-contract level. A copy of the district's proposed formal and informal evaluation timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for continuing-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

E. By June 20 of each year, school districts must submit end-of-year information on teachers employed under continuing contracts and on the employment decisions made for the following year, as requested by the SDE.

F. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

VI. Teachers Who Do Not Have Sufficient Opportunity to Complete the ADEPT Process

A. A teacher who is employed under an induction, annual, or continuing contract and who is absent for more than 20 percent of the days in the district's SBE-approved annual evaluation cycle may, at the recommendation of the district superintendent, have his or her ADEPT results reported to the SDE as "incomplete."

B. Teachers whose ADEPT results are reported to the SDE as "incomplete" are eligible to repeat their contract level during the next year of employment.

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

A. Certified teachers employed from out of state or from a nonpublic-school setting who have less than one year of teaching experience are eligible for employment under an induction contract.

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

C. Certified teachers who are employed from out of state or from a nonpublic-school setting and who have more than two years of teaching experience are eligible for employment under an annual contract. During their first year of employment in a South Carolina public school, these teachers may, at the discretion of the school district, receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must meet all requirements for the professional certificate, including successful completion of a full formal evaluation at the annual-contract level, before they are eligible to receive a continuing contract.

D. Teachers who are employed from out of state or from a nonpublic-school setting and who are certified by the National Board for Professional Teaching Standards (NBPTS) are exempted from initial certification requirements and are eligible for continuing contract status (S.C. Code Ann. Section 59-26-85).

VIII. Career and Technology Education Teachers, Candidates Pursuing Alternative Routes to Teacher Certification, and Teachers Employed on a Part-Time Basis

A. Teachers certified under the Career and Technology Education certification process must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

B. Candidates pursuing alternative routes to teacher certification must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

C. Teachers who are employed part-time and who receive a teaching contract (i.e., induction, annual, or continuing) must participate in the ADEPT evaluation and assistance processes.

IX. Teachers Employed under a Letter of Agreement

A. Teachers who are eligible for an induction or an annual contract but who are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement.

B. Teachers employed under a letter of agreement do not fall under ADEPT. However, districts must ensure that these teachers receive appropriate assistance and supervision throughout the school year.

C. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under a letter of agreement.

X. Teachers Who Hold an International Teaching Certificate

A. Teachers from outside the United States who hold an international teaching certificate must follow the same sequences as traditionally prepared teachers in terms of the beginning contract levels (i.e., induction and annual) and ADEPT evaluation and assistance processes.

B. Teachers from outside the United States who hold an international teaching certificate may remain at the annual-contract level but may not be employed under a continuing contract.

XI. Teachers Employed in Charter Schools

A. Except as otherwise provided in the Charter Schools Act (S.C. Code Ann. Section 59-40-50(A) (2004)), charter schools are exempt from all provisions of law and regulations applicable to a public school, a school board, or a district. However, a charter school may elect to comply with one or more of these provisions of law or regulations, such as the provisions of the ADEPT statute and regulation.

B. Charter schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective charter school committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43-57 (24 S.C. Code Ann. Regs. 43-57 (1976)). However, teachers in non-ADEPT charter schools who hold an initial teaching certificate are not eligible to advance to a professional certificate. In these instances, the initial certificate may be extended indefinitely, provided that the administrator of the charter school requests the extension in writing on an annual basis from the Office of Teacher Certification. Such requests will be granted provided that the teacher has met the certificate renewal requirements as specified in State Board of Education Regulation 43-55 (24 S.C. Code Ann. Regs. 43-55 (Supp. 2003)).

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

XII. Reporting Requirements

Failure of a teacher education program or local school district to submit all required assurances or requested information pursuant to this regulation may result in the State Board of Education's withholding ADEPT funds.

Appendix D2B
Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)
State Statute and Regulation

CHAPTER 24.

SCHOOL ADMINISTRATORS

ARTICLE 1.

GENERAL PROVISIONS

SECTION 59-24-5. Importance of leadership of principal recognized.

The General Assembly finds that the leadership of the principal is key to the success of a school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff.

SECTION 59-24-10. Assessment of leadership and management capabilities before appointment as principal.

Beginning with the school year 1999-2000, before permanent appointment as a principal for an elementary school, secondary school, or career and technology center, a person must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. A district may appoint a person on an interim basis until the assessment is completed. A report of this assessment must be forwarded to the district superintendent and board of trustees. The provisions of this section do not apply to a person currently employed as principal on the effective date of this section or to a person hired as principal before the beginning of school year 1999-2000.

SECTION 59-24-15. Rights of certified education personnel employed as administrators.

Certified education personnel who are employed as administrators on an annual or multi-year contract will retain their rights as a teacher under the provisions of Article 3 of Chapter 19 and Article 5 of Chapter 25 of this title but no such rights are granted to the position or salary of administrator. Any such administrator who presently is under a contract granting such rights shall retain that status until the expiration of that contract.

SECTION 59-24-20. Requirements for admission to graduate programs in school administration.

Beginning with the school year 1986-87, the Commission on Higher Education, with the assistance of the State Board of Education, shall require all state-supported colleges and universities which offer graduate degrees in school administration to increase the entrance

requirements for admission to these graduate programs and shall specifically enumerate what increases are necessary to each college and university offering these programs.

SECTION 59-24-30. Individual professional development plans.

All school administrators shall develop an on-going individual professional development plan with annual updates which is appropriate for their role or position. This plan shall support both their individual growth and organizational needs. Organizational needs must be defined by the districts' strategic plans or school renewal plans. Individuals completing the assessment for instructional leadership will develop their professional development plan on the basis of that assessment. The Department of Education shall assist school administrators in carrying out their professional development plans by reviewing the school and district plans and providing or brokering programs and services in the areas identified for professional development.

SECTION 59-24-35. Expenditure of funds.

Funding authorized to be expended for assessments of prospective principals and for administrator leadership seminars must be expended for the new leadership assessment and for support of the school administrator professional development planning.

SECTION 59-24-40. Development and adoption of statewide performance standards for principals; annual evaluation of principals; training program for principals receiving unsatisfactory rating.

For the purposes of assisting, developing, and evaluating principals, the State Board of Education, through the State Department of Education, shall adopt criteria and statewide performance standards which shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this State. The State Department of Education shall select or cause to be developed and the State Board of Education shall promulgate regulations for the evaluation of the performance of all principals based on those criteria and standards. School districts shall use the standards and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. The State Department of Education shall ensure that the criteria and standards are valid and reliable and are appropriately administered. Evaluation results must be provided in writing and a professional development plan established based on the principal's strengths and weaknesses and taking into consideration the school's strategic plan for improvement for the purpose of improving the principal's performance. Any principal whose performance on an evaluation is rated unsatisfactory must be evaluated again within one year. Nothing in this section limits or prohibits school districts from setting additional and more stringent standards for the evaluation of principals. A satisfactory rating on the evaluation is one of several criteria for overall performance evaluation and is not sufficient for reemployment as a principal by a school district.

The State Department of Education shall review the implementation of the principal evaluation in the school districts for the purpose of providing technical assistance and ensuring the evaluations are appropriately administered.

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

1997-98 school year: Identification of criteria and standards;
1998-99 school year: Development and testing of criteria, standards, and procedures in selected districts;
1999-2000 school year: Statewide implementation.

SECTION 59-24-50. Continuous professional development programs.

By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop, in cooperation with school districts, district consortia, and state-supported institutions of higher education, continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning. By July 1, 1999, programs funded with state funds must meet these standards and must provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project.

SECTION 59-24-60. Requirement of school officials to contact law enforcement authorities when criminal conduct occurs.

In addition to other provisions required by law or by regulation of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy.

SECTION 59-24-65. Principals' Executive Institute (PEI); program design task force; purpose; governing regulations; focus.

The State Department of Education shall establish a Principals' Executive Institute (PEI) with the funds appropriated for that purpose.
(1) A task force appointed by the State Superintendent of Education shall begin on or before July 1, 1999, to design this program so that the first class of participants shall begin during school year 1999-2000. The task force shall include, but is not limited to, representatives from the State Department of Education, business leaders, university faculty, district superintendents, school principals, South Carolina Teachers of the Year, representatives from professional organizations, members of the Education Oversight Committee, and appropriate legislative staff.
(2) The purpose of the PEI is to provide professional development to South Carolinas principals in management and school leadership skills.
(3) By January 1, 2000, the State Board of Education shall establish regulations governing the operation of the PEI.
(4) The focus of the first year of the Principals' Executive Institute shall be to serve the twenty-seven principals from impaired schools and other experienced principals as identified by the South Carolina Leadership Academy of the Department of Education and as approved by the local public school districts which employ such principals.

(5) The creation of the Principals' Executive Institute shall not duplicate the State Department of Educations Leadership Academy programs but shall provide intensive, in-depth training in business principles and concepts as they relate to school management and the training and developmental programs for principals mandated under the 1998 Education Accountability Act.

SECTION 59-24-80. Formal induction program for first year principals.

Beginning with school year 1999-2000, each school district, or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. The program must include an emphasis on the elements of instructional leadership skills, implementation of effective schools research, and analysis of test scores for curricular improvement.

ARTICLE 3.

SCHOOL PRINCIPAL INCENTIVE PROGRAM

SECTION 59-24-100. Establishment and funding of school principal incentive program.

The State Board of Education acting with the assistance of the Education Oversight Committee shall cause to be developed and implemented a school principal incentive program to reward school principals who demonstrate superior performance and productivity. Funds for school principal incentive programs must be provided by the General Assembly in the annual general appropriation act.

SECTION 59-24-110. Guidelines for development of program; promulgation of regulations; distribution of funds to school districts on per principal basis.

The school principal incentive program must be developed based on the following guidelines:
(1) The State Board of Education shall identify incentive criteria in school year 1984-85. The State Board shall cause no more than three programs to be developed or selected in nine school districts in school year 1985-86. Pilot testing of no more than these three programs must occur in nine school districts, designated by the State Board upon the recommendation of the Education Oversight Committee, in school year 1986-87 and by regulation implemented statewide beginning with school year 1987-88.
(2) No school principals shall receive funds under the incentive program unless the individual meets or exceeds all eligibility standards set out in the district's program.
(3) Prior to the 1987-88 school year, the State Board, with the assistance of an advisory committee it appoints, and acting through the State Department of Education, shall establish by regulation an incentive program for rewarding and retaining principals who demonstrate superior performance and productivity.
(4) The incentive program shall include: (a) evaluation for instructional leadership performance as it related to improved student learning and development; (b) evaluation by a team which

includes school administrators, teachers, and peers; (c) evidence of self-improvement through advanced training; (d) meaningful participation of school principals in the development of the plan; and (e) working with student teachers whenever possible.
(5) Funds for the school principal incentive program must be distributed to the school districts of the State on a per principal basis. Principal incentive rewards may not exceed five thousand dollars a principal.
The State Board of Education shall promulgate regulations that ensure that the districts of the state utilize the funds in an appropriate manner and establish a procedure for redistributing funds from districts that do not require all of their allocations.

SECTION 59-24-120. Apprenticeship for principal.

The State Board of Education shall establish guidelines for selected school districts of this State to implement programs whereby persons who demonstrate outstanding potential as principals in the opinion of the district may be given the opportunity to serve an apprenticeship as a principal in the selected districts.

SECTION 59-24-130. Principal, defined.

For purposes of funds appropriated in the annual general appropriations act and program eligibility for the School Principal Incentive Program and the School Administrator Evaluation Program, the term "principal" also includes the administrative head of a career and technology center.

Title of Regulation: **Regulation No.:** **R 43-165.1**

PRINCIPAL EVALUATION PROGRAM **Effective Date:** 06/26/09

Constitutional and Statutory Provisions:

Sections:

59-5-60.	General powers of [State] Board.
59-24-40.	Development and adoption of statewide performance standards for principals; annual evaluation of principals; training program for principals receiving unsatisfactory rating.

S.C. Code Ann. Section(s) (1990) and S.C. Code Ann. Section(s) (Supp. 2000)

Descriptor Code: None

State Board Regulation:

43-165.1. Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP).

I. PURPOSE

The State Board of Education, through the South Carolina Department of Education, is required to adopt statewide performance standards and criteria that shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this state. School districts shall use the standards and procedures adopted by the State Board of Education for the purposes of conducting formal or informal evaluations and guiding the professional development of principals. Any principal whose performance on the formal evaluation is determined to be unsatisfactory must be formally evaluated the following year. Districts are to consider evaluation results in making reemployment decisions. However, satisfactory performance on an evaluation does not guarantee reemployment as a principal.

The South Carolina Department of Education shall ensure the implementation of the principal evaluation in the school districts.

Principals must be evaluated using the Performance Standards and Criteria for Principal Evaluation adopted by the State Board of Education. Additional performance standards and criteria may be established by the superintendent. As required by S.C. Code Ann. Section 59-24-30, the principal's annual professional development plan shall be established on the basis of the PADEPP performance standards and criteria and the school's renewal plan.

II. DEFINITIONS FOR THE PURPOSES OF THIS EVALUATION PROGRAM

A. PRINCIPAL: A principal is the chief administrative head or director of an elementary, middle, or secondary school or of a vocational, technical, special education, or alternative school. Induction principals are those serving for the first time as building-level principals. These principals are considered interim until the requirements of the Principal Induction Program (PIP) are completed. Experienced principals are those principals with one or more years of in-state or out-of-state experience as a principal.

B. EVALUATOR: The evaluator is the district superintendent and/or the superintendent's designee. All evaluators must have successfully completed the Office of School Leadership's (OSL) Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) training before evaluating principals.

C. EVALUATION INSTRUMENT: The evaluation instrument developed by the South Carolina Department of Education is based upon the PADEPP Performance Standards and Criteria and is available from the Office of School Leadership. In lieu of the state instrument, districts may request permission to use an alternative evaluation process that meets state requirements and national standards. This instrument must be approved by the South Carolina Department of Education and the State Board of Education.

D. EVALUATION CYCLE: The evaluation cycle shall be consistent with the school year as defined by law. At a minimum, principals shall be informally evaluated each year. Principals shall be formally evaluated at least once every three years.

III. PARTICIPATION

A. FIRST-YEAR PRINCIPALS

(1) First-year principals shall participate in an induction program as provided for in State Board of Education Regulation 43-167, "Principal Induction Program." Districts may elect to send principals with out-of-state experience to the Principal Induction Program in order to introduce them to South Carolina statutes, regulations, and performance standards.

(2) The superintendent or his or her designee shall provide the first-year principal with written and oral feedback relative to each performance standard and criterion. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

(3) The South Carolina Department of Education shall provide superintendents and their designees with training designed to enable them to support and evaluate their first-year principals. Specifically, the

training will ensure that participants have the knowledge and skills necessary to collect and document data relative to a principal's performance, analyze the data to identify strengths and weaknesses, provide feedback to the principal in terms of the PADEPP Performance Standards, and counsel, coach, and assist the principal to improve effectiveness. Additionally, the training will ensure that participants are prepared to formally evaluate the principal in a valid, reliable manner and to make a summative judgment regarding the principal's performance.

(4) The superintendent or his or her designee will observe, collect relevant data, and consult with the first-year principal on a regular and consistent basis.

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

B. EXPERIENCED PRINCIPALS

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

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

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

IV. PERFORMANCE STANDARDS AND CRITERIA

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

V. FORMAL EVALUATION PROCESS

A. The formal evaluation of each principal shall consist of both formative and summative phases.

(1) The formative phase shall begin with an initial review of the evaluation instrument by the evaluator with the principal. Regular conferences shall

be held to discuss the principal's progress and shall include an analysis of the data collected during the year.

(2) The summative phase shall provide for evaluative conclusions regarding the principal's performance based upon the data collected in the manner specified by the evaluation instrument. Upon completion of the evaluation, the evaluator will meet with the principal to discuss the findings in terms of each of the PADEPP Performance Standards, as well as the overall results. At the conclusion of the meeting, the evaluator and the principal shall sign the evaluation form, and a copy shall be given to the principal.

B. After reviewing the overall results of the formal evaluation, the principal and evaluator shall establish the principal's annual professional development plan on the basis of the identified strengths and weaknesses, as well as the school's renewal plan.

C. Each principal has the right to respond in writing to the completed principal evaluation instrument. This written response must be submitted to the evaluator within ten working days of the summative conference.

D. All appeals shall follow local school district policies and procedures governing the local appeal process.

VI. DISTRICT RESPONSIBILITIES

A. Each school district shall ensure that principals receive awareness training that includes

(1) The PADEPP Performance Standards and Criteria for Principal Evaluation,

(2) The PADEPP principal evaluation instrument, and

(3) Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)."

B. Each school district shall ensure that the district superintendent and the superintendent's designee(s) are trained as evaluators of principals.

C. Each school district shall designate one individual to be trained as a district coordinator for PADEPP. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation.

D. Each school district shall maintain principal evaluation data and shall ensure the confidentiality of the evaluation results in accordance with the Freedom of Information Act.

E. Each school district shall submit annual assurances and required principal evaluation data to the South Carolina Department of Education indicating compliance with this regulation and PADEPP implementation guidelines.

VII. SOUTH CAROLINA DEPARTMENT OF EDUCATION RESPONSIBILITIES

A. The South Carolina Department of Education shall ensure that the PADEPP is appropriately implemented by each school district in accordance with this regulation and PADEPP implementation guidelines.

B. The South Carolina Department of Education shall collect from school districts

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

(2) annual assurances that the Program for Assisting, Developing, and Evaluating Principal Performance is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.

C. The South Carolina Department of Education shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.

VIII. TRAINING REQUIREMENTS

A. Each school district shall ensure that principals receive awareness training that includes

(1) the Standards and Criteria for Principal Evaluation,
(2) the selected principal evaluation instrument, and
(3) Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating Principal Performance."

B. Each school district shall ensure that the district superintendent and the superintendent's designee(s) are trained as evaluators of principals.

C. Each school district shall designate one individual to be trained as a district coordinator for the Program for Assisting, Developing, and Evaluating Principal Performance. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation.

D. The State Department of Education shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.

IX. PROGRAM IMPLEMENTATION AND ADMINISTRATION

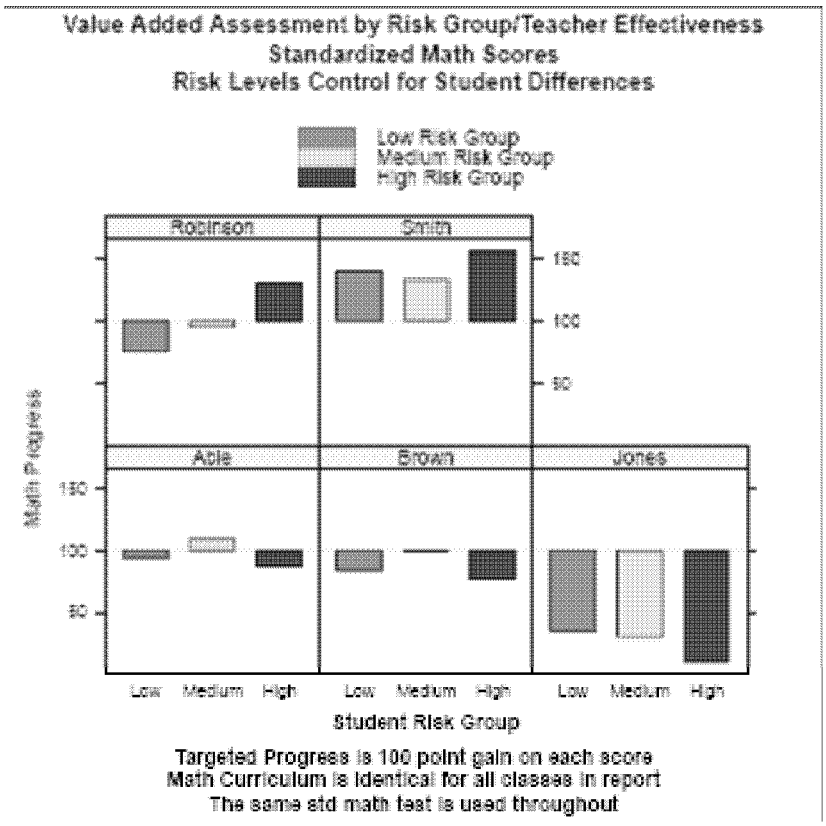
A. The State Department of Education shall ensure that the Program for Assisting, Developing, and Evaluating Principal Performance is appropriately implemented by each school district in accordance with this regulation.

B. Local school districts shall provide annual assurances to the Department that the Program for Assisting, Developing, and Evaluating Principal Performance is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.

Appendix D2C
South Carolina 9+ Project
Value Added Assessment (VAA)

South Carolina (SC) has a progressive track record in addressing value added assessment (VAA); student, school, and district risk assessment; and turnaround school strategies. Using state resources provided by the South Carolina Education and Economic Development Act (EEDA), the State has developed a solid, reliable, and equitable VAA system over the past three years. The system, developed by the National Dropout Prevention Center (NDPC) through a project called The South Carolina 9+ Project (SC9+) is currently being implemented in nine school districts with high-risk student populations selected by the South Carolina Department of Education (Department). NDPC has developed a predictive analytic model with a risk management portal that can identify which individual students and schools are most at risk. The model is based on school-based longitudinal data and provides a unique data pattern for each student and school. It also has the capacity to measure the success or failure of interventions utilizing summative, interim, and formative assessments to measure student progress and determine teacher and school effectiveness.

The SC9+ VAA model uses Generalized Additive Model technology, a modern form of multiple regressions, which overcomes the limitations of traditional Multiple Linear Regression via adaptive selection of transformations. SC9+ uses this model to classify risk levels of students into low, medium-, and high-risk categories. Below is an example of the SC9+ VAA model with real world data that measures student progress within each risk group.

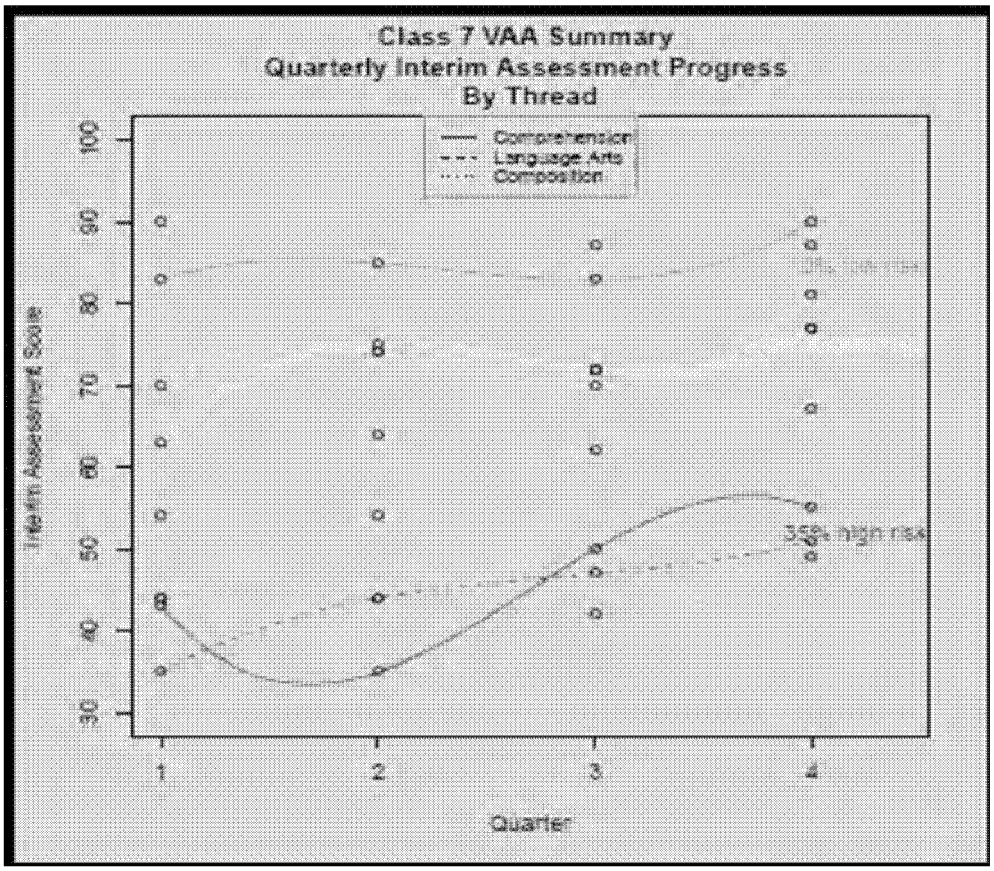


The SC9+ VAA is an accurate measure of teacher effectiveness because it handicaps the progress made by the teacher according to realistic expectations for each student risk group. The teacher with a

classroom of high-risk students is not penalized for the difficult challenge with which he or she is presented. Where socio-economic status indicators are available for use in the initial model, these factors are accounted for in a way not possible with other VAA models.

With the use of interim assessment tools, multiple threads of student progress can be monitored on a continuous basis. SC9+ combines these results by partitioning students into risk groups and presenting the data at the school, district, classroom and individual levels via user-friendly, browser-accessible, secure risk management portals for close monitoring of student progress in multiple dimensions which are accessible anywhere, anytime.

The chart below, which illustrates the SC9+ VAA model using the NWEA Measures of Academic Progress interim assessment, shows all student groups have made progress in all threads, despite some temporary regression in Q2 for Comprehension in the high-risk group and Language Arts in the low risk group.



Extensive research on measuring student progress and achievement shows that the skilled use of formative assessments has a significant, positive effect on student learning (Black and Wiliam, 1998; Heritage, 2007; Stiggins and DuFour, 2009). According to the National Academy of Sciences in their approach to Race to the Top, short-term, "formative" feedback for program improvement, and longer-term, "summative" information to judge program impact, should be required in a VAA model.'

The NDPC 9+VAA model uses formative assessment to help teachers modify instruction to meet student needs. Using formative evaluation tools gives teachers an early impression of student misconceptions and provides more time for teachers to adjust their instructional plans. Formative evaluation identifies ways to adjust or improve program implementation in real time. This type of evaluation does not influence the implementation of the policy or program; rather, it documents the extent of intended and unintended outcomes using a rigorous research design and statistical methods.

One major finding about other VAA models being used around the country is that too few schools using these models appear to be using output data in formative ways (Raudenbush, 2004). Morgan (2002) found that confusing data reports and a lack of training for teachers and administrators in how to understand the data reports were preventing schools and teachers from using value-added data to improve student learning and achievement.

The students in districts and schools using other value-added models did not benefit strategically from their districts' or schools' involvement as expected. The significant benefit of the NDPC 9+VAA approach, on the other hand, is that it promotes the continuous use of formative, interim, and summative assessments to inform and differentiate instruction for school personnel to meet the academic needs of individual students. The NDPC program immediately provides teachers with anytime, anywhere access to secure, predictive analytic portals that use the VAA results to help provide teachers and schools with the necessary targeted individual and school-wide interventions to promote continuously improving instruction.

Summary

A VAA model that relies on a single summative assessment is not a valid measure of growth for students whose achievement levels are too low to be measured. This is particularly troublesome for economically disadvantaged students or students with disabilities. Additionally, VAA models that do not account for important school and non-academic risk factors fail to fully control for classroom differences and are, therefore, unable to provide objective comparisons between teachers who work with different student populations.

The NDPC 9+VAA model, however, establishes and implements a comprehensive, persistent, and balanced, formative, interim, and summative assessment system that provides ongoing feedback to teachers regarding their performance that is based on objective measures of student achievement and growth outcomes.

Unlike other, well known VAA models, the NDPC VAA includes locally and culturally representative school risk factors such as truancy and discipline as well as nonacademic risk factors such as socioeconomic status, cultural values, and community behavior patterns which may include delinquency, substance abuse, gangs, and youth violence as factors influencing student growth and academic progress.

Appendix D2D
SAFE-T Guidelines

Summative ADEPT Formal Evaluation
of
Classroom-Based Teachers

SAFE-T

A GUIDE FOR TEACHERS AND EVALUATORS

Issued by the
South Carolina Department of Education

Jim Rex, PhD
State Superintendent of Education

June 2009

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Preface

The Summative ADEPT Formal Evaluation of Teachers (SAFE-T) is one of the major components of South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all of them occur throughout each phase of a teacher's career continuum. However, the emphasis placed on each process differs according to the needs and the career stage of the particular teacher.

Although much of the ADEPT system focuses on capacity-building and continuous improvement (i.e., assisting and developing), the formal evaluation stage signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made on the basis of teaching performance. To understand the importance of maintaining the integrity of the ADEPT formal evaluation process, consider the implications:

- Educators are required to successfully complete an ADEPT formal evaluation at the annual-contract level in order to (1) advance to a professional teaching certificate and (2) be eligible for employment at the continuing-contract level.
- Educators who fail two ADEPT formal evaluations while employed at the annual-contract level must have their teaching certificates suspended for a minimum of two years. These individuals must also complete a remediation plan developed by the South Carolina Department of Education before becoming eligible for certificate reinstatement.
- Educators' ADEPT formal evaluation results from their school districts are reported back to the respective institutions of higher education (IHEs) in South Carolina from which the educators received their teacher training. These evaluation results are used to rate IHEs and are reflected on each institution's Title II (IHE) report card.

Given appropriate preparation and support during the previous stages, most teachers are successful in achieving the high level of performance defined by the ADEPT standards. Nonetheless, the formal evaluation process is an important part of quality assurance.

Introduction to SAFE-T

As part of the ADEPT system, SAFE-T is South Carolina's primary formal evaluation model for classroom-based teachers. SAFE-T is *not* intended to be used to evaluate special area personnel, including library media specialists, school guidance counselors, and speech-language therapists.

Application of SAFE-T

In order to qualify for advancement to a professional teaching certificate and/or to become eligible for employment under a continuing contract, educators must successfully complete an ADEPT formal evaluation at the annual-contract level. The following requirements apply to the use of SAFE-T for the purpose of certificate and/or contract advancement:

- Teachers must be evaluated in an area or areas in which they are *fully certified* at the time of the evaluation.
- Teachers must be employed *at least half-time* (i.e., FTE = $\geq$0.5) at the annual-contract level at the time they are evaluated in order to qualify for certificate advancement.

SAFE-T Timelines

SAFE-T must cover a minimum of 90 working days over the course of the academic year and must consist of two evaluation periods: a **preliminary evaluation period** and a **final evaluation period**. Each evaluation period must include the following procedures: (1) the collection of all required data, (2) the compilation of the dossier, (3) the independent reviews of the dossier by each evaluator, (4) the evaluators' consensus meeting, and (5) the conference with the teacher. The preliminary and final evaluation periods should be roughly equal in length, with each evaluation period covering approximately 45 working days.

The preliminary (i.e., first) evaluation period must begin on or after the date that the teacher orientation is held. The entire preliminary evaluation period must occur during the first semester of the school year. The preliminary evaluation results are intended to serve as a "progress report" to the teacher. Additionally, the members of the evaluation team use the preliminary evaluation results to help determine data collection requirements for the final evaluation period.

At least a portion of the final evaluation period must occur during the second semester of the school year. The final evaluation period must end prior to the dates that contracts are issued annually (i.e., April 15).

Each school district must include the dates of the formal evaluation period in its annual ADEPT plan. All evaluators, as well as teachers who are scheduled to undergo formal evaluation, must be informed in advance of these dates.

SAFE-T Teams

An evaluation team must be appointed for each teacher who is scheduled for formal evaluation. Each member of the evaluation team must have met all SAFE-T evaluator training requirements. One member of the evaluation team must be designated to serve as the chair.

Each SAFE-T evaluation team must consist of a minimum of two members. One evaluator must be a school- or district-level administrator or supervisor, and at least one evaluator must possess a knowledge of the content being taught by the teacher who is being formally evaluated.

A minimum of three evaluators is required for teachers who are scheduled to undergo a **highly consequential formal evaluation**. A highly consequential formal evaluation applies to teachers who are employed at the annual-contract level and who fall into either of the following categories: (1) any teacher who has failed his or her "annual-formal 1" evaluation and who is now undergoing an "annual-formal 2" evaluation, or (2) any teacher who is returning to the field following an ADEPT-related certificate suspension and is being given one final opportunity to successfully complete a formal evaluation.

Classroom observations that are made as part of the data-collection process must be conducted by at least two of the three evaluators. However, all three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

SAFE-T Orientation

The school district must ensure that all classroom-based teachers scheduled for formal evaluation receive a *comprehensive* orientation to SAFE-T prior to the beginning of the evaluation process. The orientation may be presented to the teachers in a group setting or on an individual basis. The orientation must be presented by one or more certified SAFE-T evaluators or trainers and must include, at a minimum, both written and oral explanations of the ADEPT Performance Standards, the SAFE-T process, the evaluation

timeline or calendar, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

Additionally, prior to the beginning of the preliminary evaluation period, each teacher must be informed of the names of the members of his or her evaluation team.

ADEPT Performance Standards
For Classroom-Based Teachers

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains, as follows:

Domain 1: Planning

APS 1	Long-Range Planning
APS 2	Short-Range Planning of Instruction
APS 3	Planning Assessments and Using Data

Domain 2: Instruction

APS 4	Establishing and Maintaining High Expectations for Learners
APS 5	Using Instructional Strategies to Facilitate Learning
APS 6	Providing Content for Learners
APS 7	Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

APS 8	Maintaining an Environment That Promotes Learning
APS 9	Managing the Classroom

Domain 4: Professionalism

APS 10	Fulfilling Professional Responsibilities

Each of the APSs contains a set of ***key elements***—the critical components of the standard. The key elements are essential to the standards; however, the descriptions and examples that follow each of the key elements are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicators. For example, in Domain 1 (Planning), APS 1 (Long-Range Planning), the first key element is described as follows:

1.A **The teacher obtains stud** *This is the key element.* **mation to determine the learning needs of all students, and** **uctional planning.**

The teacher begins the long-range planning process by gaining a thorough understanding of students' p and socioeconomic background from a variety of sources, inc ation programs) and individuals , service providers, parents, and fies the factors that are likely to develop appropriate plans for meeting the diverse needs of his or her students.

These are the descriptions and examples. They are not intended to be used as a mandatory "checklist." Remember that even a great teacher doesn't necessarily do all of these things all of the time!

REQUIRED DATA SOURCES AND EVIDENCE DOCUMENTATION

SAFE-T includes multiple sources of evidence that reflect the teacher's performance relative to each of the ten APSs and their related key elements. During the SAFE-T process, evidence is collected from six sources and documented via teacher templates (TT) and evaluator templates (ET). All evidence documentation, either as hard copy or in electronic format, is placed in a **dossier**. The chair of the evaluation team is responsible for maintaining the dossier and for ensuring that all required evidence documentation is included. Near the end of the evaluation period, the chair should organize the contents of the dossier, as follows:

Evidence Documentation	Related APS(s)	Completed and submitted by. . .
Long-range plan (TT1)	APS 1	the teacher
Unit work sample (TT2)	APSs 2–3	the teacher
Classroom observation record (ET1) following integral classroom observation #1	APSs 4–9	evaluator #1
Reflection on instruction and student learning (TT3) following integral classroom observation #1	APSs 4-9	the teacher
Classroom observation record (ET1) following integral classroom observation #2	APSs 4–9	evaluator #2
Reflection on instruction and student learning (TT3) following integral classroom observation #2	APSs 4-9	the teacher
Optional: Additional integral classroom observation record(s) with accompanying reflections, and/or walk-through observation records.		
Professional review (ET2)	APS 10.A–D	the administrator(s)
Professional self-assessment (TT4)	APS 10.E	the teacher

The team chair must ensure that the *entire contents* of the dossier are made available to each member of the evaluation team in sufficient time for each evaluator to conduct an independent review of the dossier according to the criteria described in the **SAFE-T Summary** (ET3) prior to the consensus meeting at the end of each evaluation period (i.e., preliminary and final).

LONG-RANGE PLANS

About Long-Range Plans

A long-range plan (LRP) is the blueprint for teaching an entire course. For the purposes of SAFE-T, a *course* is defined as a specified subject taught to a specified group (class) of students during a specified time frame (typically a semester or a year). At the elementary school level, language arts taught to a class of fourth graders would be an example of a year-long course. At the secondary level, biology taught

during a second-period class to students from a variety of grade levels would be an example of a semester-long course.

A long-range plan is, in effect, an extended course syllabus. Much like a traditional course syllabus, the LRP provides a description of the intended outcomes (i.e., goals) for the students, the content (i.e., instructional units) and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. These components of the LRP may be completed either independently or in collaboration with other teachers in the school and/or district who teach the same subject. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context, most particularly, a description of the students in the course. Obviously, the "student information" component of the LRP is unique to each course.

In SAFE-T, the long-range plan becomes part of the teacher's dossier and provides evidence relative to APS 1 (Long-Range Planning).

LRP Requirements for SAFE-T

For the purposes of SAFE-T, a minimum of **one LRP** is required for submission during each evaluation period (i.e., preliminary and final), as follows:

- No later than two weeks following the beginning of the evaluation cycle, and prior to the development of the LRP, the evaluation team must select and/or approve in writing the course that the teacher's LRP will address. The teacher must develop and submit the LRP within two weeks of receipt of the written notification, unless an extension is approved by the chair of the evaluation team.

- During the preliminary evaluation period, all early childhood teachers must develop a long-range plan in the area of language or preliteracy *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments.

- During the preliminary evaluation period, all elementary teachers through grade three must develop a long-range plan in the area of English language arts or reading *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments.

At the discretion of the local school district, teachers may be required to submit more than one LRP per evaluation period so long as

- the district applies this requirement uniformly to all teachers who are undergoing SAFE-T;
- teachers are informed of this requirement both orally and in writing during their orientation to SAFE-T; and
- evaluators are informed of this requirement both orally and in writing before the beginning of the evaluation period.

LRP Contents

In completing the long-range plan, the teacher may use either SAFE-T Teacher Template 1 (TT1: Long-Range Plan) or a format that is designed and/or approved by the district. In either case, the following components, including all reflection questions, must be addressed.

The long-range plan consists of five sections that correspond to the five key elements in APS 1. Each section includes a reflection question that the teacher must address. Teachers are expected to respond to each reflection question in approximately 150 words or less, unless permission to exceed this length is received in advance from the evaluation team chair.

LRP Section I: Student Information. This section relates to Key Element 1.A and includes the following two components:

- A description of the specific information about students that the teacher feels will have the most impact on instructional planning and delivery. A maximum of five types of information (e.g., reading levels, motivation) may be included.
- The teacher's response to the following two-part reflection question: *(1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?*

LRP Section II: Long-Range Learning and/or Developmental Goals. This section relates to Key Element 1.B and includes the following two components:

- A description of the long-range learning and/or developmental goals that the teacher has established for the students in this course. A maximum of ten goals may be included.
- The teacher's response to the following reflection question: *Of the long-range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?*

LRP Section III: Instructional Units. This section relates to Key Element 1.C and includes the following two components:

- A sequential listing of the units (or a brief description of the unit topics) and the approximate length of each unit.
- The teacher's response to the following reflection question: *How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?*

LRP Section IV: Assessment of Student Performance. This section relates to Key Element 1.D and includes the following two components:

- A description of (1) the major course assessments, (2) the evaluation criteria for the course, (3) the way(s) in which the teacher will report overall student progress and achievement, and (4) the teacher's system for maintaining records of student progress and achievement for this course.

- The teacher's response to the following two-part reflection question: *(1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for the course (e.g., What the student needs to do to make an A.) as well as (b) the reports they receive regarding the student's overall progress and achievement in the course?*

LRP Section V: Classroom Management. This section relates to Key Element 1.E and includes the following two components:

- A description of the teacher's expectations for student behavior during instruction and during noninstructional routines.

- The teacher's response to the following reflection question: *What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?*

LRP Notes for Teachers (Step-By-Step)

Step 1 Request and receive written LRP course approval from the evaluation team.

Step 2 Complete the LRP for the approved course. (Reminder: Responses to the reflection questions should be limited to approximately 150 words per question.)

Step 3 Submit a copy of the completed LRP to the chair of the evaluation team within two weeks of receipt of the written LRP course approval.

Step 4 Remember that the LRP is a dynamic document that should be reviewed on a regular basis and revised as necessary. Be sure to submit a copy of any revised LRP for the course to the evaluation team chair for inclusion in the dossier.

LRP Notes for Evaluators (Step-By-Step)

Step 1 No later than two weeks following the beginning of the evaluation period, the evaluation team selects and/or approves the LRP course and notifies the teacher in writing.

Step 2 The chair receives a copy of the completed LRP from the teacher and places the document in the dossier.

Step 3 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a

SAFE-T Summary (ET3). Judgments for key elements APS 1.A–E are based on the teacher's long-range plan.

Step 4 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 5 The evaluation team must also make a consensus-based decision regarding the LRP requirements for the teacher for the final evaluation cycle, as follows:

- If the preliminary evaluation consensus judgment indicates that **one or more of the key elements of APS 1 are *not met***, the teacher must submit another LRP, either in the same course or in another course that the teacher is responsible for teaching during the final evaluation cycle. The evaluation team determines the LRP course, and the LRP process is repeated during the final evaluation cycle.

- If the preliminary evaluation consensus judgment indicates that **all key elements of APS 1 are *met***, the evaluation team must reach consensus on one of the following two options:

  - The evaluation team may waive the requirement that the teacher submit another LRP during the final evaluation cycle. In this case, the preliminary judgments of *met* for the five APS 1 key elements become the final evaluation judgments for these key elements.

    or

  - The evaluation team may require the teacher to submit another LRP during the final evaluation cycle, either in the same course or in another course that the teacher is responsible for teaching. The evaluation team determines the LRP course, and the LRP process is repeated during the final evaluation cycle.

UNIT WORK SAMPLES

About Unit Work Samples

The purpose of the unit work sample is to demonstrate and document the teacher's effectiveness in promoting student achievement. In the context of the unit work sample, student achievement is defined as measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time. The unit work sample provides the evidence regarding the teacher's performance relative to APS 2 (Short-Range Planning of Instruction) and APS 3 (Planning Assessments and Using Data).

The SAFE-T unit work sample process and template were adapted from The Renaissance Partnership for Improving Teacher Quality Project (http://fp.uni.edu/itq).

Criteria for Unit Selection

A ***unit*** is defined as a set of integrated lessons designed to accomplish learning objectives related to one or more curricular themes, areas of knowledge, and/or general skills or processes.

The following criteria apply to *selecting the unit* for the unit work sample:

- The unit must be selected from among those listed in the teacher's long-range plan that was submitted to the evaluation team.
- Integrated units that combine an LRP unit with one or more other courses are permitted as long as all unit work sample requirements can be addressed.
- Since the purpose of the unit work sample is to analyze student growth, the unit work sample can **not** be based on the first unit in the instructional sequence, as indicated in the LRP.
- The unit must be completed in its entirety, from beginning to end, during the evaluation cycle.
- The unit must cover a minimum of two or more weeks. In rare instances where a teacher is unable to design a unit that is two or more weeks in length, the teacher must request approval from the evaluation team to select two instructional units to complete during the evaluation cycle. In this event, the entire unit work sample process must be followed for each unit of instruction.

Unit Work Sample Contents

In completing the unit work sample, the teacher may use either SAFE-T Teacher Template 2 (TT2: Unit Work Sample) or a format that is designed and/or approved by the district. In either case, the following components must be addressed.

The unit work sample (UWS) consists of six sections that correspond to the six key elements in APSs 2 and 3. Each section includes a reflection question that the teacher must address. Teachers are expected to respond to each reflection question in approximately 150 words or less, unless permission to exceed this length is received in advance from the evaluation team chair.

UWS Section I: Major Unit Objectives. This section relates to Key Element 2.A and includes the following two components:

- A description of the major unit objectives. A maximum of five objectives may be included.
- The teacher's response to the following reflection question: *How did you craft these objectives so that the students understand both the objectives and their relevance?*

UWS Section II: Unit Plan. This section relates to Key Element 2.B and includes the following two components:

- A description of the instructional plan (i.e., the sequence of steps that the teacher will need to follow if the students are to achieve the unit objectives). A maximum of ten steps may be included.
- The teacher's response to the following reflection question: *How does this instructional plan establish a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual students?*

UWS Section III: Unit Assessments. This section relates to Key Element 3.A and includes the following two components:

- A list or description of the key unit assessments, and an indication of whether each assessment is either *teacher-made* or *commercially available*. A copy of each teacher-made assessment must be included in the dossier.

- The teacher's response to the following reflection question: *How did you determine that your assessments are valid and reliable for all students?*

UWS Section IV: Analysis of Student Performance. This section relates to Key Element 3.B and includes the following two components:

- A description of the way(s) in which the teacher analyzed student performance, and the findings of this analysis.

- The teacher's response to the reflection question: *In what way(s) did this information (a) increase your understanding of individual students' strengths and weaknesses and (b) help you determine specific aspects of instruction that need to be modified?*

UWS Section V: Response to Formative Analysis. This section relates to Key Element 2.C and includes the following component:

- The teacher's response to the following reflection questions: (1) *Did you need to adjust your plan as you progressed through this unit? Why or why not? (2) Do you foresee the need to make adjustments (a) to future unit plans for this group of students and (b) to this unit plan if and when you teach this unit again to a different group of students? Why or why not?*

UWS Section VI: Summative Results. This section relates to Key Element 3.C and includes the following two components:

- A description of the way(s) in which the teacher determined the students' grades (or other performance indicators) for the unit, and the overall results for the students.

- The teacher's response to the following reflection question: *Based on the overall results, did the students gain from this unit all that you expected? Why or why not?*

UWS Notes for Teachers (Step-By-Step)

Step 1 Review the LRP and select an appropriate unit (see the **Criteria for Unit Selection** above).

Step 2 Prior to teaching the unit, complete sections I, II, and III of the unit work sample. (Reminder: Responses to the reflection questions should be limited to approximately 150 words per question.)

Step 3 Teach the unit.

Step 4 Complete sections IV, V, and VI of the unit work sample. (Reminder: Responses to the reflection questions should be limited to approximately 150 words per question.)

Step 5 Submit a copy of the completed unit work sample to the chair of the evaluation team for inclusion in the dossier.

Step 6 Maintain samples of all evidence that is described in the unit work sample (e.g. student work, completed formative and/or summative assessments that include any teacher feedback that was provided, grade records and reports, and the like). The teacher must maintain this evidence throughout the entire evaluation year and must make this evidence available to the evaluator(s), upon request.

UWS Notes for Evaluators (Step-By-Step)

Step 1 The chair receives a copy of the completed unit work sample from the teacher and places the document in the dossier. For the purpose of clarifying or gathering additional information about the unit work sample, one or more members of the evaluation team may review samples of student work, completed formative and/or summative assessments, teacher feedback, grade records, and the like.

Step 2 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a **SAFE-T Summary (ET3)**. Judgments for key elements APS 2.A–C and APS 3.A–C are based on the teacher's unit work sample.

Step 3 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 5 The evaluation team must also make a consensus-based decision regarding the unit work sample requirements for the teacher for the final evaluation cycle, as follows:

- If the preliminary evaluation consensus judgment indicates that **one or more of the key elements of APSs 2 and 3 are *not met***, the teacher must submit another unit work during the final evaluation cycle. (Note: Since the unit work sample must be aligned with the teacher's LRP, the evaluation team must determine whether or not another LRP is needed for the final evaluation cycle.) The unit work sample process is then repeated during the final evaluation cycle.

- If the preliminary evaluation consensus judgment indicates that **all key elements of APSs 2 and 3 are *met***, the evaluation must reach consensus on one of the following two options:

  - The evaluation team may waive the requirement that the teacher submit another unit work sample during the final evaluation cycle. In this case, the preliminary judgment of *met* for each of the six key elements of APSs 2 and 3 become the final evaluation judgments for these key elements.

    or

- The evaluation team may require the teacher to submit another unit work sample during the final evaluation cycle. (Note: Since the unit work sample must be aligned with the teacher's LRP, the evaluation team must determine whether or not another LRP is needed for the final evaluation cycle.) The unit work sample process is then repeated during the final evaluation cycle.

CLASSROOM OBSERVATIONS AND REFLECTIONS ON INSTRUCTION AND STUDENT LEARNING

About Classroom Observations

The purpose of classroom observations is to gather information about the teacher's *typical* teaching performance. Classroom observations provide evidence relative to APSs 4–9.

The required classroom observations for SAFE-T are known as *integral classroom observations*. Each integral classroom observation must be unannounced, must cover a complete lesson (including before and after transitions) or be at least 45 minutes in length, and must provide valid evidence relative to all key elements in APSs 4–9.

Integral Classroom Observations: Notes for Teachers

Since all integral classroom observations are unannounced, the teacher does not need to engage in any *special* preparation prior to the observations. *If* the district and/or school requires teachers to prepare written lesson plans, the lesson plan for the observed lesson is subject to review, at the request of the observer/evaluator.

Integral Classroom Observations: Notes for Evaluators

A minimum of two integral classroom observations (i.e., at least one per evaluator) must be conducted during each evaluation period. Both of these required observations must be conducted in a course for which a long-range plan was submitted. By the end of the school year, a minimum of four integral observations (i.e., at least two per evaluator) must have been conducted. Additional integral observations may be conducted in any course, at the discretion of the evaluation team.

Integral classroom observations in the same course must be conducted a week apart, at a minimum.

Following each integral classroom observation, the evaluators complete Evaluator Template 1 (ET1: Classroom Observation Record). The purpose of the observation record is to ensure that the observer collects data relative to *every* key element in APSs 4–9. Once completed, all observation records are placed in the dossier.

A minimum of three evaluators is required for teachers who are scheduled to undergo a **highly consequential formal evaluation**. A highly consequential formal evaluation applies to teachers who are employed at the annual-contract level and who fall into either of the following categories: (1) any teacher who has failed his or her "annual-formal 1" evaluation and who is now undergoing an "annual-formal 2" evaluation, or (2) any teacher who is returning to the field following an ADEPT-related certificate suspension and is being given one final opportunity to successfully complete a formal evaluation.

In these instances, integral classroom observations must be conducted by at least two of the three evaluators. However, all three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

Walk-Through Classroom Observations (optional): Notes for Evaluators

In addition to the required integral classroom observations, evaluators may conduct optional walk-through observations as often as needed. However, data gathered from walk-through observations may be applied to SAFE-T for the following purposes only:

- To determine the need for additional integral classroom observations;
- To determine the need for the teacher to develop another long-range plan and/or a unit work sample, either in the same course or in a another course that the teacher is responsible for teaching, during a subsequent evaluation period; and/or
- To follow-up on specific instructional weaknesses that were identified during a previous integral classroom observation.

Notes from an evaluator's walk-through observation may be included in the dossier *only* if the content applies to one or more of the three purposes described above.

About Reflections on Instruction and Student Learning

The purpose of the reflections is to provide insight into the teacher's perspective of the lesson following each integral classroom observation. These reflections, which become part of the dossier, provide additional evidence regarding the teacher's performance relative to APSs 4–9.

Each written reflection on the lesson must include, but need not be limited to, the teacher's responses to the following nine sets of questions:

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson?* (APS 4.A–C)
2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged?* (APS 5.A–C)
3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize this content?* (APS 6.A–C)
4. *How did you assess student learning during the lesson? What were the results?* (APS 7.A)
5. *Did you need to make any adjustments during the lesson? Why or why not?* (APS 7.B)
6. *What types of feedback did or will you provide to the students regarding their performance, and why?* (APS 7.C)
7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively?* (APS 8.A–C; APS 9.A–C)

8. *What decisions did you make regarding subsequent instruction for these students, and why?* (APSs 4–9)

9. *What did you learn as a result of teaching this lesson?* (APSs 4–9)

Reflections on Instruction and Student Learning: Notes for Teachers

Following each integral classroom observation, the teacher completes a written reflection. The teacher may use Teacher Template 3 (TT3: Reflection on Instruction and Student Learning) to prepare these reflections, at the discretion of the school district. Responses to each of the nine sets of reflection questions should average approximately 100 words or less per question. The teacher must submit the completed document to the chair of the evaluation team within seven calendar days of the observation unless an extension is approved by the evaluation team chair. All reflections on instruction and student learning become part of the dossier.

Observation and Reflection Decisions: Notes for Evaluators

Step 1 The chair receives a copy of the Classroom Observation Records (ET1s) completed by the evaluators as well as the Reflections on Instruction and Student Learning (TT3s) completed by the teacher, and places all documents in the dossier.

Step 2 The chair organizes the dossier so that each Classroom Observation Record (ET1) is followed by the accompanying Reflection on Instruction and Student Learning (TT3). In other words, the ET1 for the first integral classroom observation should be followed by the TT3 for the first integral classroom observation, followed by the ET1 and TT3 for the second observation, and so forth.

Step 3 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a **SAFE-T Summary** (ET3). Judgments for the 18 key elements in APSs 4–9 are based on the preponderance of evidence found in both the Classroom Observation Records (ET1s) *and* the Reflections on Instruction and Student Learning (TT3s).

Step 4 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 5 Integral classroom observations and accompanying reflections are required during *both* the preliminary and final evaluation periods.

PROFESSIONAL PERFORMANCE REVIEWS AND SELF-ASSESSMENTS

About Professional Performance Reviews

Near the end of each evaluation period, the building principal and/or other designated school- or district-level administrators complete written reviews of the teacher's professional performance. Members of the evaluation team also have the option of submitting evidence regarding the teacher's professional performance during the evaluation process. These reviews, which become part of the dossier, provide evidence regarding the teacher's performance relative to APS 10.A–D.

In completing this report, administrator(s) may use Evaluator Template 2 (ET2: Professional Performance Review).

The administrator(s) must submit a copy of the completed review to the chair of the evaluation team on or before the date designated in the district's annual formal evaluation calendar. The review then becomes part of the dossier. Additionally, members of the evaluation team have the option of completing all or part of a Professional Performance Review (ET2) regarding the teacher's professional performance during the evaluation process, and including this information in the dossier.

One or more professional reviews must be completed during both the preliminary and final evaluation cycles and must be included in the dossier.

Professional Performance Reviews: Notes for Evaluators

Step 1 The chair receives a copy of the Professional Performance Review(s) (ET2s) completed by one or more administrators and places the document(s) in the dossier. Any Professional Performance Reviews (ET2s) completed by the evaluators are also placed in the dossier.

Step 2 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a **SAFE-T Summary** (ET3). Judgments for key elements 10.A–D are based on the administrator's Professional Performance Review (ET2).

Step 3 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 4 One or more administrators must complete a Professional Performance Review (ET2) during *both* the preliminary and final evaluation periods.

About Professional Self-Assessments

The purpose of the professional self-assessment is to provide insight into the teacher's perspective regarding his or her current knowledge and skills and future growth as a professional. These self-assessments, which become part of the dossier, provide evidence relative to APS 10.E.

The professional self-assessment must include, but need not be limited to, the teacher's reflections on his or her strengths and weaknesses and insights into ways to enhance student learning. This self-assessment becomes the basis from which the teacher drafts a professional growth and development goal.

Professional Self-Assessments: Notes for Teachers

The teacher may use Teacher Template 4 (TT4: Professional Self-Assessment) to prepare the professional self-assessment, at the discretion of the school district.

Near the end of the evaluation cycle, the teacher must submit a copy of the completed professional self-assessment to the chair of the evaluation team on or before the date specified by the district. The professional self-assessment then becomes part of the dossier.

Professional Self-Assessments: Notes for Evaluators

Step 1 The chair receives a copy of the completed Professional Self-Assessment (TT4) from the teacher and places the document in the dossier.

Step 2 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a **SAFE-T Summary** (ET3). The judgment for key element APS 10.E is based on the teacher's Professional Self-Assessment (TT4).

Step 3 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 5 The evaluation team must also make a consensus-based decision regarding the professional self-assessment requirements for the teacher for the final evaluation cycle, as follows:

- If the preliminary evaluation consensus judgment indicates that **key element 10.E is *not met***, the teacher must submit another professional self-assessment during the final evaluation cycle.

- If the preliminary evaluation consensus judgment indicates that **key element 10.E is *met***, the evaluation team must reach consensus on one of the following two options:
  - The evaluation team may waive the requirement that the teacher submit another professional self-assessment during the final evaluation cycle. In this case, the preliminary judgment of *met* for key element 10.E becomes the final evaluation judgment for this key element.

    or
  - The evaluation team may require the teacher to submit another professional self-assessment during the final evaluation cycle.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

Preliminary Evaluation Period. At the end of the preliminary evaluation period, the evaluation team must ensure that a professional growth and development plan is put into place for the teacher, as follows:

- If the teacher receives a preliminary evaluation judgment of *met* on all key elements, and if no areas for improvement were identified and reported on the SAFE-T Summary (ET3), the teacher may pursue the goal that he or she proposed on the Professional Self-Assessment (TT4). In this case, the teacher's proposed goal becomes the basis for his or her professional growth and development plan as a precursor to research and development goals-based evaluation (GBE).

  or

- If the teacher receives a preliminary evaluation judgment of *not met* on any of the key elements, or if areas for improvement (AFIs) were identified and reported on the SAFE-T Summary (ET3), the teacher must receive a competence-building professional growth and development plan that addresses these AFIs. In this case, the goal that the teacher proposed on his or her Professional Self-Assessment (TT4) may be deferred until a later date.

Final Evaluation Period. At the end of the final evaluation period, the evaluation team may exercise one of three options, at the discretion of the school district, as follows:

- The evaluation team may waive developing a professional growth and development plan for the teacher. In this event, the evaluation team must ensure that all identified areas for improvement are accurately and clearly described on the SAFE-T Summary (ET3). Additionally, the school district in which the teacher is employed during his or her next year of teaching must ensure that a professional growth and development plan is in place for the teacher no later than the 20th day of school.

  or

- The evaluation team may allow the teacher to continue with the professional growth and development plan that was developed at the end of the preliminary evaluation period, if the plan is consistent with the final evaluation results.

  or

- The evaluation team may develop a new professional growth and development plan for the teacher, based on the final evaluation results.

INDEPENDENT EVALUATOR JUDGMENTS

At the end of each evaluation period (i.e., preliminary and final), the team chair must ensure that the entire contents of the dossier are made available to each member of the evaluation team in sufficient time for each evaluator to conduct an independent review of the dossier prior to the consensus meeting. Each evaluator then reviews the dossier and records his or her independent judgment for each key element, along with the rationales for these judgments, on his or her working copy of a SAFE-T Summary (ET3).

CONSENSUS MEETINGS

The team chair must schedule a consensus meeting that must be held at the end of each evaluation period (i.e., preliminary and final). All members of the evaluation team must participate in this meeting. All evaluators are to bring the working copies of their independently prepared SAFE-T Summaries (ET3s) to this meeting.

During the consensus meeting, evaluation judgments must be made at three levels:

- At the first level, the evaluators must reach consensus regarding whether each **key element** is *met* or not *met*.

- At the second level, the evaluators calculate the number of key elements that are *met* in each **domain**. From this calculation, the evaluators determine whether each domain is *met* or *not met*. In order to receive a judgment of *met* for a domain, the teacher can fail no more than one key element in that domain.

- At the third and final level, the evaluators use the domain ratings to determine the **overall judgment** of *met* or *not met*. To receive an overall judgment of *met*, the teacher must pass all four domains.

The most efficient way to move through the consensus process is as follows:

Step 1 Move quickly, and allow no discussion during this step. Beginning with the first key element, poll the evaluators to determine whether each evaluator judged the key element *met* or *not met*. Place the key element into one of the following three categories:

- All evaluators agree that the key element is *met*. Record this judgment on the consensus-based SAFE-T Summary (ET3).
- All evaluators agree that the key element is *not met*. Record this judgment on the consensus-based SAFE-T Summary (ET3).
- The evaluators are not in agreement as to whether the key element is *met* or *not met*.

Repeat this process for each of the 34 key elements. Step 1 should take no longer than five minutes to complete.

Step 2 Begin discussion. Concentrate on the key elements on which there is disagreement and those judged *not met*. Begin by reaching consensus (i.e., either *met* or *not met*) for each key element on which there is disagreement. Record these judgments on the consensus-based SAFE-T Summary (ET3).

Step 3 Now that consensus has been reached for all 34 key elements (i.e., either *met* or *not met*), write a detailed rationale on the consensus-based SAFE-T Summary (ET3) for each key element that was judged *not met*. All weaknesses must be clearly described.

Step 4 Write a rationale on the consensus-based SAFE-T Summary (ET3) for each key element that was judged *met*. These rationales should summarize, but not repeat, the evidence in the dossier. Typically, the rationales for key elements that are judged *met* are not as detailed as those for key elements judged *not met*. However, it is permissible for an evaluation team to judge a key element as *met* but to include an area for improvement in the rationale section that accompanies the key element.

Step 5 Calculate the number of key elements that are met in each of the four domains. In order to receive a judgment of *met* for a domain, the teacher can fail no more than one key element in that domain.

Step 6 Use the domain ratings to determine the overall judgment of *met* or *not met*. To receive an overall judgment of *met*, the teacher must pass all four domains.

Step 7 If this is the preliminary evaluation period, the evaluation team must reach consensus on the answers to the following questions:

- Does the teacher need to develop and submit another long-range plan for the final evaluation period? If so, for which course?
- Does the teacher need to develop and submit another unit work sample for the final evaluation period?
- Does the teacher need to submit another professional self-assessment for the final evaluation period?

Step 8 The evaluation team must reach consensus on recommendations for the teacher's professional growth and development plan.

SUMMARY OF SAFE-T JUDGMENTS

Domains and Performance Standards for Classroom-Based Teachers	**Number of Key Elements**	**Number of Key Elements Required to *Pass* the Domain**
Domain 1: Planning		
APS 1: Long-Range Planning	5	**≥ 10**
APS 2: Short-Range Planning of Instruction	3	
APS 3: Planning Assessments and Using Data	3	
	11 DOMAIN TOTAL	
Domain 2: Instruction		
APS 4: High Expectations for Learners	3	**≥ 11**
APS 5: Using Instructional Strategies	3	
APS 6: Providing Content	3	
APS 7: Monitoring, Assessing, and Enhancing Learning	3	
	12 DOMAIN TOTAL	
Domain 3: Environment		
APS 8: Maintaining a Learning Environment	3	**≥ 5**
APS 9: Managing the Classroom	3	
	6 DOMAIN TOTAL	
Domain 4: Professionalism		
APS 10: Fulfilling Professional Responsibilities	5	**≥ 4**
	5 DOMAIN TOTAL	

To successfully complete the formal evaluation, the teacher must pass *all four* domains at the time of the final evaluation judgment.

CONFERENCES

Following each consensus meeting, but prior to the end of each evaluation period, one or more of the members of the evaluation team must meet with the teacher to provide a detailed oral and written explanation of the teacher's performance with regard to each of the key elements and the domains as well as the overall results of the evaluation. The consensus report (i.e., the consensus-based SAFE-T Summary) should serve as the basis for the discussion.

At the conference, the teacher also must receive written and oral explanations regarding the development of his or her professional growth and development plan.

If this is a preliminary evaluation conference, the teacher must be informed both orally and in writing of requirements for the final evaluation period relative to an additional long-range plan, unit work sample, and/or professional self-assessment.

The teacher must sign and date the consensus report at the conclusion of the meeting. The teacher's signature serves as verification that he or she has reviewed the report, but it does *not* imply the teacher's agreement with the findings.

The teacher must be provided a copy of the consensus report (i.e., the SAFE-T Summary, ET3).

MAINTENANCE OF SAFE-T RECORDS

Throughout each evaluation period, the chair of the evaluation team is responsible for compiling and maintaining the dossier.

At the conclusion of each consensus meeting, the working copies of the individually prepared SAFE-T Summaries (ET3s) must be destroyed.

As a *minimum* requirement, a copy of the dossier for both the preliminary and final evaluation cycles must be maintained, either at the school or at the district office, until after the teacher's deadline for all appeals has passed. If an appeal is issued, the dossiers must be maintained at least until all avenues have been exhausted and a final resolution has been reached.

The final consensus-based SAFE-T Summary (ET3) must be maintained indefinitely as part of the teacher's personnel record.

RESPONSIBILITIES OF THE EVALUATION TEAM

Evaluators serve not only on behalf of the school district but also on behalf of the state. The decisions they make become a permanent part of the teacher's professional record. Therefore, it is of utmost importance every evaluator undertake this responsibility with integrity and ensure the fidelity of implementation of the SAFE-T process, as follows:

- Evaluators must perform in an ethical manner, consistent with all professional standards relating to personnel evaluations.

- Evaluators must uphold confidentiality.
- Evaluators must ensure the validity of the evaluation results.
- Evaluators must follow all standardized procedures in preparing for and conducting the evaluation, in determining and reporting the evaluation judgments, and in conferencing with the teacher.
- Evaluators must not discuss individual judgments with the teacher. Only consensus-based decisions may be shared with the teacher.
- Evaluators must report any procedural or ethical violations to the district's ADEPT coordinator.

RESPONSIBILITIES OF THE TEAM CHAIR

Each evaluation team must have a team chair. The responsibilities of the team chair are as follows:

- The team chair must maintain the dossier that contains all of the evidence that will be used to make the evaluation judgments.
- Prior to disseminating the dossier to the other members of the evaluation team, the chair must ensure that the contents include all required evidence documentation:
  - the teacher's long-range plan (TT1);
  - the teacher's unit work sample (TT2);
  - an evaluator's classroom observation record (ET1) for the first integral observation, followed by the teacher's reflection on instruction and student learning (TT3) for that lesson;
  - another evaluator's classroom observation record (ET1) for the second integral observation in the same course, followed by the teacher's reflection on instruction and student learning (TT3) for that lesson;
  - other integral classroom observation records and teacher reflections, or walk-through observation reports, *if any*;
  - the administrator's professional performance review (ET2); and
  - the teacher's professional self-assessment (TT4).
- If the teacher fails to submit any required documentation by the prescribed deadline, and no extension has been granted, the team chair must send at least one written reminder to the teacher. The chair should place a copy of this notification in the dossier.
- The chair must include a note in the dossier of any documentation that the teacher submits past the prescribed deadline in instances where no extension was granted. The chair must also include a note in the dossier if the teacher fails to submit any of the required documentation. The Professional Performance Review (ET2) template may be used for these purposes.
- Toward the end of each evaluation period (i.e., preliminary and final), the team chair must ensure that the *entire contents* of the dossier are made available to each to each member of the evaluation

team in sufficient time for each evaluator to conduct an independent review of the dossier prior to the consensus meeting.

- The team chair must schedule and facilitate the consensus meeting at the end of each evaluation period.

- The team chair must schedule the conference with the teacher and ensure that the conference is appropriately conducted at the end of each evaluation period. The team chair also must ensure that the teacher receives a copy of the consensus-based SAFE-T Summary (ET3) at the end of each evaluation period.

- The team chair must ensure that all required documentation is submitted to the district office, in accordance with district policy.

- The team chair may complete and submit a **SAFE-T Log (ET4)** to verify the procedural integrity of the evaluation process. The use of this template is optional, at the discretion of the school district.

PROGRAM FEEDBACK AND IMPROVEMENT

Each school district must obtain and analyze feedback on an annual basis from participating educators and evaluators regarding the SAFE-T process. Each district also must analyze its ADS (ADEPT Data System) reports and evaluation summaries relative to the SAFE-T data. The results of these analyses must be used to continuously improve the effectiveness of SAFE-T throughout the school district.

As part of their ADEPT plans that are submitted to the SCDE annually on May 1, districts will summarize the results of their program evaluations for the current school year (e.g., strengths, weaknesses) and will describe their plans for improving the ADEPT processes for the subsequent school year.

SAFE-T At-a-Glance

CLASSROOM-BASED TEACHER	EVALUATOR 1 (ADMINISTRATOR/ SUPERVISOR)	EVALUATOR 2 (EVALUATOR)	PEER EVALUATOR *(Consequential Evaluation)*
	Select and/or approve in writing the course or subject that the teacher's LRP will address.		
Complete the **LRP** (TT1) and submit for inclusion in dossier			
Complete the **unit work sample** (TT2) and submit for inclusion in the dossier			
Complete a **reflection** (TT3) following each integral classroom observation and submit for inclusion in the dossier	Conduct one or more integral classroom observations and place the completed classroom observation record(s) (ET1) in the dossier	Conduct one or more integral classroom observations and place the completed classroom observation record(s) (ET1) in the dossier	Optional: Conduct one or more integral classroom observations and place the classroom observation record(s) (ET1) in the dossier
Complete the **self-assessment** (TT4) and submit for inclusion in the dossier	Complete the professional performance review (ET2) and submit for inclusion in the dossier		
	Conduct an independent review of the dossier	Conduct an independent review of the dossier	Conduct an independent review of the dossier
	Hold the consensus meeting; complete a consensus-based **ADEPT Formal Evaluation Summary** (ET3).		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the teacher's successful preliminary evaluation results on each related key element.

GLOSSARY

Terms in **boldface type** in the text of the definitions have glossary entries of their own.

ADEPT. South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching.

ADEPT Performance Standards (APSs). Subsets of the **domains** that establish the state's expectations for teaching performance. There are ten APSs for classroom-based teachers. Each APS includes three to five key elements that further define the standard.

Consensus. Unanimous agreement among the members of the evaluation team.

Course. A specified subject taught to a specified group (class) of students during a specified time frame (typically a semester or a year).

Disruptive behavior. Student behavior that distracts or intimidates others or that significantly interferes with the learning environment.

Domain. A broad category of knowledge. **SAFE-T** contains four domains of professional teaching: planning, instruction, environment, and professionalism.

Dossier. A file that contains the documentation of evidence relative to teaching performance. Evidence is contributed to the dossier by the teacher, the evaluators, and the administrator(s). The complete dossier is reviewed by all evaluators in order to make the informed professional judgments.

Evaluation Criteria. How student grades (or other indicators of student performance, progress, and/or achievement) will be determined. Typically, the evaluation criteria include the assessment methods and the weighting for each, as well as the overall grading scale.

Evaluator templates (ETs). Structured response forms that evaluators complete and submit for inclusion in the **dossier** to provide evidence relative to specific **key elements**. The first two evaluator templates (ET1: Classroom Observation Record and ET2: Professional Performance Review) are optional. The third evaluator template (ET3: SAFE-T Summary) is required, as the final **consensus**-based ET3 serves as the evaluation report.

Final evaluation period. The second of the two evaluation cycles required for **SAFE-T**. The final evaluation period must cover approximately 45 working days and must occur, at least in part, during the second semester of the school year. The final evaluation period ends on the date that all final evaluation conferences must be completed (i.e., prior to April 15). Results of the final evaluation period serve as the official results of the evaluation.

Formative assessment. Often referred to as *assessment for learning*. The purpose of formative assessment is to promote student learning. The process of formative assessment involves (1) gathering information from the students in order to determine the need to adjust instruction and (2) providing feedback to the students in order to facilitate learning.

Highly consequential evaluation. Applies to any teacher employed at the annual-contract level who has (1) failed an annual-formal 1 evaluation and who is now undergoing an annual-formal 2 evaluation or (2) returned to the field following an **ADEPT**-related certificate suspension and is being given one final opportunity to successfully complete a formal evaluation. During the **SAFE-T** process, a minimum of three evaluators is required for teachers who are undergoing highly consequential evaluations.

Integral classroom observation. The required classroom observations for SAFE-T, each of which must provide valid evidence relative to all key elements in APSs 4–9. Each integral classroom observation must be unannounced and must cover a complete lesson (including before and after transitions) or be a minimum of 45 minutes in length.

Key elements. The essential components of each **APS**. Key elements are demonstrated in a number of ways, as appropriate to each teaching and learning context. Therefore, key elements are not synonymous with instructional activities, teacher behaviors, or teaching styles.

Long-Range Plan (LRP). The blueprint for teaching an entire course. A long-range plan is, in effect, an extended course syllabus that provides a description of the intended outcomes (i.e., goals) for the students, the content (i.e., instructional units) and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus by including descriptions of the context—i.e., characteristics of the students as well as behavioral expectations for the students.

Misbehavior. Student behavior that is improper or inappropriate in the context of the learning environment.

Preliminary evaluation period. The first of two evaluation cycles required for **SAFE-T**. The preliminary evaluation period must cover approximately 45 working days and must occur during the first semester of the school year. The preliminary evaluation period begins on or after the date that the teacher orientation is held. Results of the preliminary evaluation period serve as a type of progress report to the teacher.

Professional performance reviews. Written evaluations of the teacher's professional performance completed by the administrator(s) near the end of each evaluation cycle (see **ET2**). These reviews, which become part of the dossier, provide evidence regarding the teacher's performance relative to APS 10.A–D.

Professional self-assessment. The teacher's written reflections on his or her professional strengths and weaknesses and insights into ways to enhance his or her teaching effectiveness (see **TT4**). The self-assessment becomes part of the dossier and segues to goals-based evaluation.

Reflections. Opportunities for the teacher to explain the reasoning and purpose behind his or her professional decisions and actions.

SAFE-T. Summative **A**DEPT **F**ormal **E**valuation of Classroom-Based **T**eachers.

Special area personnel. Includes library media specialists, school guidance counselors, and speech-language therapists. **SAFE-T** does *not* apply to special area personnel.

Student achievement. Measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time.

Summative Evaluation. Often referred to as *assessment of learning*. Summative evaluations are accountability measures that are used to measure and report learning outcomes. Examples of summative evaluations include state assessments, district benchmark or interim assessments, end-of-unit or chapter tests, end-of-term or semester exams, adequate yearly progress (AYP) reports, report card grades, and the like.

Teacher templates (TT). Structured response forms that teachers complete and submit for inclusion in the **dossier** to provide evidence relative to specific **key elements**. **SAFE-T** includes four optional teacher templates.

Unit. A set of integrated lessons designed to accomplish learning objectives related to one or more curricular themes, areas of knowledge, and/or general skills or processes.

Unit Work Sample (UWS). Evidence of the teacher's effectiveness in promoting **student achievement** during a specified **unit** of instruction.

Walk-through observations. Optional observations that are unannounced and typically are shorter and/or less comprehensive than **integral classroom observations**. Data gathered from walk-through observations may be used for **SAFE-T** purposes only (1) to determine the need for additional integral classroom observations; (2) to determine the need for the teacher to develop another **LRP** and/or **UWS**, either in the same course or in another course that the teacher is responsible for teaching, during a subsequent evaluation period; and/or (3) to follow-up on specific instructional weaknesses that were identified during a previous integral classroom observation.

APPENDIX A

TT1: Long-Range Plan

Teacher's name _____ **Contract level** _____

District _____ **School** _____

Academic year _____ **Evaluation period** ☐ Preliminary ☐ Final

Course _____

Section I: **Student Information** (Key Element 1.A)

- ***Describe the student information that you feel will have the most impact on the way you plan and deliver instruction.***

  (Check one of the following two options.)

  ☐ The student information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The student information is described in the table below.

Important Student Information (Key Element 1.A)		
Factor *(e.g., gender, SES, reading levels)*	**Description** *(in terms of your students)*	**Source(s)** *(if needed)*

- ***Reflect on the student information*** *(Key Element 1.A): (1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?*

Section II: **Long-Range Learning and/or Developmental Goals** (Key Element 1.B)

- ***Describe the long-range learning/developmental goals that you have established for your students in the subject/course.***

  (Check <u>one</u> of the following two options.)

  ☐ The long-range learning and/or developmental goals are described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The long-range learning and/or developmental goals are described in the table below.

Long-Range Learning and/or Developmental Goals (Key Element 1.B)

- ***Reflect on the long-range learning and/or developmental goals*** *(Key Element 1.B): Of the long-range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?*

Section III: **Instructional Units** (Key Element 1.C)

- ***Describe the instructional units, in sequence, for this course.***

  (Check one of the following two options.)

  ☐ The instructional units are described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The instructional units are described in the table below.

Unit Topic or Description (Key Element 1.C)	**Unit Length** (i.e., approximate number of lessons)

- ***Reflect on the instructional units*** *(Key Element 1.C): How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?*

Section IV: **Assessment of Student Performance** (Key Element 1.D)

- ***Describe (1) the major course assessments, (2) the evaluation criteria for the course, (3) the way(s) in which you will report overall student progress and achievement, and (4) your system for maintaining records of student progress and achievement for this course.***

  (Check one of the following two options.)

  ☐ The assessment information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The assessment information is described below.

- ***Reflect on student performance*** *(Key Element 1.D): (1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for the course as well as (b) the reports they receive regarding the student's overall progress and achievement in the course?*

Section V: **Classroom Management** (Key Element I.E)

- ***Describe your expectations for student behavior during instruction and during noninstructional routines. Write your description as though you were explaining these expectations to your students and their parents.***

  (Check <u>one</u> of the following two options.)

  ☐ The explanation for student classroom behavior during instruction and during noninstructional routines is described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The explanation for student classroom behavior during instruction and during noninstructional routines is described below.

- ***Reflect on classroom management*** *(Key Element 1.E): What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?*

Section VI: **Additional Teacher Comments** *(optional)*

APPENDIX B

TT2: Unit Work Sample

Teacher's name _____ **Contract level** _____

District _____ **School** _____

Academic year _____ **Evaluation period** ☐ Preliminary ☐ Final

Course _____

Unit title and/or description _____

Dates of unit **from** _____ **to** _____ **Number of lessons in unit** _____

UWS Section I: **Major Unit Objectives** (Key Element 2.A)

- ***Describe the major objectives of the unit.***

  (Check <u>one</u> of the following two options.)

  ☐ The major unit objectives are described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The major unit objectives are described in the table below.

Major Unit Objectives (Key Element 2.A)
1.
2.
3.
4.
5.

- ***Reflect on the unit objectives*** *(Key Element 2.A): How did you craft these objectives so that the students understand both the objectives and their relevance?*

UWS Section II: **Unit Plan** (Key Element 2.B)

- ***Describe your instructional plan****—that is, the sequence of steps that you need to follow if your students are to achieve the unit objectives—including the <u>key</u> activities or strategies and resources (e.g., materials, technology).*

  (Check one of the following two options.)

  ☐ The instructional plan for the unit is described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The instructional plan for the unit is described in the table below.

Instructional Plan for the Unit (Key Element 2.B)

Instructional Plan for the Unit (Key Element 2.B)

- ***Reflect on the instructional plan for the unit*** *(Key Element 2.B): How does this instructional plan establish a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual students?*

UWS Section III: **Unit Assessments** (Key Element 3.A)

- ***List the key unit assessments.***

Key Unit Assessments (Key Element 3.A)	**Type of Assessment** *(Check one for each assessment))*	
	Teacher-Made *(Note: A copy of each teacher-made assessment must be included in the dossier.)*	**Commercially Available**
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

- ***Reflect on the unit assessments*** *(Key Element 3.A): How did you determine that your unit assessments are valid and reliable for all students?*

UWS Section IV: **Analysis of Student Performance** (Key Element 3.B)

- ***Describe the way(s) in which you analyzed student performance.***

- ***What were your findings?***

  (Check one of the following two options.)

  ☐ The findings are presented in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The findings are described below.

- ***Reflect on the analysis of student performance*** *(Key Element 3.B): In what way(s) did this information (a) increase your understanding of individual students' strengths and weaknesses and (b) determine specific aspects of instruction that need to be modified?*

UWS Section V: **Response to Formative Analysis** (Key Element 2.C)

- ***Reflect on the findings of the formative analysis*** *(Key Element 2.C): (1) Did you need to adjust your plan as you progressed through this unit? Why or why not? (2) Do you foresee the need to make adjustments (a) to future unit plans for this group of students and (b) to this unit plan if and when you teach this unit again to a different group of students? Why or why not?*

UWS Section VI: **Summative Results** (Key Element 3.C)

- ***Summative results*** *(Key Element 3.C): How did you determine the students' grades (or other performance indicators) for the unit, and what were the overall results for your students?*

- ***Reflect on the summative results*** *(Key Element 3.C): Based on the overall results, did the students gain from this unit all that you expected? Why or why not?*

APPENDIX C
TT3: Reflection on Instruction and Student Learning

Teacher's name _____ **Contract level** _____

District _____ **School** _____

Course _____ **Date of observation** _____

This lesson was part of which unit? _____

At what approximate point in the unit did this lesson fall?

- ☐ Beginning
- ☐ Middle
- ☐ End

Instructions to the teacher: *Please reflect on teaching and learning that occurred while you were being observed. Responses to each of the following nine sets of questions should average approximately 100 words or less. Examples may be attached, if appropriate and available.*

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)*

2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)*

3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize the content? (APS 6.A–C)*

4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*

5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*

6. *What types of feedback did or will you provide to the students regarding their performance, and why?(APS 7.C)*

7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*

8. *What decisions did you make regarding subsequent instruction for these students, and why? (APSs 4-9)*

9. *What did you learn as a result of teaching this lesson?(APSs 4-9)*

APPENDIX D
TT4: Professional Self-Assessment

Teacher's name _____ Contract level _____

District _____ School _____

Grade level(s)/Subject area(s) _____

Academic year _____ Evaluation cycle ☐ Preliminary ☐ Final

Instructions to the teacher: *Please reflect on your professional performance (APS 10.E). Responses to each of the following four sets of questions should average approximately 100 words or less.*

1. *In terms of the ADEPT Performance Standards, what are your professional strengths? How have you built on these strengths so far, and how do you plan to do so in the future?*

2. *In terms of the ADEPT Performance Standards, what are your professional challenges? How do you plan to address these challenges?*

3. *Describe your students' overall progress and achievement. What insights have you gained into ways to improve student progress and achievement?*

4. *Describe the ways in which you are engaging in professional growth. How do you plan to do so in the future?*

5. *Based on your professional self-assessment, what do you think would be an important professional goal for you to establish and address, and why?*

APPENDIX E
ET1: Classroom Observation Record

Teacher's name: _____ **Course:** _____

District: _____ **School:** _____

Date: _____ **Time: from** _____ **to** _____

Lesson topic: _____ **Observer:** _____

Domain 2: Instruction

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS **An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.**
A. *What did the teacher expect the students to learn from the lesson? How did the teacher convey the purpose and relevance of the lesson to the students? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?*

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS **An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.**
B. *What did the teacher expect the students to do during and after the lesson? How did the teacher convey expectations for student participation and for accomplishing related assignments and tasks?In what ways did the students demonstrate that they understood what the teacher expected them to do?*
C. *How did the teacher help the students take ownership of the learning (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment and reflection, teaching compensatory strategies when necessary)?*

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING **An effective teacher promotes student learning through the effective use of appropriate instructional strategies.**
A. *What instructional strategies did the teacher use during the lesson?*
B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?*
C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?*

APS 6: PROVIDING CONTENT FOR LEARNERS **An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.**
A. *What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content? If content errors were made, did the teacher recognize and correct them?*
B. *What was the content of the lesson, and how did the content relate to the learners and the learning?*
C. *How did the teacher organize and present the content in order to make it clear and meaningful to the students and to promote higher levels of knowledge, skills, and/or cognitive processing?*

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING **An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.**
A. *How did the teacher monitor student engagement, understanding, and performance during the lesson?*
B. *What adjustments, if any, did the teacher make during the lesson, and why?*
C. *What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?*

Domain 3: Environment

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING **An effective teacher creates and maintains a classroom environment that encourages and supports student learning.**
A. *Describe the physical environment of the classroom.*
B. *What type of affective climate did the teacher create for the students?*
C. *In what ways did the teacher establish a culture of learning in the classroom (e.g., by facilitating inquisitiveness, motivation to learn, cooperation, teamwork)?*

APS 9: MANAGING THE CLASSROOM **An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.**
A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave? How did the teacher address inappropriate student behaviors, if any, during the lesson?*
B. *In what ways did the teacher maximize—or fail to maximize—instructional time?*
C. *How did the teacher manage noninstructional routines and transitions between activities and/or classes?*

Additional comments: *(optional)*

APPENDIX F
ET2: Professional Performance Review

Note to the administrator: This teacher is currently participating in the Summative ADEPT Formal Evaluation of Classroom-Based Teachers (SAFE-T) process. Since you supervise this teacher, you are being asked to complete this Professional Performance Review twice during this school year—once at mid-year and again toward the end of the year. Please respond to each of the prompts below, including specific examples in each of your responses, and return this completed form to the chair of the teacher's evaluation team on or before .

Teacher's name _____ Contract level _____

District _____ School _____

Grade level(s)/Subject area(s) _____

Academic year _____ Evaluation cycle ☐ Preliminary ☐ Final

Name of administrator completing this review _____

Title of administrator _____ Date of review _____

1. *Describe the extent to which this teacher collaborates with others to advocate for the students.*

2. *Describe the extent to which this teacher is an active participant in the professional learning community and works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.*

3. *Describe this teacher's written and oral communication skills.*

4. *Describe this teacher's professional demeanor and behavior.*

5. *Other comments about this teacher in terms of his or her professional performance: (optional)*

APPENDIX G
ET3: SAFE-T Summary

Teacher's name _____ **Contract level** _____

District _____ **School** _____

Grade level(s)/Subject area(s) _____

Academic year _____

ADEPT Performance Standards (APSs) for Classroom-Based Teachers			**Consensus Judgment**	
Domain	**APSs in the Domain**	**Key Elements in the Domain**	**Preliminary**	**Final**
Domain 1: Planning	APS 1 APS 2 APS 3	11	Total: _____ ☐ **Met** (≥ 10) ☐ **Not Met** (≤ 9)	Total: _____ ☐ **Met** (≥ 10) ☐ **Not Met** (≤ 9)
Domain 2: Instruction	APS 4 APS 5 APS 6 APS 7	12	Total: _____ ☐ **Met** (≥ 11) ☐ **Not Met** (≤ 10)	Total: _____ ☐ **Met** (≥ 11) ☐ **Not Met** (≤ 10)
Domain 3: Environment	APS 8 APS 9	6	Total: _____ ☐ **Met** (≥ 5) ☐ **Not Met** (≤ 4)	Total: _____ ☐ **Met** (≥ 5) ☐ **Not Met** (≤ 4)
Domain 4: Professionalism	APS 10	5	Total: _____ ☐ **Met** (≥ 4) ☐ **Not Met** (≤ 3)	Total: _____ ☐ **Met** (≥ 4) ☐ **Not Met** (≤ 3)
Overall Judgment An overall judgment of *met* indicates that the teacher achieves the criterion level in all four domains.			☐ **Met** ☐ **Not Met**	☐ **Met** ☐ **Not Met**

Evaluators: By signing below, I verify that (1) SAFE-T was properly implemented, (2) I was a full participant in the process, and (3) I am in agreement with the above judgments.

Preliminary *(Evaluators' signatures and date)* **Final** *(Evaluators' signatures and date)*

_____ _____

_____ _____

_____ _____

Teacher: By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

Preliminary *(Teacher's signature and date)* **Final** *(Teacher's signature and date)*

_____ _____

Domain 1: Planning	APS 1: Long-Range Planning

APS 1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher

- identifies appropriate student information;
- gives a sound explanation of the relevance of the student information to student learning; and
- shows insight into the use of the student information to guide planning.

Preliminary Rating for APS 1.A	Final Rating for APS 1.A
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.A Rating	**Rationale for Final APS 1.A Rating**

APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher

- identifies long-range goals that are accurate and appropriate; and
- provides a sound explanation to support conclusions regarding the most important goals for all students to achieve.

Preliminary Rating for APS 1.B	Final Rating for APS 1.B
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.B Rating	**Rationale for Final APS 1.B Rating**

APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals.

The teacher

- identifies units that are appropriate to the context; and
- presents a sound explanation for the unit sequence and timeline.

Preliminary Rating for APS 1.C	Final Rating for APS 1.C
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.C Rating	**Rationale for Final APS 1.C Rating**

Domain 1: Planning	APS 1: Long-Range Planning

APS 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher

- establishes appropriate course assessments, evaluation criteria for the course, and method(s) of reporting overall progress and achievement;
- describes/maintains an appropriate record-keeping system;
- presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and
- presents a sound explanation of the methods for communicating the assessment information to students and their parents.

Preliminary Rating for APS 1.D	Final Rating for APS 1.D
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.D Rating	**Rationale for Final APS 1.D Rating**

APS 1.E The teacher plans appropriate procedures for managing the classroom.

The teacher

- presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and
- presents a sound explanation of the most important considerations for maximizing instructional time.

Preliminary Rating for APS 1.E	Final Rating for APS 1.E
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.E Rating	**Rationale for Final APS 1.E Rating**

Long-Range Plan (LRP) Requirement for the Final Evaluation Period

☐ A new/revised LRP is <u>not</u> required.

☐ A new/revised LRP <u>is</u> required.

Comments

Domain 1: Planning	APS 2: Short-Range Planning of Instruction

APS 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher

- identifies appropriate unit objectives; and
- gives a sound explanation of the relevance of these objectives to student learning needs and interests.

Preliminary Rating for APS 2.A	Final Rating for APS 2.A
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary UWS) ☐ **Met** (Based on new/revised UWS) ☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 2.A Rating	**Rationale for Final APS 2.A Rating**

APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The teacher

- presents an appropriate, logically sequenced instructional plan for the unit; and
- provides a sound explanation of factors that must be taken into consideration in balancing grade-level standards/ expectations and individual students' needs, abilities, and developmental levels.

Preliminary Rating for APS 2.B	Final Rating for APS 2.B
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary UWS) ☐ **Met** (Based on new/revised UWS) ☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 2.B Rating	**Rationale for Final APS 2.B Rating**

APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher

- makes appropriate determinations regarding the need to make adjustments to the instructional plans; and
- presents a solid rationale for making these determinations.

Preliminary Rating for APS 2.C	Final Rating for APS 2.C
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary UWS) ☐ **Met** (Based on new/revised UWS) ☐ **Not Met** (Based on new/revised UWS)

Domain 1: Planning	APS 2: Short-Range Planning of Instruction
Rationale for Preliminary APS 2.C Rating	**Rationale for Final APS 2.C Rating**

Domain 1: Planning	APS 3: Planning Assessments and Using Data

APS 3.A The teacher develops/selects and administers a variety of appropriate assessments.

The teacher

- develops and/or selects appropriate key unit assessments; and
- presents sound evidence that these assessments are valid and reliable for all students.

Preliminary Rating for APS 3.A	Final Rating for APS 3.A
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary UWS) ☐ **Met** (Based on new/revised UWS) ☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 3.A Rating	**Rationale for Final APS 3.A Rating**

APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher

- provides an appropriate and accurate analysis of student performance, and
- displays sound reasoning in describing the way(s) in which this information was helpful in determining individual students' strengths and weaknesses as well as aspects of instruction that need to be modified.

Preliminary Rating for APS 3.B	Final Rating for APS 3.B
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary UWS) ☐ **Met** (Based on new/revised UWS) ☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 3.B Rating	**Rationale for Final APS 3.B Rating**

APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher

- uses appropriate methods for determining student grades (or other performance indicators) for the unit,
- appropriately and accurately summarizes overall student performance for the unit, and
- provides a well-thought-out summary of the overall "success" of the unit, based on overall student performance.

Preliminary Rating for APS 3.C	Final Rating for APS 3.C
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary UWS) ☐ **Met** (Based on new/revised UWS) ☐ **Not Met** (Based on new/revised UWS)

Domain 1: Planning	**APS 3: Planning Assessments and Using Data**
Rationale for Preliminary APS 3.C Rating	**Rationale for Final APS 3.C Rating**
Unit Work Sample (UWS) Requirement for the Final Evaluation Period ☐ A new/revised UWS is <u>not</u> required. ☐ A new/revised UWS <u>is</u> required. **Comments**	

Domain 2: Instruction	**APS 4: Establishing and Maintaining High Expectations for Learners**
APS 4.A The teacher establishes, communicates, and maintains high expectations for student achievement. The teacher ▪ establishes appropriately high expectations for student achievement; and ▪ effectively communicates to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it).	
Preliminary Rating for APS 4.A ☐ **Met** ☐ **Not Met**	**Final Rating for APS 4.A** ☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 4.A Rating	**Rationale for Final APS 4.A Rating**
APS 4.B The teacher establishes, communicates, and maintains high expectations for student participation. The teacher ▪ establishes appropriate expectations for student participation; and ▪ effectively communicates to the students the expectations (a) for student participation during the lesson and (b) for accomplishing related assignments and tasks.	
Preliminary Rating for APS 4.B ☐ **Met** ☐ **Not Met**	**Final Rating for APS 4.B** ☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 4.B Rating	**Rationale for Final APS 4.B Rating**

Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners

APS 4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher

- helps the students take ownership of the learning and become active agents in the learning process (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment, reflection, and higher level skills); and
- assists the students in developing strategies to compensate for their weaknesses when it is necessary.

Preliminary Rating for APS 4.C	Final Rating for APS 4.C
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 4.C Rating	**Rationale for Final APS 4.C Rating**

Domain 2: Instruction	APS 5: Using Instructional Strategies to Facilitate Learning

APS 5.A The teacher uses appropriate instructional strategies.

The teacher uses instructional strategies that are

- appropriate for the content; and
- appropriate for the students.

Preliminary Rating for APS 5.A	Final Rating for APS 5.A
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 5.A Rating	**Rationale for Final APS 5.A Rating**

APS 5.B The teacher uses a variety of instructional strategies.

The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same strategy for every lesson) to

- convey information; and
- involve and engage the students.

Preliminary Rating for APS 5.B	Final Rating for APS 5.B
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 5.B Rating	**Rationale for Final APS 5.B Rating**

Domain 2: Instruction	APS 5: Using Instructional Strategies to Facilitate Learning

APS 5.C The teacher uses instructional strategies effectively.

The teacher's effective use of instructional strategies results in

- meaningful student learning; and
- opportunities for all students to be engaged in the learning and to experience success.

Preliminary Rating for APS 5.C	Final Rating for APS 5.C
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 5.C Rating	**Rationale for Final APS 5.C Rating**

Domain 2: Instruction	APS 6: Providing Content for Learners

APS 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher

- provides content that is accurate and current;
- identifies and explains/demonstrates conceptual relationships and/or procedural steps; and
- recognizes and corrects content errors when they occur.

Preliminary Rating for APS 6.A	Final Rating for APS 6.A
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 6.A Rating	**Rationale for Final APS 6.A Rating**

APS 6.B The teacher provides appropriate content.

The teacher

- provides content that is appropriate to the learning;
- provides content that is appropriate to the learners; and
- when possible, provides content that expands students' perspectives.

Preliminary Rating for APS 6.B	Final Rating for APS 6.B
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 6.B Rating	**Rationale for Final APS 6.B Rating**

Domain 2: Instruction	APS 6: Providing Content for Learners
APS 6.C The teacher structures the content to promote meaningful learning. The teacher ▪ organizes the content in a logical sequence; ▪ makes the content relevant, meaningful, and applicable to the students; ▪ promotes higher level of knowledge and cognitive processing; and ▪ clarifies the content when students exhibit difficulties.	
Preliminary Rating for APS 6.C ☐ **Met** ☐ **Not Met**	**Final Rating for APS 6.C** ☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 6.C Rating	**Rationale for Final APS 6.C Rating**

Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning

APS 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by

- engaging the students in activities such as discussions, projects, performances, assignments, and quizzes;
- using effective questioning techniques; and
- observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products.

Preliminary Rating for APS 7.A	Final Rating for APS 7.A
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 7.A Rating	**Rationale for Final APS 7.A Rating**

APS 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher

- makes appropriate decisions regarding the need to make adjustments during the lesson; and
- effectively implements any needed adjustments.

Preliminary Rating for APS 7.B	Final Rating for APS 7.B
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 7.B Rating	**Rationale for Final APS 7.B Rating**

APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students.

The teacher

- provides feedback to students throughout the lesson;
- provides feedback to students on all significant student work; and
- provides feedback that is accurate, constructive, substantive, specific, and timely.

Preliminary Rating for APS 7.C	Final Rating for APS 7.C
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 7.C Rating	**Rationale for Final APS 7.C Rating**

Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning

APS 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher creates and maintains a physical environment that

- is safe; and
- is conducive to learning.

Preliminary Rating for APS 8.A	Final Rating for APS 8.A
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 8.A Rating	**Rationale for Final APS 8.A Rating**

APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher

- displays confidence and enthusiasm; and
- maintains positive and respectful relationships with and among the students.

Preliminary Rating for APS 8.B	Final Rating for APS 8.B
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 8.B Rating	**Rationale for Final APS 8.B Rating**

APS 8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher

- creates a culture of learning by facilitating inquisitive, motivation to learn, cooperation, and teamwork, and by being an active learner; and
- works to ensure that every student is a "learner."

Preliminary Rating for APS 8.C	Final Rating for APS 8.C
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 8.C Rating	**Rationale for Final APS 8.C Rating**

Domain 3: Environment	APS 9: Managing the Classroom
APS 9.A The teacher manages student behavior appropriately. The teacher ▪ establishes and communicates appropriate behavioral rules and consequences; ▪ maintains a constant awareness of events and activities in the classroom; ▪ uses effective preventive discipline techniques; and ▪ handles inappropriate behaviors in an effective and timely manner.	
Preliminary Rating for APS 9.A ☐ **Met** ☐ **Not Met**	**Final Rating for APS 9.A** ☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 9.A Rating	**Rationale for Final APS 9.A Rating**
APS 9.B The teacher makes maximal use of instructional time. The teacher ▪ ensures that the students are engaged in meaningful academic learning throughout the instructional period; and ▪ organizes the classroom in a manner that promotes a smooth flow of activity.	
Preliminary Rating for APS 9.B ☐ **Met** ☐ **Not Met**	**Final Rating for APS 9.B** ☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 9.B Rating	**Rationale for Final APS 9.B Rating**
APS 9.C The teacher manages essential noninstructional routines in an efficient manner. The teacher ▪ promotes the smooth flow of noninstructional routines; and ▪ manages transitions between activities or classes in an efficient and orderly manner.	
Preliminary Rating for APS 9.C ☐ **Met** ☐ **Not Met**	**Final Rating for APS 9.C** ☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 9.C Rating	**Rationale for Final APS 9.C Rating**

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities

APS 10.A The teacher is an advocate for the students.

The teacher

- works effectively with colleagues to help determine and meet individual student needs; and
- establishes appropriate professional relationships with others outside of the school to support the well-being of students.

Preliminary Rating for APS 10.A	Final Rating for APS 10.A
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 10.A Rating	**Rationale for Final APS 10.A Rating**

APS 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher

- is an active contributor to school initiatives; and
- supports school-related organizations and activities.

Preliminary Rating for APS 10.B	Final Rating for APS 10.B
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 10.B Rating	**Rationale for Final APS 10.B Rating**

APS 10.C The teacher is an effective communicator.

The teacher

- uses clear and correct oral and written language; and
- communicates effectively and regularly with parents.

Preliminary Rating for APS 10.C	Final Rating for APS 10.C
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 10.C Rating	**Rationale for Final APS 10.C Rating**

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities

APS 10.D The teacher exhibits professional demeanor and behavior.

The teacher

- maintains all required professional credentials;
- adheres to all *Standards of Conduct for South Carolina Educators* and maintains ethical standards; and
- demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

Preliminary Rating for APS 10.D	Final Rating for APS 10.D
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 10.D Rating	**Rationale for Final APS 10.D Rating**

APS 10.E The teacher is an active learner.

The teacher

- accurately identifies his or her own professional strengths and weaknesses;
- sets appropriate professional development goals; and
- regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth.

Preliminary Rating for APS 10.E	Final Rating for APS 10.E
☐ Met ☐ Not Met	☐ Met (Based on preliminary Professional Self-Assessment) ☐ Met (Based on new/revised Professional Self-Assessment) ☐ Not Met
Rationale for Preliminary APS 10.E Rating	**Rationale for Final APS 10.E Rating**

Professional Self-Assessment (PSA) Requirement for the Final Evaluation Period
☐ A new/revised PSA is <u>not</u> required. ☐ A new/revised PSA <u>is</u> required.
Comments

Additional Comments and Areas for Improvement *(Optional)*

Preliminary Evaluation Period	Final Evaluation Period

APPENDIX H
SAFE-T LOG (ET4)

Teacher's name _____ **SC Teaching Certificate No.** _____

District _____ **School** _____

Grade level(s)/Subject area(s) _____

Academic year _____ **Contract level** _____

Evaluator/Chair _____ **SC Teaching Certificate No.** _____

Evaluator _____ **SC Teaching Certificate No.** _____

Evaluator _____ **SC Teaching Certificate No.** _____

Preliminary Evaluation Period (PEP)	**Date**	**Teacher's Initials**
The teacher received a comprehensive **orientation** to SAFE-T.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The teacher submitted the **long-range plan**.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The teacher submitted the **unit work sample**.		

Preliminary Evaluation Period (PEP)	**Date**	**Evaluator's Initials**
Integral classroom observation #1 for the PEP was conducted.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The teacher submitted the **reflection** on PEP observation #1.		

Preliminary Evaluation Period (PEP)	**Date**	**Evaluator's Initials**
Integral classroom observation #2 for the PEP was conducted.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The teacher submitted the **reflection** on PEP observation #2.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The **professional performance review** was submitted.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**

The teacher submitted the **professional self-assessment**.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The evaluation team **consensus meeting** was held.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The preliminary evaluation **conference** was held with the teacher.		

Comments and/or description of other SAFE-T related activities (e.g., additional integral classroom observations, additional reflections, walk-through observations) conducted during the preliminary evaluation period. *(optional)*

Final Evaluation Period (FEP)	**Date**	**Chair's Initials**
The teacher submitted the **long-range plan**, *if required.*		

Final Evaluation Period (FEP)	**Date**	**Chair's Initials**
The teacher submitted the **unit work sample**, *if required.*		

Final Evaluation Period (FEP)	**Date**	**Evaluator's Initials**
Integral classroom observation #1 for the FEP was conducted.		

Final Evaluation Period (FEP)	**Date**	**Chair's Initials**
The teacher submitted the **reflection** on FEP observation #1.		

Final Evaluation Period (FEP)	**Date**	**Evaluator's Initials**
Integral classroom observation #2 for the FEP was conducted.		

Final Evaluation Period (FEP)	**Date**	**Chair's Initials**
The teacher submitted the **reflection** on FEP observation #2.		

Final Evaluation Period (FEP)	**Date**	**Chair's Initials**
The **professional performance review** was submitted.		

Final Evaluation Period (FEP)	**Date**	**Chair's Initials**
The teacher submitted the **professional self-assessment**, *if required.*		

Final Evaluation Period (FEP)	**Date**	**Chair's Initials**
The evaluation team **consensus meeting** was held.		

Final Evaluation Period (FEP)	**Date**	**Chair's Initials**
The final evaluation **conference** was held with the teacher.		

Comments and/or description of other SAFE-T related activities (e.g., additional integral classroom observations, additional reflections, walk-through observations) conducted during the final evaluation period. *(optional)*

By signing below, I verify the accuracy of the above SAFE-T log.

Evaluator _____ Date _____

Evaluator _____ Date _____

Evaluator _____ Date _____

Teacher _____ Date _____

APPENDIX I
ADEPT Performance Standards for Classroom-Based Teachers
APS 1
Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E The teacher plans appropriate procedures for managing the classroom.

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and

achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A The teacher uses appropriate instructional strategies.

The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B The teacher uses a variety of instructional strategies.

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6

Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B The teacher provides appropriate content.

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the

learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8

Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9

Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.

The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B The teacher makes maximal use of instructional time.

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C The teacher manages essential noninstructional routines in an efficient manner.

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A The teacher is an advocate for the students.

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C The teacher is an effective communicator.

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators.* The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

Appendix D2E
Anderson Study

An External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program

Current State of Implementation

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July, 2003

Table 1
Overview of the ADEPT External Review

Research Question	Data Source(s)
1. What is the current state of implementation of the ADEPT program?	Documents obtained from ADEPT coordinators describing the operation of the program at local school districts; Questionnaire distributed to teachers; Questionnaire distributed to principals, ADEPT coordinators, and superintendents; Questionnaire distributed to University ADEPT coordinators
2. How are state funds used to operate the ADEPT program?	Funding allocations obtained from S. C. Department of Education; Form completed by District ADEPT coordinators
3. What are the strengths, weaknesses, and impacts of the ADEPT program?	Questionnaires (see Research Question 1)
4. How effective is the program in improving teacher quality?	Questionnaires (see above); Completed Summary Evaluation Forms for teachers not meeting ADEPT standards two consecutive years; Discussions with selected Assistant/Associate Superintendents of Curriculum and Instruction[1]
5. How does the ADEPT program stack up against current best practice?	Review of current research literature as well as teacher evaluation programs used in other states

[1] This is a generic title. Educators who serve in this capacity have different titles in different school districts. However, all of those attending the discussions were members of the South Carolina Instructional Roundtable.

Current State of Implementation

To examine the current state of implementation of ADEPT, three separate questions need to be addressed. First, how should ADEPT be implemented (in light of current law and regulations)? Second, how is ADEPT being implemented? Third, how well is ADEPT being implemented? Each of these questions is addressed in a separate section.

How Should ADEPT Be Implemented?

According to the current law and regulations, ADEPT is multi-faceted. Consequently, the answer to the question, "How should ADEPT be implemented?" depends to a great extent on the contract level of the teacher. As described by the S. C. Department of Education on its website, "The ADEPT System Performance Dimensions (PDs) provide the foundation and continuity for all of the stages of teacher development and employment covered by the ADEPT system."

Four contract levels are described in both the law and the regulations: induction, provisional, annual, and continuing. In addition, ADEPT applies to student teachers (that is, teachers currently enrolled in teacher preparation programs who aspire to become teachers).

Figure 1 is an attempt to locate the various contract levels (as well as student teaching) in such a way that the differences among these teacher categories can be more easily understood. The horizontal dimension of the figure is labeled "Formative-Summative" whereas the vertical dimension is labeled "Formal-Informal." The horizontal dimension concerns the primary purpose of the evaluation. Formative means that the primary purpose is to assist the teacher being evaluated to improve his or her teaching performance. Summative means that the primary purpose is to make a determination of

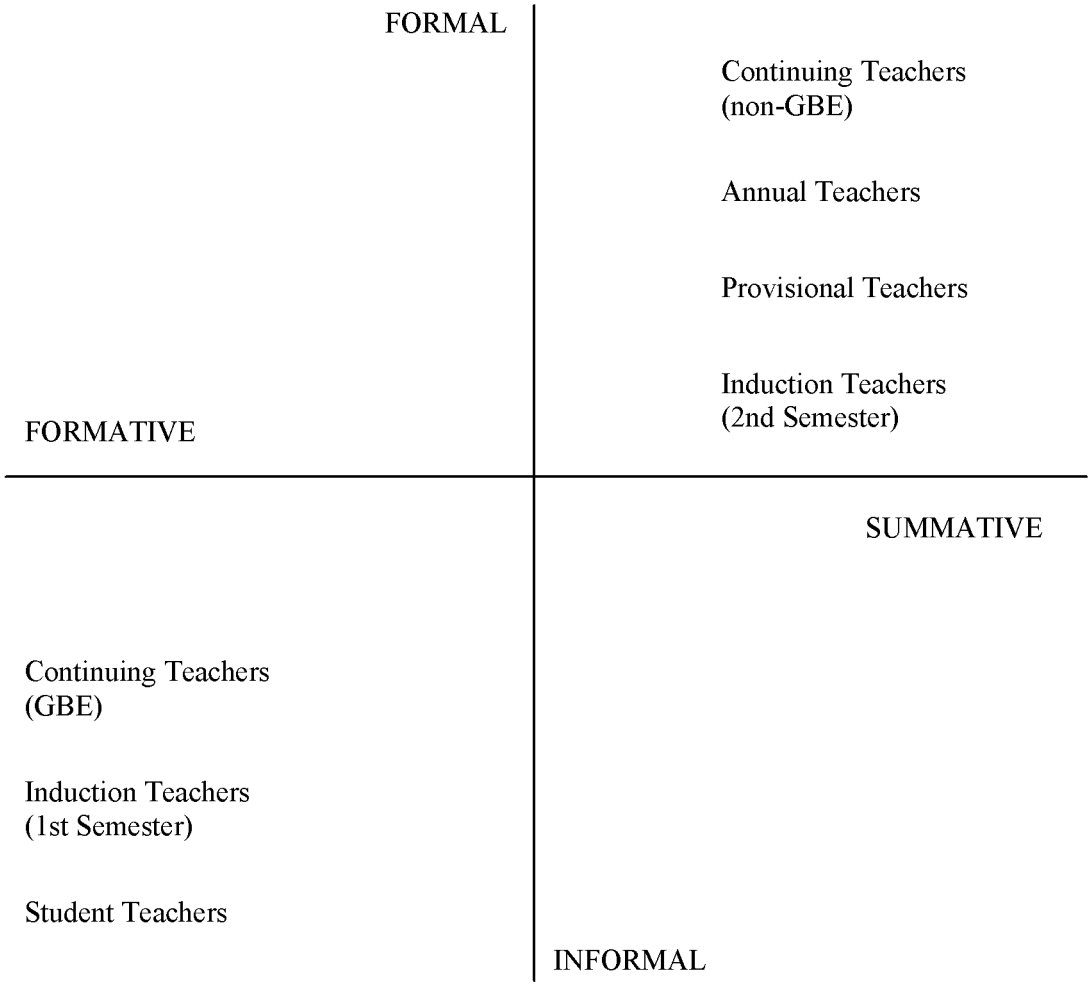

Figure 1. Two-dimensional analysis of the ADEPT program whether to continue to employ the teacher or whether the teacher should be promoted to the next contract level (e.g., from Induction to Annual; from Annual to Continuing).

The vertical dimension concerns the amount of structure provided for the evaluation -- structure in terms of specified standards, data collection requirements, documentation needs, and

the like. The State Board regulations differentiate between two levels of structure -- formal and informal. As might be expected, the structure is more formal when employment decisions need to be made based on the results and less formal when the results are used exclusively to assist teachers in becoming better teachers. Thus, in Figure 1, there is a reasonably strongly relationship between structure and purpose.

The contract levels are positioned in Figure 1 in terms of their primary purpose and accompanying structure. The phrase "primary purpose" is used because the ADEPT program often serves multiple purposes for a single contract level of teachers. This point will become clearer when we consider induction and continuing contract teachers. Beginning with student teachers, however, the primary purpose of ADEPT is formative and the program is relatively informal. In contrast, for provisional contract teachers, the primary purpose of ADEPT is summative (since they already have failed to meet the ADEPT standards on one occasion) and, hence, the program is relatively formal.

The distinction between "formal-summative" and "informal-formative" is most clear in the case of continuing contract teachers. The State Board regulations pertaining to continuing contract teachers read, in part, as follows:

> "Teachers employed under continuing contracts must be evaluated at least once every three years. The evaluation may be formal or informal, at the discretion of the district, based on an individual teacher's needs and previous performance. A formal evaluation must be conducted if there are any concerns about a teacher's performance or if an employment decision may need to be made. ... An informal evaluation should be conducted if a teacher consistently performs at levels commensurate with the expectations of the ADEPT Performance Dimensions. An informal evaluation could be goal based."

Therefore, continuing contract teachers appear twice in Figure 1. Those involved in Goal-based Evaluation (GBE) are placed in the "formative, informal" quadrant. Those not involved in GBE would fall into the "summative, formal" quadrant.

Induction teachers also appear twice in Figure 1. During the first semester, ADEPT is primarily "formative, informal." During the second semester, however, the emphasis shifts to some degree to "summative, formal." This shift is more pronounced in some districts than in others. Regardless of the district, however, the reason for this shift is that an employment decision about each Induction Contract teacher must be made no later than April 15th. This sometimes subtle shift from providing assistance to making an employment decision necessitates a shift in the location of Induction Contract teachers in Figure 1.

Table 3 summarizes the structure of ADEPT in terms of the various contract levels of teachers. Because ADEPT operates so similarly for Provisional and Annual Contract teachers,

these two contract levels have been combined in a single column. Orientation, training, and preparation are all elements of the ADEPT program for student teachers, Induction Contract teachers, Provisional Contract teachers, and Annual Contract teachers. There is no "X" associated with "formation of assistance/evaluation team" for student teachers because the team consists of the university supervisor and the supervising teacher at the school site.

Table 3
The Complex Structure of the ADEPT Program

	Student Teachers	Induction	Provisional/Annual	Continuing
ORIENTATION, TRAINING, & PREPARATION				
Orientation for teachers	X	X	X	
Training for those involved in assistance/evaluation	X	X	X	
Formation of assistance/evaluation team		X	X	F
TEAM (OR ALTERNATIVE MODEL)				
Standards (Performance Dimensions)	X	X	X	F
Data collection and documentation	X	X	X	F
Feedback	X	X	X	F
Assistance (consultation, improvement plan)	X	X	X	F
Consensual written summary and overall rating	X		X	F
OTHER FACETS				
Criteria and requirements to complete contract year		X	X (Annual Only)	
Opportunities to observe other teachers		X		
Opportunities to meet with other teachers		X		
Determining growth and development goals				G
Preparing plans for accomplishing the goals				G
Determining evidence to demonstrate goal accomplishment				G
Determining plan for monitoring progress				G

Note. State Board regulations pertaining to Continuing Contract teachers state that "the evaluation may be formal or informal, at the discretion of the district, based on an individual teacher's needs and previous performance. A formal evaluation must be conducted if there are concerns about a teacher's performance or if an employment decision may need to be made. … An informal evaluation should be conducted if a teacher consistently performs at levels commensurate with the expectations of the ADEPT Performance Dimensions. An informal evaluation could be goal based." In the table, F stands for formal evaluation, whereas G stands for goal-based evaluation.

The TEAM model (and its variations) consists of the performance dimensions, data collection and documentation, feedback and assistance, judgments about teacher performance, and written documentation. These elements pertain to all teachers except Continuing Contract teachers who are participating in GBE (which is the vast majority of Continuing Contract teachers).

For Induction and Annual Contract teachers there must be criteria and requirements that are to be met by the teachers to successfully complete their respective contract years. In addition, for Induction Contraction teachers, the regulations state that there must be procedures to *assure* that all Induction Contract teachers observe and/consult with a variety of experienced teachers and meet as a group to share information, ideas, and suggestions about teaching. Finally, for Continuing Contract teachers, the regulations lay out the sequence of steps involved in GBE: (1) determining goals, (2) preparing plans to achieve the goals, (3) determining the evidence needed to demonstrate goal accomplishment, and (4) preparing a plan for monitoring progress toward goal accomplishment.

The purpose of this section has been to summarize how the ADEPT program is intended to be implemented. In the next section, we will explore how the ADEPT program is being implemented in school districts across the state.

How Is ADEPT Being Implemented?

The primary purpose of this section is to present and discuss the data concerning the implementation of the ADEPT program in public schools throughout the state. The focus is on the formal evaluation component of ADEPT (that is, the evaluation models used with induction, provisional, annual, and selected continuing contract teachers). Secondarily, data collected on the informal evaluation method -- Goal-Based Evaluation -- are also reported and discussed. No data on the implementation of ADEPT in higher education institutions are presented. It became apparent very early that an investigation of ADEPT implementation in the 31 higher education institutions involved in teacher preparation was well beyond the scope of this study.

Formal Evaluation

As mentioned in the description of the research design, documents describing the TEAM model as well as variations in the TEAM model used by different school districts were collected. Two variations -- STEP 1-2-3 and FEAT/PEAT -- are used in multiple districts. Other variations, termed district-unique, are used in individual school districts. Fifty-three of the districts (62.3%) use the TEAM model, 17 (20%) use STEP 1-2-3, five (5.9%) use either FEAT or PEAT, and ten (11.8%) use a district-unique model.[1]

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[1] Greenville is included in the district-unique category because, although

All of the obtained documents were subjected to analysis using the framework included as Appendix A. The results of this analysis are presented in Appendix J (for TEAM and STEP 1-2-3) and Appendix K (for FEAT/PEAT and selected district-unique models).

Performance Dimensions. The State Board regulation contains ten Performance Dimensions (PDs) along with the statement that all programs "must address, but are not limited to, the ADEPT Performance Dimensions." These Performance Dimensions provide the basis for the TEAM model (see Appendix J). FEAT/PEAT includes these Performance Dimensions, but arranges them into four clusters: planning, instruction, classroom environment, and professional responsibilities. STEP 1-2-3 includes three clusters (Planning, Teaching, and Professional), but has 15 Performance Dimensions. Although there is a sufficient overlap between these 15 Performance Dimensions and the 10 TEAM PDs, they are not identical. For example, there is no STEP 1-2-3 Performance Dimension that is obviously linked with Establishing and Maintaining High Expectations for Learners (PD4). Furthermore, five of the 15 STEP 1-2-3 Performance Dimensions are associated with the "Professional" cluster. As a consequence, the relative importance of Fulfilling Professional Responsibilities beyond the Classroom (PD10) is increased in the STEP 1-2-3 model.

Most of the district-unique models rely on the 10 TEAM Performance Dimensions. There are two noteworthy exceptions. Richland District Two's model contains six clusters, with each cluster containing between three and 17 "descriptors." Most of the 10 TEAM Performance Dimensions are included within three of the clusters: Classroom Environment, Instruction, and Professional Knowledge. The other three clusters -- Materials and Resources, Student Responsibility, and Parent and Community Partnerships -- have no direct relationship with the 10 TEAM PDs.

Greenville's model contains eight Performance Standards. Once again, there is no one-to-one correspondence between these eight Performance Standards and the 10 TEAM PDs. Student Achievement, for example, is included in the Greenville model, but is not one of the TEAM PDs. At the same time, however, there is substantial overlap between the eight Performance Standards and the 10 TEAM PDs.

Evaluation Team. The regulations state that the evaluation team must include a "building administrator and one other trained evaluator matched as closely as possible to the teacher being evaluated regarding experiences in grade range, certification, and/or subject area." The TEAM model includes a three-member evaluation team -- a peer evaluator, a building administrator, and another qualified educator. The STEP 1-2-3 model includes a two-member team and allows various options

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they currently use TEAM, they have developed their own model which they intend to use beginning in the 2003-2004 school year.

concerning team membership (e.g., building administrators, district administrators, teachers, or others as identified by the district). The FEAT/PEAT model includes a two-member team for induction and annual contract teachers, but a three-member team for provisional, second annual, and continuing contract teachers. A building administrator and peer evaluator are included on the two-member team, with a person from outside the school added to the three-member team.

In terms of the district-unique models, they are fairly equally divided between two- and three-member teams. As in the case of the FEAT/PEAT model, three-member teams are almost always used when the decision is "high stakes." Several of the models rely solely on administrators, eliminating peer evaluators altogether.

Data Sources. To collect the data needed to make informed decisions about the quality of teacher performance, the TEAM model relies on interviews, planning documents, observations, and self-reports. Interviews and planning documents are used for PDs 1-3, observations are used for PDs 4-9, and self-reports are used for PD10.

There are several variations of the TEAM model with respect to data sources. One of the most notable is the elimination of interviews in most non-TEAM districts. To gather data relative to long- and short-term planning, STEP 1-2-3 relies on a Planning Information Form, FEAT/PEAT relies on a combination of actual plans and planning questionnaires, and district-unique models include plans, questionnaires, assessment files (containing representative samples of student work), and portfolios.

Another variation with respect to data sources concerns the way in which observational data are recorded. The TEAM model suggests written records of the observation (i.e., narrative data). The FEAT/PEAT model allows observers to write notes on sheets of paper or use a structured form to organize their written notes in terms of the PDs. STEP 1-2-3 allows observers to use their own format, although a structured data collection form (basically a checklist with room for notes on relevant evidence) is available. Checklists and structured observation forms (see Appendix L) are used in several of the district-unique models.

In terms of time spent on observations, the TEAM model includes a minimum of 100 minutes per teacher per evaluator, 50 minutes in the fall and 50 minutes in the spring. There are a few, relatively slight, variations on the TEAM model in terms of these observational requirements. With two-member teams, for example, each member is expected to conduct 150 minutes of observation (STEP 1-2-3). Some of the district-unique models reduce the total observational time per evaluator, requiring 50 minutes during the fall semester, but allowing evaluators to determine the need for additional formal or walk-through (i.e., informal) observations during the spring semester.

Evaluation Forms and Conferences. The TEAM model includes three forms (Consensus Evaluation, Preliminary Evaluation, and Final Evaluation) and two conferences (Preliminary Evaluation and Final Evaluation). All of the models include the two conferences and most use a Consensus Evaluation form. The biggest difference is in the format of the Preliminary Evaluation and Final Evaluation forms. Copies of the STEP 1-2-3 Evaluation Summary Form, the FEAT Final Evaluation Summary Sheet, and Greenville's Formal Teacher Performance Record are included as Appendix M.

Performance Standards. Performance standards are different from Performance Dimensions.[2] Performance Dimensions indicate the **criteria** on which teacher performance will be judged (e.g., their ability to engage in long-term planning). Performance standards indicate the **level of performance** that teachers must achieve in order to be judged to be competent or proficient or professional (e.g., how well they must do on long-range planning to get credit). In the TEAM model, performance standards are set for each Performance Dimension as well as for overall performance. For each Performance Dimension, the performance standard is "Competent" or "Needs Improvement." For the overall performance, "Competent" means being rated "Competent" on all or all but one of the PDs and "Needs Improvement" means being rated "Competent" on seven or eight PDs. Anything less than "Competent" on seven PDs results in a rating of "Unsatisfactory" being assigned. The STEP 1-2-3 model uses a similar approach, with the term "Professional" being substituted for "Competent."

In the FEAT/PEAT model there also are performance standards for each PD. A teacher gets one point if the standard is met and zero points if it is not. However, the overall performance standard is based on the teacher's performance on each cluster as well as across all 10 PDs. For example, an overall rating of "Competent" means a minimum of 9 points AND no zero in any of the four clusters. The Richland District Two model is quite similar, relying both on "cluster" performance and overall performance to judge a teacher's performance. The other overall performance standards for FEAT/PEAT and for Richland District Two can be found in Appendix K.

The Greenville District model is unique in that rubrics are used as the basis for rating teacher performance relative to each Performance Dimension. Rubrics add a verbal description to each point along a rating scale (see Appendix N). In the Greenville District model, each rubric contains four rating categories: Exemplary, Proficient, Needs Improvement, and Unsatisfactory. This expands on the dichotomous "Competent/Needs Improvement" choice offered in the TEAM model. The basis for translating a teacher's performance on the individual Performance Dimensions into an overall rating is summarized in Appendix K.

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[2] Just to confuse matters, Greenville has chosen to call their performance dimensions "performance standards."

Informal Evaluation (GBE)

As specified in the State Board regulations, Goals-based Evaluation (GBE) is an informal evaluation model designed for continuing contract teachers. The teacher and building administrator meet to establish the teacher's goals. At least three goals must be set and at least one goal must be accomplished annually. The goals are intended to promote professional growth and development: (1) in a subject area for which the teacher is certified or is planning to become certified, (2) in instruction, technology, or assessment, and (3) through professional service. Goals also are to be supportive of school district strategic plans and school renewal plans. The regulations also include an interesting and potentially important alternative for continuing contract teachers; namely, they may elect to complete the process for pursuing National Board Certification as an overall goal. Once the goals have been established, teachers must develop plans for achieving the goals, the evidence needed to demonstrate accomplishment of the goals, and the manner in which progress toward accomplishing the goals will be monitored. All of these steps are completed "in consultation with their building administrator(s)."

Unlike the formal evaluation component of ADEPT which has, at least, some common ground, the informal evaluation component of ADEPT is highly district specific. For example, Spartanburg District Three requires that one of the three goals established by teachers "shall pertain to student achievement as measured by standardized testing (or other approved criteria for areas not tested)." The second goal "shall pertain to technological literacy including using the district e-mail package, using Word as the word processing package and using the Internet for instruction." The third goal "shall be related to professional growth, instruction, or school climate."

In contrast, the Calhoun County School District specifies that the teacher must have one professional growth goal in each of the three areas included in the State Board regulations. In addition, each goal should (1) lead to increased student learning through performance-based education, and (2) link directly to the district's strategic plan.

Finally, York District Four reminds teacher's of the State Board regulations, but focuses primarily on the criteria that the professional goals must meet. Goals must:

- reflect the mission statement of the school of district;
- lead to the continuous improvement of instruction and support services for all students;
- include the enhancement of existing skills and/or the acquisition of new skills;
- emphasize implementation with ongoing assessment of success; and
- include opportunities for collegiality, coaching, and mutual support among peers, support staff, and supervisors.

Finally, goals must be broad enough to promote long-term professional growth and should be unique for each teacher who participates in the process.

Despite the differences in goal setting, all districts follow a similar process once the goals are set, the process which is outlined in the State Board regulations as summarized above. In addition, districts have similar forms to facilitate and document steps along the way. They tend to include, at a minimum, (1) a goal setting form, (2) a monitoring/documentation form, and (3) an evaluation form. Examples of these forms, taken from three different districts, are included as Appendix O.

Summary: How Is ADEPT Being Implemented?

Since its inception, the implementation of ADEPT has become increasingly fragmented. Approximately three-fifths of the districts are still operating under the umbrella of the TEAM model. At the other extreme, ten districts (including Greenville County School District) have their own unique variations of the TEAM model. A consortium of 17 districts, primarily smaller districts, is using the STEP 1-2-3 model. This model differs from the TEAM model in the (1) number of Performance Dimensions, (2) clustering of Performance Dimensions, (3) membership of the evaluation team (both in terms of numbers and composition), and (4) elimination of interviews. In fact, variations from the TEAM model exist on almost every component included in the analytic framework. One district is even shifting from unannounced observations to what might be termed "semi-announced" observations, with the first observation scheduled at a particular date and time and subsequent observations scheduled with specific time periods (e.g., sometime during the next two weeks).

With respect to GBE, there is a common sequence of steps that is followed by every district whose documents were examined. At the same time, however, questions such as "What constitutes appropriate goals?" "What performance standards should be used to determine goal attainment?" "On what basis are decisions to move continuing contract teachers from GBE to formal evaluation made?" remain unanswered. From anecdotal evidence gathered during conversations with numerous principals and teachers, GBE works as well as the principal wants it to work. This assertion leads nicely to the next section.

How Well Is ADEPT Being Implemented?

To address this question, we shall rely on the data obtained from the Teacher Questionnaire and the Administrator Questionnaire. Both questionnaires contained a section on the operation of the ADEPT program. A series of operational elements, taken primarily from an examination of the State Board regulations, was included in this section. One set of operational elements pertained to ADEPT overall, a second set to the ADEPT program as it applied to induction contract teachers, and a third set to the GBE portion of ADEPT. Those responding to the questionnaire were asked to rate element on a five-point

scale: Excellent, Very Good, Good, Fair, or Poor. If they had no opinion or if the element did not apply to them, they were to circle No Response.

The results from the Teacher Questionnaire are summarized in Table 4. The numbers in the cells of the table represent the percent of teachers who rated each operational element as either "Excellent" or "Very Good." For example, 53.2% of Induction Contract teachers rated "relevance and importance of Performance Dimensions" as "Excellent" or "Very Good." Rather than examine the table row by row, column by column, or cell by cell, the focus is on six of the most interesting and potentially important findings.

First, all teachers, regardless of their contract level, gave the highest ratings to the accuracy of the observational data. The lowest ratings were given to the clarity and usefulness of the various forms. The other general operational elements (that is, those in the first section of the table) fell somewhere in between.

Table 4 Teachers' Perceptions of the Operation of the Program

	Contract Level			
Operational Element	Induction	Provisional	Annual	Continuing
Relevance and importance of Performance Dimensions	53.2%	43.8%	42.9%	43.3%
Qualifications of peer evaluators	44.3%	40.6%	41.2%	43.6%
Qualifications of administrators as evaluators	64.6%	62.5%	50.6%	50.7%
Frequency of observations	45.6%	34.4%	35.3%	31.7%
Accuracy of observational data	78.5%	75.0%	75.3%	75.5%
Timeliness and usefulness of feedback	44.3%	28.1%	17.7%	29.9%
Clarity and usefulness of various forms	34.2%	25.0%	18.8%	24.0%
Clarity of standards used to make judgments	46.8%	31.3%	29.4%	31.2%
Clarity and usefulness of conferences	49.4%	35.5%	34.1%	35.8%
Clarity and usefulness of written reports of results	45.6%	31.3%	34.1%	31.6%

	Contract Level			
Operational Element	Induction	Provisional	Annual	Continuing
Usefulness of orientation sessions	42.9%	22.2%	NA	NA
Effectiveness of mentors	53.3%	33.3%	NA	NA
Opportunities to meet with other induction teachers	64.5%	29.6%	NA	NA
Opportunities to observe other teachers	36.4%	11.1%	NA	NA

	Contract Level			
Operational Element	Induction	Provisional	Annual	Continuing
Usefulness of professional growth plans	NA	NA	NA	34.0%
Usefulness of plans for achieving goals	NA	NA	NA	34.5%
Usefulness of monitoring progress toward goals	NA	NA	NA	32.4%
Usefulness of discussions of results with administrators	NA	NA	NA	33.4%

Note. The percents indicate the percent of the sample indicating that the element is Excellent or Very Good. NA means "not applicable." The data are based on the following sample sizes: Induction (n = 109); Provisional (n = 44);
Annual (n = 116); Continuing (n = 530). Shaded cells indicate elements for which the ratings given by Induction Contract Teachers are significantly higher than those given by teachers at other contract levels. The single "striped" cells indicates an element for which the ratings given by Annual Contract Teachers are significantly lower than those given by teachers at other contract levels.

Second, Induction Contract teachers gave higher ratings to the timeliness and usefulness of the feedback than teachers at all other contract levels. In contrast, Annual Contract teachers gave lower ratings to the timeliness and usefulness of the feedback than teachers at all other contract levels. Concerns for the lack of feedback given to Annual Contract teachers were voiced in the majority of the focus groups.

Third, and somewhat surprisingly, teachers, regardless of contract levels, rated the qualifications of administrators as evaluators higher than the qualifications of peer evaluators. This difference is statistically significant for Induction and Provisional Contract teachers. This finding is surprising in light of the fairly recent emphasis placed on involving teachers in the teacher evaluation process (Anderson and Pellicer, 2001).

Fourth, Provisional Contract teachers gave lower to the clarity of standards used to make judgments about the teacher's performance than Induction Contract teachers. This suggests that a lack of clarity about performance standards may be one reason for the failure of Provisional Contract teachers to achieve the standards the previous year (when they were Induction Contract teachers). This finding leads quite nicely to the next one.

Fifth, Provisional Contract teachers rated all aspects of the Induction Program lower than did the Induction Contract teachers. In fact, fewer than one-third of the Provisional Contract teachers rated any of the four operational elements associated with the Induction Program "Excellent" or "Very Good" (see the middle section of Table 4). Importantly, Induction Contract teachers gave the lowest rating to opportunities to observe other teachers (only 36.4% rating this operational element as "Excellent" or "Very Good"). This might suggest that many Induction Contract teachers have few opportunities to do so.

Sixth, the Continuing Contract teachers gave relatively low ratings to all four elements associated with the Goal-based Evaluation component of ADEPT. In general, about one-third of the Continuing Contract teachers gave "Excellent" or "Very Good" ratings to the usefulness of the professional growth plans, the usefulness of plans for achieving the goals, the usefulness of monitoring progress toward the goals, and the usefulness of discussions of results with administrators.

Comparisons of the ratings given by members of various demographic groups were also made (e.g., peer evaluators versus non-peer evaluators; high school versus middle school versus elementary school teachers; less experienced versus more experienced teachers; teachers using different evaluation models). These comparisons produced the following results:

- Peer evaluators gave higher ratings to virtually every operational element than did teachers who were not peer evaluators. The only exception was the clarity and usefulness of written reports.
- High school Continuing Contract teachers gave lower ratings to all aspects of Goals-based Evaluation (GBE) than did middle school and elementary school Continuing Contract teachers.
- Continuing Contract teachers with four or fewer years of teaching experience gave lower ratings to all aspects of GBE than did Continuing Contract Teachers with five or more years of teaching experience.
- The ratings given to all of the operational elements were quite similar regardless of the particular evaluation model used in the district.

Table 5 incorporates administrators' perceptions into our understanding of how well the ADEPT program is being implemented across the state. Three administrative categories are included in the table -- principals, ADEPT coordinators, and superintendents. Teachers are included as well as a basis for comparison. Once again, numbers in the cells represent the percent rating each operational element as "Excellent" or "Very Good." Also, as in the case of Table 4, certain findings are selected for discussion purposes.

First, the ratings given by the three categories of administrators to the 18 operational elements are very similar. In fact, none are statistically different.

Second, the ratings given by administrators and teachers to the 18 operational elements are also quite similar. There are noteworthy exceptions, however. Teachers gave lower ratings to the relevance and importance of the Performance Dimensions than do the administrators. Teachers gave higher ratings to the accuracy of the observational data than do the administrators. Teachers gave lower ratings to the clarity of the standards used to make judgments about a teacher's performance than do the administrators. Induction and Provisional Contract teachers gave lower ratings to the usefulness of orientation sessions than do the administrators. Finally, Induction and Provisional Contract teachers gave lower ratings to the opportunities to observe other teachers than do the administrators.

Third, like the teachers, timeliness and usefulness of feedback received some of the lowest ratings among the 18 operational elements. In fact, timeliness and usefulness of feedback received the lowest rating by principals and superintendents.

Fourth, like the teachers, principals and superintendents rate the qualifications of administrators higher than the qualifications of peer evaluators. The ADEPT coordinators, however, disagree, rating the qualifications of both groups about the same.

Table 5
A Comparison of Administrators' and Teachers' Perceptions of the Operation of the Program

	Category of Respondent			
Operational Element	Principal	ADEPT Coordinator	Superintendent	Teacher
Relevance and importance of Performance Dimensions	71.1%	78.7%	70.4%	44.3%
Qualifications of peer evaluators	51.7%	59.7%	55.6%	42.9%
Qualifications of administrators as evaluators	72.9%	56.7%	64.3%	53.2%
Frequency of observations	40.0%	45.9%	46.4%	34.4%
Accuracy of observational data	48.3%	50.8%	53.6%	75.7%
Timeliness and usefulness of feedback	25.0%	27.9%	21.4%	30.2%
Clarity and usefulness of various forms	30.0%	41.7%	48.2%	24.8%
Clarity of standards used to make judgments	46.7%	52.5%	57.1%	33.3%
Clarity and usefulness of conferences	41.7%	50.0%	64.3%	37.7%
Clarity and usefulness of written reports of results	35.0%	49.2%	46.4%	34.0%
Usefulness of orientation sessions	73.3%	75.4%	78.6%	38.4%
Effectiveness of mentors	63.3%	60.7%	53.6%	49.1%
Opportunities to meet with other induction teachers	66.7%	80.3%	75.0%	55.9%
Opportunities to observe other teachers	51.7%	63.9%	60.7%	31.3%
Usefulness of professional growth plans	40.0%	32.8%	28.6%	31.0%
Usefulness of plans for achieving goals	40.0%	27.9%	28.6%	31.4%
Usefulness of monitoring progress toward goals	35.0%	21.3%	25.0%	29.4%
Usefulness of discussions of results with administrators	45.0%	26.2%	35.7%	31.2%

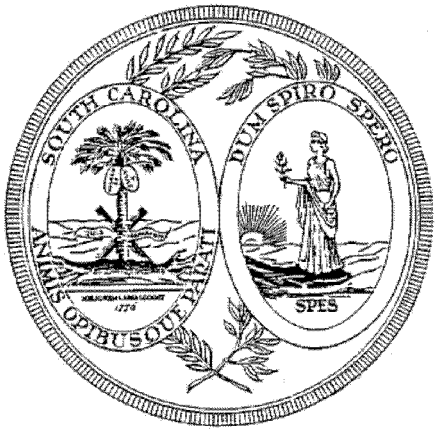
Note. The percents indicate the percent of the sample rate each element Excellent or Very Good. NA means "not applicable." The sample sizes are: Principals (n = 68); ADEPT Coordinators (n = 70); Superintendents (n = 32); Teachers (n = 799). The differences among the three administrative categories (principals, ADEPT coordinators, and superintendents) were not statistically significant. Shaded cells indicate elements for which the ratings given by Teachers are significantly lower or higher than those given by the administrators.

Fifth, like the Continuing Contract teachers, administrators' ratings of the four operational elements associated with GBE are quite low. Principals' rated these elements slightly, but not significantly, higher than ADEPT coordinators, superintendents, and teachers.

Overall, the data reported in Tables 4 and 5 suggest that some aspects of ADEPT are being implemented better than others. The low ratings given to several of the operational elements suggest that there is room for improvement. Among the most problematic operational elements are the timeliness and usefulness of feedback, the clarity and usefulness of various forms, and all four operational elements associated with the GBE component of the ADEPT program. Many of these are revisited when the strengths, weaknesses, and impact of the ADEPT program is considered later in this report.

Appendix D2F
ADEPT Guidelines

ADEPT System Guidelines



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ADEPT Overview

South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student achievement. Implemented statewide in 1998, the ADEPT system has become a vital part of the state's overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations on both content and general teaching area knowledge, as established by the State Board of Education, teachers must successfully complete all ADEPT requirements in order to be eligible to advance to a professional teaching certificate.

As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all of them occur in every phase of the career continuum. However, the emphasis placed on each process differs according to the needs and the career stage of the particular teacher.

During the first phase of their careers, candidates enrolled in teacher education programs focus on *developing* the requisite knowledge, skills, and dispositions inherent in the ADEPT Performance Standards. ADEPT standards are among the state accreditation requirements for college and university teacher education programs.

Upon entering the profession, new teachers receive *assistance* designed to promote their successful transition into professional practice. Research clearly indicates that providing support to new teachers enhances their teaching performance, increases student achievement, and improves teacher retention. Assessment at this stage is formative in nature, and development focuses on enhancing strengths and improving weaknesses related to the Performance Standards.

The third stage of ADEPT, formal *evaluation*, signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made on the basis of teaching performance. Given appropriate preparation and support during the previous two stages, most teachers are successful in achieving the high level of performance defined by the ADEPT standards. Nonetheless, the formal evaluation process is an important part of quality assurance.

It is at the fourth and final stage, informal evaluation, that the ADEPT system comes full circle. Once again, the primary focus is on professional *development*, but in contrast to the initial stage, the responsibility for continuous professional growth now falls on the teacher. It is through this self-directed goals-based process that experienced, successful teachers are able to engage in lifelong learning and, further, to give back to the profession.

On the fifth anniversary of ADEPT, the state commissioned a comprehensive external evaluation to determine the system's strengths, weaknesses, and fidelity of implementation. Conducted by Dr. Lorin W. Anderson, the study revealed that the ADEPT system has far more strengths than weaknesses. As Anderson writes in his report *An External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (published in 2003 and available online at http://www.scteachers.org/Adept/evalpdf/ext_review.pdf), "The 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" (iv). However, Anderson's investigation into the ADEPT system also revealed two "major weaknesses": "it is too cumbersome for teacher preparation programs and school districts to implement, and there is a lack of consistency in implementation from one school

district to another" (iv). Anderson puts forth in his report a dozen recommendations for shoring up the ADEPT system (see v–vi).

ADEPT system upgrades began in 2004 with amendments made to the ADEPT statute (S.C Code Ann. §§ 59-26-30 and 59-26-40) that modified several of the teacher contract levels and corresponding ADEPT procedural requirements. A table and a flow chart depicting the revised teacher contract levels appear in appendix A.

During the second phase of the upgrades, in 2005, a statewide committee of educators was convened to review recommendations for amendments to the State Board of Education's ADEPT regulation (S.C. Code Ann. Regs. 43-205.1) and to draft ADEPT implementation guidelines.

One of the first tasks of the steering committee was to evaluate the original ten ADEPT Performance Dimensions for classroom-based teachers to determine whether those standards remained consistent with current research and best practice. Following an extensive review of numerous national, state, and local teaching performance standards, including those from the Interstate New Teachers Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS), the committee determined that the ten ADEPT Performance Dimensions remained valid indicators of effective teaching. However, the committee recommended that the term *performance dimensions* be changed to *performance standards*. The committee also recommended numerous revisions to the performance standards with regard to their classification and key elements and with regard to the formatting of the standards document. As part of the validation process, the revised standards and their respective key elements were evaluated according to the following criteria:

A. Is each standard complete? Does each standard include all relevant key elements?

B. Is each standard free of redundancies? Are all key elements essential and unique to the standard?

C. Are all key elements accurately and clearly stated?

D. Are all key elements measurable?

The steering committee agreed that the ADEPT Performance Standards and formal evaluation processes that were adopted in 2003 for special-area personnel (i.e., library media specialists, school guidance counselors, and speech-language therapists) should remain unchanged at this time. A separate review cycle will be established for these special areas.

Revised ADEPT Performance Standards for Classroom-Based Teachers

Introduction

Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career.

There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teachers* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teachers* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists).

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning

APS 1 Long-Range Planning
APS 2 Short-Range Planning of Instruction
APS 3 Planning Assessments and Using Data

Domain 2: Instruction

APS 4 Establishing and Maintaining High Expectations for Learners
APS 5 Using Instructional Strategies to Facilitate Learning
APS 6 Providing Content for Learners
APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

APS 8 Maintaining an Environment That Promotes Learning
APS 9 Managing the Classroom

Domain 4: Professionalism

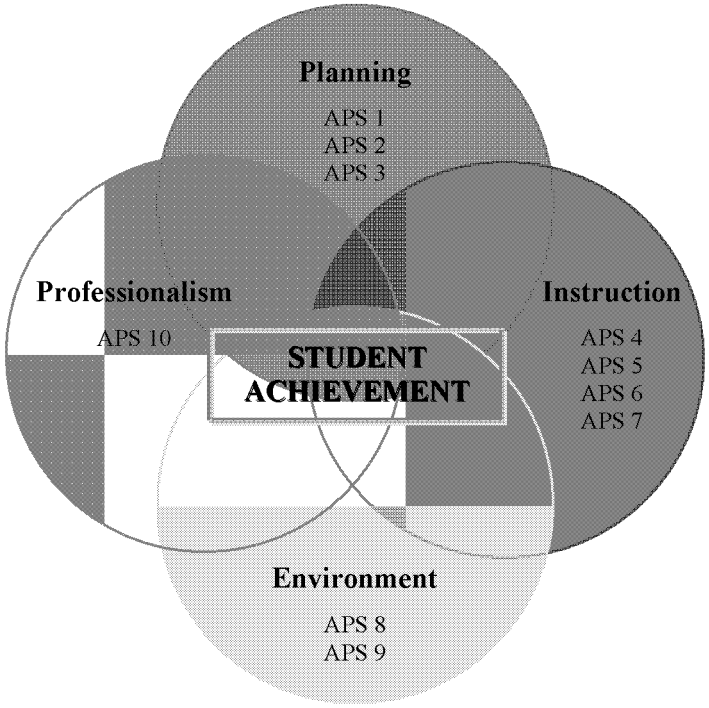
APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of *key elements*—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicators.

Because of the highly complex and contextual nature of teaching, the adjectives *applicable* and *appropriate* appear frequently throughout the standards. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used as tool for gauging teacher effectiveness.

The central purpose of the ADEPT system is to promote teacher quality and, ultimately, to increase *student achievement*—that is, to produce measurable growth in a student's knowledge and skills in a particular area or areas over a specified period of time. The impact of teaching performance on student achievement is determined by the teacher's ability to set appropriate goals for student learning and development; to accurately measure and analyze student growth; and to plan, implement, and adjust instruction to ensure maximum student progress.

Student achievement is indeed an integral part of the ADEPT system. As such, student achievement has a direct relationship to each of the ADEPT domains for classroom-based teachers (planning, instruction, environment, and professionalism) and the related ADEPT Performance Standards, as the following figure shows:



Each of these interrelated domains is important because, in order to promote student achievement, classroom-based teachers must be able to

- determine what the students need to know and/or be able to do [*planning*];
- appropriately evaluate student performance before, during, and after instruction [*planning* and *instruction*];
- design and implement instruction that is appropriate for and meaningful to the students [*planning* and *instruction*];

- create and maintain a classroom environment that is conducive to learning [*planning* and *environment*];
- analyze and reflect on student performance to determine student progress and the impact of the instruction on student learning [*planning* and *instruction*];
- use the results of these analyses to guide future planning and instruction [*planning*]; and
- assume responsibility for continuously improving and sharing their professional knowledge and skills to the benefit of the students [*professionalism*].

So that the classroom-based teacher's impact on student achievement can be clearly reflected, a new component, the *unit work sample*, has been added to the ADEPT formal evaluation requirements. Through unit work sampling, classroom-based teachers engage in an iterative process that both examines and strengthens their abilities to promote student achievement.

APS 1
Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E The teacher plans appropriate procedures for managing the classroom.

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3

Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may

be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A The teacher uses appropriate instructional strategies.

The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B The teacher uses a variety of instructional strategies.

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6

Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B The teacher provides appropriate content.

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8

Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9

Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.

The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B The teacher makes maximal use of instructional time.

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C The teacher manages essential noninstructional routines in an efficient manner.

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A The teacher is an advocate for the students.

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C The teacher is an effective communicator.

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting

student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators.* The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

ADEPT Requirements for Teacher Education Programs

GENERAL REQUIREMENTS

In addition to complying with the ADEPT requirements detailed in this document, all approved teacher education programs at institutions of higher education (IHEs) must adhere to the specifications outlined in the SDE document *Policy Guidelines for South Carolina Teacher Education Units* (available online at http://www.scteachers.org/educate/edpdf/boardpolicy.pdf).

ADEPT PERFORMANCE STANDARDS

- All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the ADEPT Performance Standards for classroom teachers are integrated throughout the candidates' course work, field experiences, and clinical practice.
- Programs that prepare candidates for certification as school guidance counselors, library media specialists, or speech-language therapists must ensure the integration of the applicable ADEPT special-area Performance Standards throughout all aspects of the candidates' preparation programs.

ADEPT REQUIREMENTS FOR CLINICAL PRACTICE

Orientation

- All South Carolina teacher education programs must assist and evaluate teacher candidates throughout their clinical practice (i.e., student teaching) experiences.
- Each teacher candidate must receive—prior to beginning the clinical experience—a comprehensive *orientation* that includes written and oral explanations of

- the assistance and evaluation processes;
- the expectations related to each of the ADEPT Performance Standards; and
- the requirements, including the ADEPT performance criteria, for successfully completing the clinical practice.

Training Requirements

- Each teacher candidate must be supervised by one or more IHE faculty supervisors and one or more school-based supervisors (i.e., cooperating teachers) throughout the clinical practice.
- All IHE and school-based supervisors must have successfully completed the appropriate ADEPT training as described in the "ADEPT Training Requirements" section of these guidelines.
- The teacher education program must provide all school-based supervisors with written and oral explanations of the IHE's
  - assistance and evaluation processes;
  - expectations relative to candidates' performance on each of the ADEPT standards; and
  - requirements, including the ADEPT performance criteria, for candidates to successfully complete the clinical practice.

Formative Assessments and Assistance

- Each teacher candidate must receive formative assessments, written and oral feedback, and assistance regarding all ADEPT Performance Standards from both his or her IHE and his or her school-based clinical supervisors throughout the clinical practice.
- The formative processes must include a minimum of four classroom observations (i.e., at least two formative observations by the IHE supervisor and at least two formative observations by the school-based supervisor), each followed by appropriate feedback and assistance.

Summative Evaluations

- Teacher candidates must receive at least one summative evaluation regarding the ADEPT Performance Standards.
- Both the IHE supervisor and the school-based supervisor must participate in the summative evaluation process.
- The summative evaluation process must be aligned with the ADEPT formal evaluation guidelines, must include appropriate data collection and evidence documentation procedures (including a minimum of two classroom observations—one by the IHE supervisor and one by the school-based supervisor), and must ensure that the candidate receives written and oral consensus-based feedback on his or her performance in terms of each of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- Teacher education programs must obtain and analyze feedback on an annual basis from IHE supervisors, school-based supervisors, and teacher candidates regarding the effectiveness of the ADEPT preparation, evaluation, and assistance processes.
- Teacher education programs must analyze the ADEPT summary data on their graduates that are provided annually by the SDE.

- Teacher education programs must use the results of these analyses to continuously improve their ADEPT preparation, evaluation, and assistance processes.

ADEPT PLANS

- Each teacher education program must submit an ADEPT plan to the SDE by July 1 annually.
- The ADEPT plan must be submitted in conjunction with the teacher education program's annual assessment and diversity plan/report.

- The ADEPT plan must describe or reference the specific ways in which the teacher education program prepares teacher candidates by integrating the ADEPT Performance Standards throughout course work and field experiences.
- The ADEPT plan must describe or reference the specific ways in which the program implements all requirements for the clinical practice, including
  - the time frame for, contents of, and persons responsible for organizing and providing the orientation for teacher candidates;
  - the process for providing and/or verifying appropriate training for IHE and school-based supervisors;
  - the process for conducting formative assessments of and providing feedback and assistance to candidates;
  - the process for conducting summative evaluations of the candidates and the requirements for successful completion of the evaluations; and
  - the processes for collecting feedback regarding the ADEPT preparation, evaluation, and assistance processes; analyzing the results; and using the data to make continuous program improvements.
- Initial ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation.
- Revised ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SDE may allow a teacher education program to submit a statement of assurances form on July 1, in lieu of a duplicate plan, for years during which the program seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.

ADEPT Requirements for Induction

The following ADEPT guidelines for induction apply to all classroom-based teachers as well as to all special-area educators (i.e., library media specialists, school guidance, counselors, and speech-language therapists).

The purpose of induction is to facilitate beginning teachers' successful transition into professional practice. The primary emphasis during this time is on the *assisting* component of ADEPT. Detailed information regarding this assistance process is contained in the SDE document *South Carolina Mentoring and Induction Program: Implementation Guidelines* (available online at http://www.scteachers.org/Cert/Certpdf/mentoringguidelines.pdf).

As a part of the ADEPT assistance process, school districts must make certain that beginning teachers are knowledgeable about the ADEPT system. However, the assistance process is not limited to providing these teachers with instruction in the ADEPT Performance Standards. Its ultimate goal is, of course, to help these teachers meet or exceed these performance expectations as part of their everyday practice.

Specifically, the school districts must develop and implement plans to ensure that each induction-contract teacher understands

- what "good teaching" looks like in terms of the particular ADEPT Performance Standards that are appropriate for classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists;
- the ways in which the district will provide written and oral formative feedback to the teacher regarding his or her performance in regard to each of the ADEPT Performance Standards, and the frequency (i.e., at least twice per year) with which this feedback will be provided;
- the district's criteria for determining whether or not to recommend the teacher for reemployment the following year and whether to place the teacher on formal evaluation or diagnostic assistance if he or she is to be reemployed the following year;
- the ADEPT formal evaluation process that each teacher must successfully complete during the annual-contract year, including
  - the components of the formal evaluation process,
  - the criteria for successfully completing the ADEPT formal evaluation, and
  - the ways in which the ADEPT formal evaluation results will be used (e.g., to determine eligibility for advancement to a professional teaching certificate and a continuing contract, to make employment decisions, to guide in developing/refining teachers' professional growth and development plans, to inform teacher preparation programs).

ADEPT Requirements for Formal Evaluation

These ADEPT formal evaluation requirements apply to all classroom-based teachers as well as to all special-area educators.

CERTIFICATE ADVANCEMENT

- Educators must be employed at the annual-contract level in a public-school setting and must successfully complete an ADEPT formal evaluation in an area or areas in which they hold current certification.
- Educators must be employed at least half-time (i.e., FTE = $\geq$0.5) during their formal evaluation year in order to be eligible for certificate advancement.

FORMAL EVALUATION PERIOD

- The entire formal evaluation period must cover a minimum of 90 working days over the course of the academic year.

- The formal evaluation period must consist of two evaluation cycles that are roughly equal in length (i.e., each cycle must cover approximately 45 working days, with the total period being no less than 90 working days).
- The entire first (i.e., preliminary) evaluation cycle must occur during the first semester of the school year. All or at least a portion of the second (i.e., final) evaluation cycle must occur during the second semester of the school year. The formal evaluation period begins on the date that the teacher orientation is held and ends on the date that all final evaluation conferences must be completed.
- Each school district must include the dates of the formal evaluation period in its annual ADEPT plan.

PERFORMANCE STANDARDS

- All ADEPT formal evaluation systems must be based on the State Board of Education–approved ADEPT Performance Standards (APSs) and their respective key elements.
- Any school district, school-based program, or teacher education program wishing to modify the APSs and/or key elements must ensure that the modified standards are directly correlated with the APSs and that these correlations are explicitly described in the district's ADEPT plan (see the "District ADEPT Plans" section, below).
- The district's ADEPT plan must be approved by the State Board of Education prior to the implementation of the modified standards.
- Evaluation results based on approved modified standards must be converted and reported to the State Department of Education (SDE) as APSs.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- According to the ADEPT statute (S.C. Code Ann. §59-26-40 (2004)), teachers at the annual- and continuing-contract levels must establish individual professional growth and development plans. These plans are incorporated into the "Fulfilling Professional Responsibilities" ADEPT Performance Standard 10 for classroom-based teachers and for educators in each respective special area.
- Any performance weaknesses that are identified during the preliminary evaluation cycle must be included in the educators' professional growth and development plans at the time of the preliminary evaluation conference.
- Teachers must be provided with appropriate support and assistance in addressing these weaknesses. However, evaluators may not serve as support persons for teachers they are evaluating.

ADEPT Formal Evaluation Requirements for Classroom-Based Teachers

The following formal evaluation requirements apply to classroom-based teachers only. Formal evaluation requirements for special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists) are delineated in a later section of this document.

EVALUATION TEAMS

- An ADEPT evaluation team must be appointed for each teacher who is scheduled for formal evaluation.

- All evaluation team members must have met all State Board of Education–approved ADEPT evaluator training requirements.
- Each ADEPT evaluation team must consist of a minimum of two members. One evaluator must be a school or district administrator or supervisor; the other evaluator must possess a knowledge of the content taught by the teacher who is being formally evaluated.
- A minimum of three evaluators is required for the two groups of teachers scheduled to undergo *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
  - One of the three members of the evaluation team must be a teacher who has knowledge of the content taught by the teacher who is being formally evaluated.
  - Classroom observations made as part of the data-collection process must be conducted and documented by at least two of the three evaluators.
  - All three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

ORIENTATION

- All teachers scheduled for formal evaluation must receive a comprehensive orientation to the process prior to beginning the evaluation.
- The orientation must include, at a minimum, written and oral explanations of the ADEPT Performance Standards, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

- All ADEPT formal evaluation systems must include multiple sources of evidence that reflect the teacher's typical performance relative to each of the ten ADEPT Performance Standards (APSs) and key elements.
- Evidence must be collected from the following six sources, at a minimum: the long-range plan, the unit work sample, classroom observations, reflections on the instruction and student learning, the professional review, and the professional reflection and development plan.

Long-Range Plan

- Each teacher undergoing formal evaluation must develop a long-range plan (LRP).
- Each teacher must submit the completed LRP to the evaluation team on or before the date established in the district's ADEPT timeline. The LRP becomes part of the teacher's dossier and provides the evidence related to APS 1.
- Each evaluator must review the teacher's LRP during the first cycle of evaluation.
- If the consensus report at the end of the preliminary (first) evaluation cycle indicates that all key elements of APS 1 are *met*, the final (second) evaluation cycle review of the LRP may be waived at the discretion of the evaluation team. The evaluation team reserves the right to resume data collection

for APS 1 at any time during the final evaluation cycle but, in order to do so, must provide the teacher with a two-weeks-prior written notice that includes the team's rationale for resuming the process.

- If the preliminary evaluation consensus report indicates that any of the key elements of APS 1 are *not met*, the teacher must revise his or her LRP and submit it to the evaluation team for review during the final evaluation cycle.

Unit Work Sample

The purpose of unit work sampling is to demonstrate and document the teacher's effectiveness in promoting student achievement. The unit work sample provides the evidence for the teacher's performance with regard to APSs 2 and 3.

The unit work sampling process consists of the following eight steps:

1. The teacher reviews his or her LRP and selects an instructional unit (as indicated in APS 1.C) that is scheduled to be begun and completed during the current (i.e., preliminary or final) evaluation cycle. In this context, a term *instructional unit* is defined as a set of integrated lessons designed to accomplish learning objectives related to a curricular theme, a particular area of knowledge, or a general skill or process.

   All early childhood teachers must select a unit that relates to language or preliteracy *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments. Integrated units that combine language or preliteracy with one or more other subjects (e.g., mathematics, science, social studies) are permitted.
   All elementary teachers through grade three must select a unit that relates to English language arts or reading *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments. Integrated units that combine English language arts or reading with one or more other subjects (e.g., mathematics, science, social studies) are permitted.

   In order for the teacher's impact on student learning to be determined, the unit work sampling process must be conducted over a minimum two-week period. Typically, this requirement presents no difficulty since most instructional units require two or more weeks to complete. However, in rare instances, a teacher may be unable to design a unit that is two or more weeks in length. In such cases, the teacher must request approval from the evaluation team to select two instructional units to complete during the evaluation cycle. In this event, the entire (i.e., eight-step) work sample process must be followed for each unit of instruction.

2. The teacher determines the student characteristics (from APS 1.A) and other contextual factors that are likely to impact instruction and/or student learning with regard to the selected instructional unit.

3. The teacher develops a written unit plan that includes the learning objectives (APS 2.A); the necessary instructional activities and assignments, strategies, and resources (APS 2.B); and the formal and informal assessment methods and criteria (APS 3.A).

4. The teacher administers and/or obtains the results of one or more preassessments and analyzes the data to determine the learning status of the students prior to instruction (APS 3.B).

5. The teacher implements instruction, making adjustments to the unit plan as necessary. The entire instructional unit must be completed before the teacher moves to the next step.

6. The teacher administers one or more postassessments and analyzes, summarizes, and interprets the results in order to profile student learning (APS 3.B) and communicate information about student progress and achievement (APS 3.C).

7. The teacher reflects and self-evaluates on the completed unit (APS 3.B) and uses this information to determine the appropriate steps to take next (APS 2.C).

8. The teacher submits the unit work sample to the evaluation team. The unit work sample then becomes part of the teacher's dossier.

If the consensus report at the end of the preliminary (first) evaluation cycle indicates that *all* key elements of APS 2 and APS 3 are *met*, the final evaluation unit work sample requirements may be waived at the discretion of the evaluation team. The evaluation team reserves the right to resume data collection for APSs 2 and 3 at any time during the final evaluation cycle but, in order to do so, must provide the teacher with a two-weeks-prior written notice that includes the team's rationale for resuming the process.

If the preliminary evaluation consensus report indicates that any of the key elements in APS 2 or APS 3 are *not met*, the teacher must complete and submit another unit work sample, following steps 1–8 above, for review during the final evaluation cycle.

Classroom Observations

During the formal evaluation process, the primary purpose of classroom observations is to gather data pertaining to APSs 4–9.

- All data-collection observations must be *unannounced* and must be a minimum of 45 minutes in length.

  In addition to these data-collection observations, evaluators may conduct other types of observations (e.g., walk-through observations, announced observations) as often as needed. Although the results of these other observations are not admissible as ADEPT formal evaluation data, these findings may trigger the need for additional data-collection observations that can, in turn, generate admissible formal evaluation data.

- Two or more members of the ADEPT evaluation team must each conduct at least one data-collection observation during each of the two evaluation cycles (i.e., preliminary and final). In other words, a minimum of four data-collection observations (i.e., *two* per cycle) must be conducted during the year.

- Each evaluator must place a written summary of the observation in the dossier following each data-collection observation. All documentation must be well organized and must contain detailed descriptions and specific examples that relate to each of the key elements in APSs 4–9.

- A minimum of three evaluators is required for teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).

  - The data-collection observations must be conducted and documented by at least two of the three evaluators. However, all three evaluators must review the dossier, including the documentation of all data-collection observations.

Reflections on Instruction and Student Learning

Following each required observation, the teacher must complete a written reflection on the impact his or her instruction has had on student learning. The purpose of these reflections is to gather additional data pertaining to APSs 4, 5, 6, 7, 8, and/or 9.

Each written reflection on the lesson must include, but need not be limited to, descriptions of

- the lesson objective(s), the relationship between the objective(s) and the academic/developmental standards, and the ways in which the lesson relates to students' prior and future learning;
- the formal and/or informal assessments and criteria that have been or will be used to measure student progress in terms of the lesson's objective(s), including a sample of the formal assessment(s);
- the feedback that the teacher has provided or will provide to the students regarding their performance;
- the degree to which the lesson accomplished or did not accomplish the intended results and why; and
- the implications for subsequent instruction.

All reflections are to be submitted to the evaluation team for inclusion in the dossier within seven calendar days of the observation, unless an extension is approved by the evaluation team.

Professional Review

- Near the end of each evaluation cycle, the building principal (and other school- or district-level administrators as appropriate) must complete a written professional review of the teacher's performance. The purpose of this review is to provide evidence pertaining to APS 10.A–D.
- Written professional reviews must be completed during both the preliminary and final evaluation cycles and must be included in the dossier.

Self-Assessment and Professional Growth and Development Plan

- Near the end of the preliminary evaluation cycle, the teacher must complete a written self-assessment. The purpose of the self-assessment is to provide evidence pertaining to APS 10.E and to serve as the basis for the teacher's professional growth and development plan.
- The self-assessment must include, but need not be limited to, the teacher's reflections on his or her impact on student learning. Additionally, the teacher should include reflections on other professional areas such as advocating for his or her students, collaborating with his or her colleagues, and communicating effectively with others.
- The teacher's self-assessment must be submitted to the evaluation team for inclusion in the dossier.
- Each evaluator must review the teacher's self-assessment at the end of the preliminary evaluation cycle

  If the consensus report at that time indicates that the teacher has completed an appropriate self-assessment and that key element 10.E was *met*, the teacher need not complete another self-assessment during the final evaluation cycle at the discretion of the evaluation team.

  If the consensus report at the end of the preliminary evaluation cycle indicates that key element 10.E was *not met*, the teacher must revise his or her self-assessment and submit the revised document to the evaluation team for review during the final evaluation cycle.

- On the basis of the results of the preliminary and final evaluations, the evaluation team and/or designated supervisor(s) must collaborate with the teacher to develop an appropriate professional growth and development plan.
- The plan must include any areas of weakness (i.e., key elements that were *not met*) that were identified during the evaluation.
- If multiple areas of weakness were identified, the areas must be prioritized so that no more than three areas are to be addressed at any given time.
- If no areas of weakness were identified, the plan must support continued improvements in professional knowledge and skills.

DOCUMENTATION AND EVALUATION OF EVIDENCE

- The chair of the evaluation team must maintain a dossier for each teacher who is undergoing formal evaluation.
- A copy of the entire dossier, either as hard copy or in electronic format, must be made available to each member of the evaluation team.
- The contents of the dossier must include, but need not be limited to,
  - the teacher's long-range plan,
  - the teacher's unit work sample,
  - the evaluators' documentation from each data-collection observation,
  - the teacher's post-observation reflections on each observed lesson,
  - the professional reviews completed by the administrator(s), and
  - the teacher's self-assessment.
- All evaluators must use the same scoring rubrics to review all contents of the dossier that are required for each cycle of data collection. The rubrics must directly correlate with the ten ADEPT Performance Standards and related key elements.
- A minimum of three evaluators must review the dossiers of teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).

TEAM CONSENSUS, PERFORMANCE CRITERIA, AND REPORTS

- At the conclusion of each evaluation cycle, each member of the evaluation team must independently review all data included in the dossier for that cycle and complete the scoring rubric for each ADEPT Performance Standard.
- The evaluators must then meet to discuss their independent ratings and reach consensus regarding their judgments.
- Each of the key elements within each ADEPT Performance Standard must be rated as either *met* (1 point) or *not met* (0 points). Each domain is passed if *no more than one* of its key elements receives a judgment of *not met*. The following table outlines the rating system:

Domain and Performance Standards	**Number of Key Elements**	**Number of Key Elements Required to *Pass* the Domain**
Domain 1: Planning		
APS 1: Long-Range Planning	5	**≥ 10**
APS 2: Short-Range Planning of Instruction	3	
APS 3: Planning Assessments and Using Data	3	
	11 DOMAIN TOTAL	
Domain 2: Instruction		
APS 4: High Expectations for Learners	3	**≥ 11**
APS 5: Using Instructional Strategies	3	
APS 6: Providing Content	3	
APS 7: Monitoring, Assessing, and Enhancing Learning	3	
	12 DOMAIN TOTAL	
Domain 3: Environment		
APS 8: Maintaining a Learning Environment	3	**≥ 5**
APS 9: Managing the Classroom	3	
	6 DOMAIN TOTAL	
Domain 4: Professionalism		
APS 10: Fulfilling Professional Responsibilities	5	**≥ 4**
	5 DOMAIN TOTAL	

- To successfully complete the formal evaluation, the teacher must pass *all four* domains at the time of the final evaluation judgment.
- The evaluation team also must prepare the written consensus report. The consensus report must contain, at a minimum,
  - the team's overall consensus judgment,
  - the rating for each of the ADEPT Performance Standard key elements,
  - the team's rationale for giving each rating, and
  - the signature of each evaluator verifying the fidelity of implementation of the evaluation process and indicating agreement with all ratings.

- Key elements that were *not met* automatically become areas for improvement. These areas must be addressed in the educator's professional growth and development plan.
- A minimum of three evaluators is required for teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
    - All three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

CONFERENCES

- Following each consensus meeting, but prior to the end of each evaluation cycle, one or more of the members of the evaluation team must meet with the teacher to provide a detailed oral and written explanation of his or her performance with regard to each of the ADEPT Performance Standards as well as the overall results of the evaluation. The consensus report should serve as the basis for the discussion.
- The teacher must sign and date the consensus report at the conclusion of the meeting. The teacher's signature serves as verification that he or she has reviewed the report, but it does *not* imply the teacher's agreement with the findings.
- The teacher must be provided a copy of the consensus report.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain and analyze feedback on an annual basis from participating educators and evaluators regarding the ADEPT formal evaluation process.
- School districts must analyze their ADS (ADEPT data system) reports and evaluation summaries.
- School districts must use the results of these analyses to continuously improve the design and/or implementation of their ADEPT formal evaluation process.

ADEPT Diagnostic Assistance Requirements

The ADEPT requirements for diagnostic assistance apply to all educators at the annual-contract level, including classroom-based teachers and special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists). An educator is eligible to receive *only one* diagnostic-assistance year during his or her public school teaching career in this state.

The purpose of diagnostic assistance is to allow districts to provide individualized support to annual-contract educators who have demonstrated potential but who are not yet ready to complete a formal performance evaluation. Diagnostic assistance may be provided either following an educator's induction year or following the educator's first unsuccessful formal evaluation. Once the diagnostic assistance year is completed, the school district, at its discretion, may either employ the teacher under another annual contract or terminate the teacher's employment. If employment is terminated, the educator may seek employment in another school district at the annual-contract level. A diagnostic-assistance year must be followed by formal evaluation during the educator's next year of teaching employment in a South Carolina public school.

MENTORING

- The school district must assign a mentor to each annual-contract educator who is receiving diagnostic assistance.
- All mentors must be trained and assigned in accordance with the SDE's mentoring and induction guidelines as well as with the ADEPT training requirements that are described later in this document. The role of the mentor is to provide additional support to the educator.
- The school district must ensure that the mentor has regular opportunities to observe, consult with, coach, give formative feedback to, and provide other types of assistance to the educator, as specified in the educator's professional growth and development plan. The mentor should keep a log to document the assistance he or she has provided to the educator throughout the year.
- The mentor must *not* serve as an evaluator for the educator.

FORMAL FEEDBACK

The school district must designate one or more supervisors (e.g., administrators, lead teachers, curriculum coordinators, evaluators) to provide formal feedback to the educator during the diagnostic assistance process. The role of the supervisors is to determine the educator's progress toward meeting the established professional growth and development goals and to gauge the educator's overall performance relative to the ADEPT Performance Standards. Districts may consider these results when making subsequent employment decisions. Districts are *not* required to conduct a full formal evaluation of educators during the diagnostic assistance year, but they may do so at their discretion. However, the SDE will *not* apply any results obtained during a diagnostic assistance year toward an educator's annual-contract formal evaluation requirements. The educator will be eligible for an annual contract and be required to undergo a full formal evaluation during his or her next year of employment, regardless of any results obtained during the diagnostic-assistance year.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- A professional growth and development plan must be developed collaboratively by the supervisor and the educator.
- This professional growth and development plan must be in place no later than the 20th day of school and must include one or more performance goals that address the area(s) in which the educator needs additional support.
- The following information must be included for each goal:
  - the recommended strategies to help the educator achieve the goal(s), which might include professional development (e.g., workshops, inservices, conferences, course work, literature reviews), peer group activities (e.g., planning, reflection on instruction and/or assessment), observations of and consultations with other professionals, research activities, coaching and feedback from the mentor and/or other professionals, guided reflections, and formative assessments;
  - the methods that will be used to determine progress and overall achievement of the goal; and
  - the level of performance that will be required to confirm satisfactory progress and overall goal accomplishment.

- At least twice during the year, the supervisor must use the methods specified in the professional growth and development plan to determine the educator's progress toward meeting each of the goals.
- The supervisor must then provide the educator with oral and written feedback on his or her performance and progress with regard to each goal as well as feedback on the educator's overall performance in terms of the ADEPT Performance Standards.
- The professional growth and development plan may be modified at any point during the year as deemed necessary and appropriate. Modifications must be made in writing and must be signed by both the educator and the supervisor.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain feedback on an annual basis from participating educators, mentors, and supervisors regarding the implementation of the ADEPT diagnostic assistance process.
- School districts must analyze this feedback and use the results to continuously improve the diagnostic assistance process.

ADEPT Informal Goals-Based Evaluation Requirements

The following ADEPT requirements for informal goals-based evaluation (GBE) apply to all classroom-based teachers as well as to all special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists).

The primary purpose of the GBE is to promote continuous, self-directed professional development. Through the GBE process, experienced, successful educators are encouraged to stretch themselves professionally by engaging in meaningful learning experiences and by seeking to make significant contributions to the profession. The primary role of supervisors is to facilitate, not to control, the GBE process.

- Continuing-contract educators must be evaluated on a continuous basis (i.e., *every year*). The evaluation may be formal or informal (i.e., goals-based), at the discretion of the local school district.
- Continuing-contract educators who are being recommended for formal evaluation the upcoming school year must be notified in writing no later than April 15 of the current school year. The written notification must include the reason(s) that a formal evaluation is recommended as well as a description of the formal evaluation process.
- Continuing-contract educators who are new to the district must be notified in writing at the time of their hiring if they are to receive a formal evaluation.
- Educators employed under continuing contracts who do *not* receive written notification must participate in the GBE process.
- Educators who are pursuing or who hold certification from the National Board for Professional Teaching Standards are *not* exempt from evaluation requirements. However, an educator who is pursuing National Board certification (NBC) may be allowed to develop a GBE goal around the NBC process, at the discretion of the local school district. Once the educator completes the NBC process, he or she must develop and pursue one or more new GBE goals during the remainder of the five-year cycle, regardless of whether the educator has been successful in achieving National Board certification.

- Educators employed under annual contracts who have successfully completed the formal evaluation process during a previous annual-contract year are eligible to participate in GBE, at the discretion of their respective school districts. This provision applies primarily to Program for Alternative Certification of Educators (PACE) teachers, career and technology education (CATE) teachers, and international teachers.

GBE CYCLE

Each educator's goals-based evaluation cycle will cover a maximum five-year period. The intent is to coordinate the GBE cycle with the validity period of the educator's professional certificate (issued by the SDE). During the phase-in period of these GBE guidelines, some educators will be expected to have shorter GBE cycles and, as a result, proportionately fewer goals, until they enter a new five-year certificate validity period.

GBE GOALS

Each educator participating in the GBE process must establish one or more long-term professional growth and development goals. Normally, more than one goal will be needed to meet the following requirements:

- Each goal must be aligned with one or more of the ADEPT Performance Standards (APSs).
- Each goal must be stated in terms of change or improvement over time.
- At least one goal must be stated in terms of the teacher's influence on students (e.g., improved behavior, improved attitude, increased achievement).
- If performance weaknesses in terms of the APSs have been identified, one or more goals must address these weaknesses.
- One or more goals must be supportive of any objectives in the district strategic plan and/or in the school renewal plan that apply to the particular educator.
- The educator must pursue one or more goals *each year* of the five-year GBE cycle. If all goals are completed early, the educator must develop one or more new goals to cover the remaining year(s) of the cycle. However, the educator may be required to work toward no more than three goals during any one year.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- Prior to beginning the evaluation cycle, the educator must reflect upon his or her professional strengths, weaknesses, and interests and use these insights as a basis for drafting a professional growth and development plan. Educators are encouraged to work collaboratively with other educators whenever possible to support one another in developing and implementing mutually relevant goals.

- After completing the draft of his or her professional growth and development plan, the educator must meet with his or her supervisor to discuss the proposed goal(s) and make modifications, as necessary, to ensure that all requirements are met (see the "GBE Goals" section, immediately above). For each goal, the educator and supervisor must agree upon
  - the timeline—that is, the beginning and ending dates—for the goal;
  - the appropriateness of the GBE goal for the certificate renewal processes (subject to school district policy);
  - the types of evidence required to verify annual progress and overall goal accomplishment; and

- the level of performance required to determine satisfactory annual progress and overall goal accomplishment.

- During the planning meeting, the supervisor should review with the educator the factors that will result in a recommendation for formal evaluation. These factors must relate specifically to one or more of the ADEPT Performance Standards.
- The professional growth and development plan becomes effective upon the signature of both the educator and his or her supervisor. This plan may serve as the basis for the educator's certificate renewal activities, at the discretion of the school district.

  Changes in the educator's professional performance, work-related responsibilities, and/or professional aspirations, as well as advancements in the profession itself, may be expected. Therefore, the professional growth and development plan is to be viewed as a dynamic document that should be amended at any time deemed necessary and appropriate. Amendments to the plan must be made in writing and must be signed by both the educator and supervisor.

ANNUAL GBE REVIEWS

- The educator must prepare the agreed-upon evidence of his or her progress toward meeting each goal that was targeted for the year and must submit the evidence to the appropriate supervisor by February 15 of each school year.
- The supervisor must review the evidence, prepare a written evaluation summary and recommendations, and meet with the educator for an annual review of performance and progress prior to April 15 of each school year. At this meeting the supervisor and educator will review the evidence for the targeted goal(s) and discuss the recommendations:
  - If GBE is to be continued the following year, the targeted goal(s) must be identified. Amendments to the educator's GBE plan, including the goals, may be proposed by either the educator or the supervisor and should be discussed and agreed upon at this time.
  - If performance weaknesses are identified but formal evaluation is not recommended, goals must be developed or amended to address these weaknesses. However, no more than three goals can be required for any one year.
  - If performance weaknesses are identified and formal evaluation is being recommended, the teacher must be notified in writing on or before April 15. The written notification must include a clear reason that relates to weaknesses in one or more of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain feedback on an annual basis from participating educators and supervisors regarding the design and implementation of the GBE process.
- School districts must analyze this feedback and use the results to continuously improve the GBE process.

District ADEPT Plans

- Each school district must submit an ADEPT plan to the SDE by May 1 annually.
- The ADEPT plan must describe or reference the specific details of the district's
  - induction program,
  - formal evaluation model and dates for the formal evaluation period (i.e., preliminary and final evaluation cycles),
  - diagnostic assistance model,
  - informal goals-based evaluation (GBE) model, and
  - charter school participants, if any.
- Initial ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation.
- Revised ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SDE may allow a school district to submit a statement of assurances form on May 1, in lieu of a duplicate plan, for years that the district seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.

ADEPT Training Requirements

Comprehensive, ongoing training is essential to promoting the integrity and fidelity of implementation of the ADEPT system. The purpose of the training is to ensure that all ADEPT service providers have the knowledge and skills necessary to maintain the validity and reliability of the ADEPT evaluation system, to ensure its maximum freedom from bias, and to carry out its documentation requirements.

- Those educators who are responsible for implementing the ADEPT system must successfully complete one or more of the three levels of ADEPT instruction:
  - **ADEPT trainer training** is required for all educators who seek to train other educators to become ADEPT evaluators.
  - **ADEPT evaluator training** is required for all educators who serve on ADEPT formal evaluation teams for teachers employed at the annual- and continuing-contract levels.
  - The **ADEPT seminar** is the minimum ADEPT requirement for all cooperating teachers and IHE faculty members who supervise teacher candidates. The ADEPT seminar is also recommended for mentors.

Additionally, ongoing ADEPT professional development requirements apply to educators at each of these three levels. These ADEPT professional development requirements are detailed below.

ADEPT TRAINER TRAINING

- All educators who seek to prepare educators to become ADEPT evaluators must successfully complete the ADEPT trainer training. The primary purpose of this training is to ensure fidelity of implementation of the ADEPT formal evaluation system.
- To be eligible to participate in ADEPT trainer training, an educator must
  - be an SDE-certified ADEPT evaluator,
  - have served successfully on a minimum of three ADEPT formal evaluation teams, and
  - be recommended for the training by a school district administrator or a faculty member at an IHE.

ADEPT trainer training consists of two components. The ADEPT trainer tutorial, developed by the SDE, is designed to acquaint the trainer-in-training with the requirements for the three-day evaluator training, including the agenda, materials, and performance assessments. Once an educator has successfully completed the ADEPT trainer tutorial, he or she is eligible to begin the second training component, the ADEPT trainer apprenticeship.

- The educator must successfully complete the ADEPT trainer tutorial *prior to* participating in the ADEPT trainer apprenticeship.
- During the apprenticeship, the trainer-in-training must conduct at least 75 percent of one or more complete three-day ADEPT evaluator training sessions under the direct supervision of an SDE-certified ADEPT trainer. The length of the apprenticeship depends on the number of training sessions the trainer-in-training requires to develop the skills necessary for him or her to be able to
  - prepare for and successfully conduct a three-day ADEPT evaluator training session,
  - accurately assess and provide feedback on all assignments to the participants in the ADEPT evaluator training sessions, and
  - propose recommendations for each of the participants and present these recommendations to the supervising ADEPT trainer.
- The supervising ADEPT trainer is responsible for evaluating the performance of the trainer-in-training according to the above performance criteria. Once the trainer-in-training has met these criteria, the supervising trainer must make the final recommendation to the SDE regarding certification of the particular individual.
- An educator who became a SDE-certified ADEPT trainer prior to the implementation of these ADEPT guidelines *must* successfully complete the new ADEPT trainer tutorial in order to retain his or her ADEPT trainer and evaluator certifications. However, he or she is *not* required to complete the ADEPT trainer apprenticeship or the ADEPT seminar.

ADEPT EVALUATOR TRAINING

- All educators who serve as members of formal evaluation teams for teachers at the annual- and continuing-contract levels must successfully complete the ADEPT evaluator training. The primary purpose of evaluator training is to ensure *reliability*.
- An educator must meet the following two criteria to be eligible to participate in ADEPT evaluator training:
  - have at least one year of successful teaching experience at the continuing-contract level in a South Carolina public school or at least three years of successful teaching experience in an IHE setting and
  - be recommended for the training by a school district administrator or a faculty member at an IHE.

- All ADEPT evaluator training models must be approved by the State Board of Education, must be conducted by an SDE-certified ADEPT trainer, must include a minimum of three full days (or the equivalent) of direct instruction and guided practice, and must include a comprehensive written assessment and one or more performance exercises that require each participant to demonstrate
  - knowledge of all ADEPT Performance Standards and key elements,
  - knowledge of all procedural requirements of the formal evaluation process,
  - knowledge of the state criteria for successful completion of the formal evaluation,
  - the ability to collect valid data and appropriately document evidence for each Performance Standard,
  - the ability to analyze evidence relative to each Performance Standard, and
  - the ability to make reliable judgments relative to performance in each standard through a consensus-based decision making process.

- An educator who became an SDE-certified ADEPT evaluator prior to the implementation of these ADEPT guidelines *must* successfully complete the ADEPT seminar (described below) in order to retain his or her ADEPT evaluator certification. However, he or she is *not* required to complete this evaluator training.

The ADEPT trainer is responsible for verifying participants' attendance and performance and for recommending eligible educators to the SDE for ADEPT evaluator certification.

ADEPT SEMINAR

The minimum ADEPT requirement for all cooperating teachers and IHE faculty members who supervise teacher candidates is successful completion of the ADEPT seminar. The ADEPT seminar is also the minimum ADEPT requirement for mentors. The primary purpose of the seminar is to ensure that participants have the knowledge and skills necessary to facilitate performance in each of the ADEPT Performance Standards.

- An educator must meet the following three criteria to be eligible to participate in an ADEPT seminar:
  - have at least one year of successful teaching experience at the continuing-contract level in a South Carolina public school or at least three years of successful teaching experience in an IHE setting,
  - be qualified to serve as a cooperating teacher, mentor, or supervising faculty member; and
  - be recommended for the seminar by a school district administrator or a faculty member at an IHE.

- All ADEPT seminars must follow the structure and format provided by the SDE and must be conducted by an SDE-certified ADEPT trainer or evaluator.

- An educator must attend and actively participate in the entire ADEPT seminar and must successfully complete the written assessment in order to receive a certificate of completion.

- An educator who became a SDE-certified ADEPT evaluator prior to the implementation of these ADEPT guidelines *must* successfully complete the ADEPT seminar in order to retain his or her ADEPT evaluator certification.

- Cooperating teachers, IHE faculty members, and mentors must successfully complete this seminar if they wish to continue as ADEPT facilitators.

The ADEPT seminar leader (i.e., ADEPT trainer or evaluator) is responsible for verifying participants' attendance and performance and for recommending eligible educators to the SDE for ADEPT facilitator certification.

ONGOING ADEPT TRAINING REQUIREMENTS

- ADEPT trainers, evaluators, and facilitators must participate in any ADEPT system update training that is required by the SDE in order for them to maintain valid ADEPT certificates.

- ADEPT-certified trainers, evaluators, and facilitators must accrue a minimum of *ten hours* of ADEPT-related professional development every five years. The ADEPT professional development may be provided by a school district, an institution of higher education, or the SDE. The employing entities are responsible for developing and implementing procedures to ensure that all ADEPT certificate holders meet this requirement.

State Sanctions

REGULATORY GUIDANCE

The ADEPT regulation—State Board of Education Regulation 43-205.1—as amended on June 24, 2005, states the following with regard to state sanctions for annual-contract teachers who fail two ADEPT formal evaluations:

> An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.
>
> Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

DISTRICT REPORTING AND SDE FOLLOW-UP

- School districts must annually report to the SDE via the ADS (ADEPT data system), on or before May 1, the name of every annual-contract teacher who fails an ADEPT formal evaluation for the second time. The following information must be included for each of these teachers:
  - the overall final evaluation judgment *and*
  - the evaluation summary, which includes the judgment for each ADEPT Performance Standard.

- When the SDE has received the district's report, the agency will notify the teacher in writing and will send the notification via certified postal mail to the address last reported to the SDE by the teacher. The notification will verify that the teaching certificate has been suspended and will inform the teacher that he or she is not eligible to teach in any public school in South Carolina for a minimum of two years. Additionally, the notification will include the remediation plan and timeline that has been established for the teacher by the SDE.

ADEPT REMEDIATION PLAN

On the basis of the performance areas that were identified as weaknesses on the formal evaluation summary, the SDE will develop a remediation plan for each teacher who has an ADEPT-related suspension.

- The teacher may begin work on the remediation plan at any time *after* the suspension but must complete the remediation plan within five years of the date of the certificate suspension in order to be eligible to have his or her teaching certificate reinstated. Failure to complete the remediation plan within the five-year period will result in the teacher's having not only to reapply for initial certification under the current requirements but also to complete the remediation plan if he or she wishes to return to teaching.

- The teacher must successfully complete a minimum of 6 semester hours of course work in the content area(s) in which he or she was evaluated.

- The teacher must successfully complete a minimum of 6 additional semester hours of course work related to each ADEPT domain in which weaknesses were identified during the formal evaluation.

- The teacher must take all required course work at an accredited institution of higher education.

  Courses that include field experiences are strongly recommended, particularly with regard to the teacher's fulfilling requirements related to the ADEPT domains. Introductory-level courses (i.e., courses below the junior level) cannot be accepted, and previous courses that the teacher has successfully completed cannot be repeated unless major content changes and/or updates in the course content have occurred.

- The teacher must earn a final grade of B or higher in order to apply the course toward fulfillment of the ADEPT requirements.

- Although the teacher is responsible for selecting the courses he or she will take in order to meet the specified requirements, the teacher is strongly advised to request approval from the SDE prior to enrolling in each course. In order to obtain preapproval from the SDE, the teacher must submit the name of the institution of higher education that is offering the particular course and a copy of the detailed course description and/or syllabus.

CERTIFICATE REINSTATEMENT

After a minimum of two years but within five years following the suspension of his or her teaching certification *and* after having completed his or her ADEPT remediation plan, the teacher is eligible to request reinstatement of his or her teaching certificate.

- The teacher must submit official transcripts to the SDE to verify completion of the remediation plan.
- The teacher must file a request for reinstatement.
- If the SDE reinstates the teaching certificate, the teacher becomes eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must undergo an ADEPT formal evaluation during the first full year of employment.
  - If the teacher completes the formal evaluation process and meets the ADEPT formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level.
  - If the teacher completes the formal evaluation process but fails to meet the ADEPT formal evaluation criteria set by the State Board of Education, he or she will be permanently prohibited from being employed as a public school teacher in this state.

ADEPT Formal Evaluation Requirements for Special-Area Educators:

Library Media Specialists

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

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

For the purpose of this document, the term *library media specialist* refers to any individual who holds South Carolina Department of Education certification as a library media specialist and who is employed in a South Carolina public school as a library media specialist, media specialist, or library information specialist.

ADEPT PERFORMANCE STANDARDS FOR LIBRARY MEDIA SPECIALISTS

Formal evaluations of library media specialists must address the following seven ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of a library media specialist's performance with regard to each of these standards:

APS 1: Long-Range Planning

The library media specialist must develop a long-range plan (LRP) that appropriately describes and/or references goals, objectives, policies, and procedures related to the administration and management of the library media center—including the plans for collaboration, assessment, communications, and advocacy—that are designed to meet the specific information and technology needs of the school community.

APS 2: Administering the Library Media Program

The library media specialist effectively administers and manages the library media center to ensure the efficient use of available space, resources, and services.

APS 3: Collaboration for Instruction and Services

The library media specialist promotes student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology into the state's curriculum standards.

APS 4: Library Media Collection and Resource Management

The library media specialist appropriately selects, acquires, organizes, circulates, maintains, provides access to, and promotes the use of a diverse collection of resources and technologies.

APS 5: Maintaining an Environment Conducive to Inquiry

The library media specialist creates a safe, attractive, open, and accessible environment that is conducive to inquiry and learning.

APS 6: Assessing the Library Media Program

The library media specialist conducts appropriate assessments of the library media collection, instructional program, and facility so that he or she can use the results of these evaluations to enhance the school's library media resources and services.

APS 7: Fulfilling Professional Responsibilities

The library media specialist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

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

ORIENTATION

- All library media specialists scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process.
- At a minimum, orientation sessions must include written and oral explanations of the ADEPT Performance Standards for library media specialists, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

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

Long-Range Plan (APS 1)

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

Interviews (APSs 2, 4, 5, and 6)

- Near the end of the first semester of evaluation, each evaluator must conduct an interview with library media specialist to collect information and view artifacts related to APSs 2, 4, 5, and 6. These APSs need not be reviewed again during the second semester of evaluation if (1) the library media specialist receives a preliminary rating of *meets standard* on APSs 2, 4, 5, and 6 and (2) the evaluation team agrees that no additional reviews are necessary.
- Data collection for these APSs may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APS 3)

- Each evaluator must conduct a minimum of one unannounced observation of an instructional session each semester (i.e., a minimum of four observations must be conducted during the school year).
- For the purpose of the ADEPT formal evaluation, observations should not be conducted prior to the midpoint of each semester. Additional observations may be conducted at the discretion of the evaluation team.

Library Media Specialist's "Reflection" (APS 3)

- Following each observation during the first semester of evaluation, the library media specialist must complete a written "Reflection" and submit it to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- Each "Reflection" must be reviewed by the evaluator who conducted the observation.
- The library media specialist need not complete additional reflections following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 3 and (2) the evaluation team agrees that no additional reviews are necessary.

Additional reflections may be requested during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 7)

- Near the end of the first semester of evaluation, the library media specialist must complete and submit the "Professional Self-Report."
- A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- Each evaluator must review both the "Professional Self-Report" and the "Professional Performance Description."
- The library media specialist need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the library media specialist:

- specific evidence regarding the library media specialist's performance with regard to each of the seven APSs and
- a summary of the library media specialist's overall performance.

This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- All members of the library media specialist's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- The evaluation team must reach consensus on each of the seven APSs regarding whether the library media specialist *meets standard* or *does not meet standard.*
- The library media specialist must meet the competency on APS 3 (Collaboration for Instruction and Services) *and* on at least five of the six remaining APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

ADEPT Formal Evaluation Requirements
for Special-Area Educators:

School Guidance Counselors

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

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

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

ADEPT PERFORMANCE STANDARDS FOR SCHOOL GUIDANCE COUNSELORS

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

APS 1: Long-Range Planning

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

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

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

APS 3: Development and Use of Assessments

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

APS 4: Providing Guidance and Counseling Services

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

APS 5: Providing Consultation Services

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

APS 6: Coordinating Guidance and Counseling Services

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

APS 7: Fulfilling Professional Responsibilities

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

EVALUATION TEAMS

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

ORIENTATION

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

REQUIRED DATA SOURCES AND TIMELINES

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

Long-Range Plan (APS 1)

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

minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Interviews (APSs 2, 3, and 6)

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

Observations (APS 4)

- Each evaluator must conduct a minimum of one unannounced observation each semester (i.e., a total of four observations must be conducted during the school year).
- The member of the evaluation team certified in school guidance counseling must conduct one or more observations of an individual, small-group, or crisis counseling session, consistent with all confidentiality guidelines set forth in the *Ethical Standards for School Counselors* (American School Counselor Association, 1998).
- The other evaluator(s) must conduct at least one observation of a large-group or classroom guidance activity or a group or individual planning session.
- All required observations must last a minimum of one entire session. Additional observations may be conducted at the discretion of the evaluation team.

School Guidance Counselor's "Reflection" (APS 4)

- Following every observation conducted during the first semester of evaluation, the school guidance counselor must complete a written "Reflection" on the session. The "Reflection" should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- Each "Reflection" must be reviewed by the evaluator who conducted the observation.
- The school guidance counselor need not complete another "Reflection" following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 4 and (2) the evaluation team agrees that no additional written reflections are necessary. A "Reflection" may be requested at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Consultation Surveys (APS 5)

- During the first semester of evaluation, the school guidance counselor must obtain feedback regarding his or her consultation activities.
- The feedback must include, but need not be limited to, written surveys (e.g., the "Consultation Survey" form) completed by parents/guardians, students, teachers, and administrators.
- Surveys must be completed by at least ten different respondents, including at least one building-level administrator.
- The school guidance counselor must complete the "Consultation Summary Report" on the basis of the surveys.
- Each evaluator must review the school guidance counselor's "Consultation Summary Report." Copies of the actual completed surveys must be made available to the evaluators upon request. Supportive evidence may be obtained via interviews and/or observations of consultation activities, as deemed appropriate by the evaluation team.
- APS 5 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on this APS and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 5 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 7)

- Near the end of the first semester of evaluation, the school guidance counselor must complete and submit the "Professional Self-Report."
- A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- Each evaluator must review the "Professional Self-Report" and the "Professional Performance Description."
- The school guidance counselor need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

- The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the school guidance counselor:
  - specific evidence of the school guidance counselor's performance with regard to each of the seven APSs and
  - a summary of the school guidance counselor's overall performance.
- This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- All members of the school guidance counselor's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- The evaluation team must reach consensus on each of the seven APSs regarding whether the school guidance counselor *meets standard* or *does not meet standard*.
- The school guidance counselor must meet the competency standard on all seven of the APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

ADEPT Formal Evaluation Requirements for Special-Area Educators:

Speech-Language Therapists

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

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

For the purpose of this document, the term *speech-language therapist* refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification as a speech-language therapist (formerly, *speech correctionist*), (2) has a Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association (ASHA), and/or (3) is licensed by the South Carolina Board of Examiners in speech-language pathology.

ADEPT PERFORMANCE STANDARDS FOR SPEECH-LANGUAGE THERAPISTS

Formal performance evaluations of speech-language therapists must address the following ten ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of the speech-language therapist's performance with regard to each of these standards:

APS 1: Long-Range Planning

The speech-language therapist develops a long-range plan (LRP) that describes and/or references appropriate procedures for identifying, assessing, and providing comprehensive services to speech-language-impaired children and for establishing and maintaining the ongoing program operations that are necessary to effectively address the specific needs of the students and the school.

APS 2: Complying with Guidelines and Regulations

The speech-language therapist follows applicable federal, state, and local regulations and guidelines that relate to procedural due process, program eligibility, Medicaid, and program documentation.

APS 3: Short-Range Planning of Therapy

The speech-language therapist develops, evaluates, and revises short-term objectives—including aligned treatment strategies, resources, and schedules—that facilitate the accomplishment of the individualized education program (IEP) goals for each student.

APS 4: Short-Range Planning of Assessment

The speech-language therapist demonstrates the ability to select/develop, interpret, and use the results of appropriate formal and informal measures to conduct comprehensive and ongoing student assessments.

APS 5: Establishing and Maintaining High Expectations for Students

The speech-language therapist establishes, maintains, and reinforces appropriate expectations for the performance and participation of each student, both within and outside of the therapy setting, and appropriately involves others (e.g., parents, teachers, other IEP team members) in the various aspects of the therapy process.

APS 6: Using Strategies That Facilitate Communication Skills

The speech-language therapist selects and effectively uses a variety of appropriate methods, strategies, and techniques to enhance each student's communication skills.

APS 7: Monitoring and Enhancing Communication

The speech-language therapist effectively and continuously monitors each student's performance and uses this information to make appropriate decisions regarding the immediate and long-term course of therapy.

APS 8: Maintaining an Environment That Promotes Communication

The speech-language therapist maintains an engaging physical environment and establishes a positive, inviting climate that is designed to enhance each student's communication interactions.

APS 9: Managing the Therapy Setting

The speech-language therapist establishes, communicates, and enforces appropriate rules for student behavior and procedures for managing noninstructional routines.

APS 10: Fulfilling Professional Responsibilities

The speech-language therapist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

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

ORIENTATION

- Each speech-language therapist who is scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process.
- At a minimum, this orientation must include written and oral explanations of the ADEPT Performance Standards for speech-language therapists, the evaluation process, the criteria for successful completion of the evaluation (including the district's procedural requirements for special education/speech and Medicaid documentation), and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

A variety of data-collection methods must be used in order for an accurate representation of the speech-language therapist's professional performance to be obtained. Additional methods of collecting evidence may be used if such

methods are in accordance with the district's approved ADEPT plan and are deemed appropriate by the evaluation team.

Long-Range Plan (APS 1)

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

Speech-Language Records and Documentation (APS 2)

- Near the end of the first semester of evaluation, each evaluator must review a random sampling of the speech-language records (including due process and Medicaid records) to determine compliance with applicable regulations and guidelines.
- Each evaluator should review a minimum of five records, except in special circumstances where the therapist's caseload requires fewer records to be generated. Only those records actually completed by the speech-language therapist should be selected for review; documents "inherited" from previous speech-language therapists do not constitute appropriate evidence.
- Criteria for the evaluation of the speech-language records must be consistent with the district's special education requirements for speech and Medicaid documentation.
- A records review need not be conducted during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on APS 2 and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 2 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

IEP Meetings and Interviews (APSs 3 and 4)

- During the first semester of evaluation, each evaluator must attend at least one IEP meeting (e.g., initial placement, annual review) conducted by the speech-language therapist. The evaluator may serve as the designated "administrator" for the meeting, if district policy allows.
- After each IEP meeting, the evaluator must conduct a follow-up interview with the speech-language therapist to collect information and review artifacts related to these APSs. APSs 3 and 4 need not be reviewed again during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary.
- Data collection for APSs 3 and 4 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APSs 5, 6, 7, 8, and 9)

- Each evaluator must conduct at least one unannounced observation of a therapy session each semester (i.e., a minimum of four observations must be conducted during the school year).

- All observations must last a minimum of one entire session. Evaluators should plan to arrive early to allow sufficient time for the speech-language therapist to access the student(s) IEP(s) prior to the beginning of the session. Additional observations may be conducted at the discretion of the evaluation team.

Speech-Language Therapist's "Reflection" (APS 7)

- Following every therapy-session observation conducted during the first semester of evaluation, the speech-language therapist must complete a written "Reflection" on the session. The "Reflection" should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- Each "Reflection" must be reviewed by the evaluator who conducted the observation.
- The speech-language therapist need not complete another "Reflection" following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional written reflections are necessary. Additional reflections may be requested during the second semester of evaluation, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 10)

- Near the end of the first semester of evaluation, the speech-language therapist must complete and submit the "Professional Self-Report."
- A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- Each evaluator must review the "Professional Self-Report" and the "Professional Performance Description."
- The speech-language therapist need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 10 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the speech-language therapist:

- specific evidence regarding the speech-language therapist's performance with regard to each of the ten APSs and
- a summary of the speech-language therapist's overall performance.

This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- All members of the speech-language therapist's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- The evaluation team must reach consensus on each of the ten APSs regarding whether the speech-language therapist *meets standard* or *does not meet standard*.
- The speech-language therapist must meet the competency standard on at least nine of the ten APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

APPENDIX A

Contract Types, ADEPT Processes, and District Options

<table>
<tr><td colspan="2">INDUCTION CONTRACT
◆ Issued to educators who have less than one year of teaching experience
◆ Required for all educators, except for experienced out-of-state or nonpublic school teachers</td></tr>
<tr><td>ADEPT process: induction
◆ Induction program and mentoring support and assistance
◆ Formative feedback
◆ Formal evaluation not required</td><td>Resulting year-end options for school districts:
◆ Annual-contract formal evaluation 1—if educator was successful in induction-contract year
◆ Annual-contract diagnostic assistance—if more time is needed before formal evaluation
◆ Contract nonrenewal* (educator has no due process rights in statute)</td></tr>
<tr><td colspan="2">ANNUAL CONTRACT
◆ Issued to educators who
❖ have completed an induction-contract year, or
❖ are from out of state or from a nonpublic school setting and have more than one year of teaching experience, or
❖ are returning to teaching following ADEPT-related state sanctions
◆ Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting</td></tr>
<tr><td>ADEPT process: diagnostic assistance
◆ Provided to educators who
❖ need additional assistance following an induction-contract year, or
❖ have an unsuccessful annual-contract formal evaluation 1 year, or
❖ have more than one year of teaching experience in another state or a nonpublic school setting, if time is needed for an orientation to the district and/or the ADEPT system prior to formal evaluation
[Note: Educators are eligible for no more than one annual-contract diagnostic assistance year.]</td><td>Resulting year-end options for school districts:
◆ Annual-contract formal evaluation 1—if the annual-contract diagnostic assistance year followed the induction-contract year
◆ Annual-contract formal evaluation 2—if the annual-contract diagnostic assistance year followed an unsuccessful annual-contract formal evaluation 1 year
◆ Contract nonrenewal* (educator has limited due process rights in statute)
[Note: An annual-contract diagnostic assistance year is always followed by an annual-contract formal evaluation during the next year of teaching employment.]</td></tr>
</table>

Contract Types, ADEPT Processes, and District Options

ADEPT process: **formal evaluation 1** Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract diagnostic assistance—if teacher was not successful on formal evaluation and has had no previous annual-contract diagnostic assistance ◆ Annual-contract formal evaluation 2—if educator was not successful on formal evaluation and has had a previous annual-contract diagnostic assistance year ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal* (educator has limited due process rights in statute)
ADEPT process: **formal evaluation 2** Required for all educators who did not successfully complete an annual-contract formal evaluation 1 year	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal*—if educator was successful on formal evaluation (educator has limited appeal procedure in statute) ◆ State sanctions**—if educator was not successful on second formal evaluation (educator has limited due process rights in statute)
ADEPT process: **informal GBE** Provided *only* to educators (most often PACE, CATE, or international teachers) who have completed a successful annual-contract formal evaluation 1 year or annual-contract formal evaluation 2 year but who have not yet completed all other requirements for a professional teaching certificate	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE—if educator was successful on annual-contract GBE and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on previous annual-contract GBE but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Annual-contract discretionary formal evaluation—if educator was not successful on annual-contract GBE ◆ Contract nonrenewal* (educator has limited due process rights in statute)
CONTINUING CONTRACT **Issued to individuals who** ◆ **have successfully completed a formal evaluation at the annual-contract level and have fulfilled all requirements for a professional teaching certificate *or*** ◆ **hold a valid teaching certificate and have been employed under a previous continuing contract**	

Contract Types, ADEPT Processes, and District Options

ADEPT process: **informal GBE**	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)
ADEPT process: **formal evaluation** (If recommended for formal evaluation, the educator must be notified in writing no later than April 15 or at the time of hire if the educator is new to the district.)	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)

The *most typical* sequence for traditionally prepared educators is as follows:

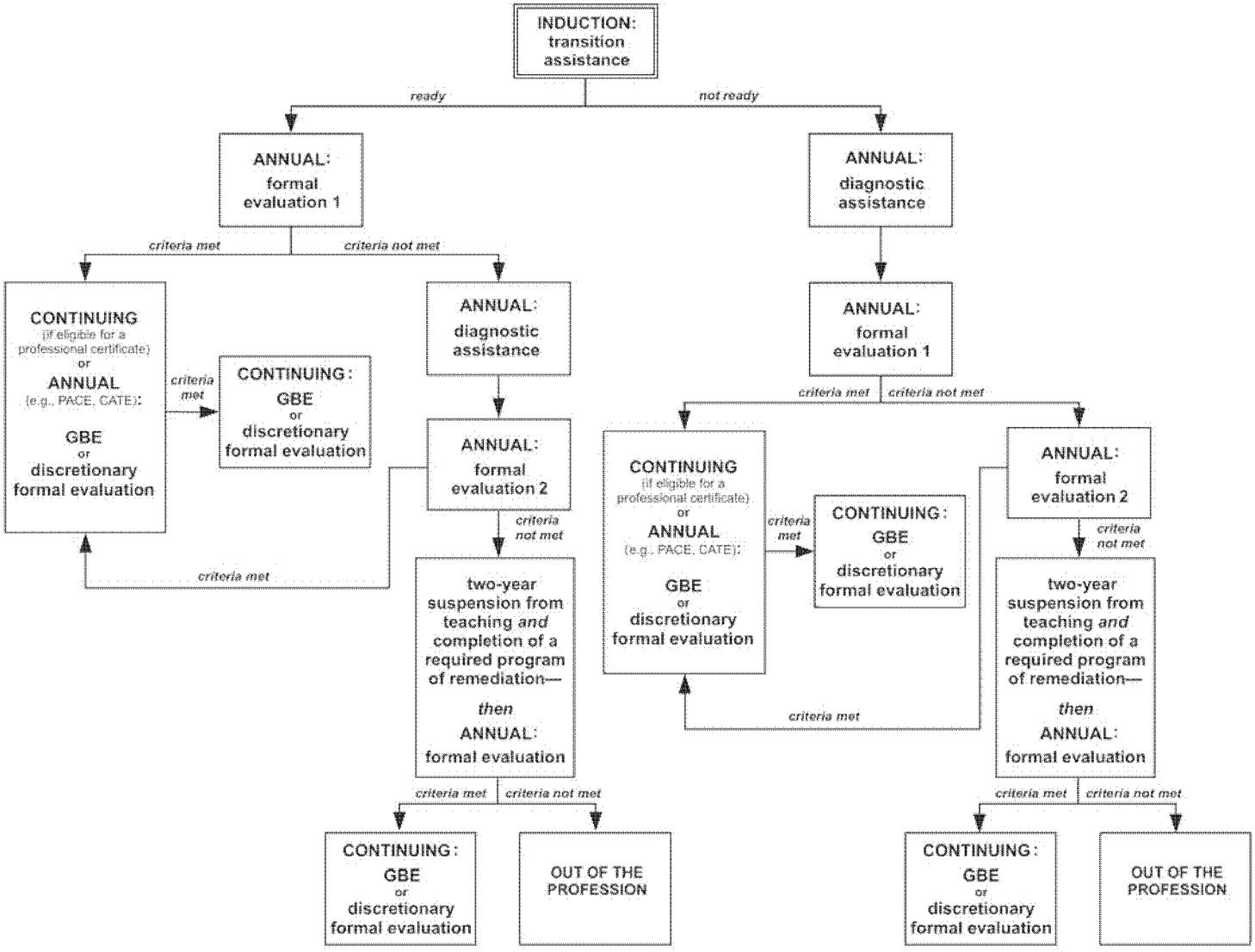
Year 1: *Induction* ➔ **Year 2: *Annual* Formal Evaluation 1** ➔ **Year 3: *Continuing* GBE**

* Educators whose contracts are not renewed are still eligible for employment in another school district.

** Educators may remain an *annual* contract for up to four years. However, after two unsuccessful formal evaluations at the annual-contract level, state sanctions are imposed. In these instances, educators may not teach for a minimum of two years and must complete a state-approved remediation plan in order to become eligible to reenter the profession.

Flow Chart:

Contract Types, ADEPT Processes, and District Options



APPENDIX B

ADEPT Formal Evaluation Observation Record
for Classroom-Based Teachers

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Date/time of observation: _____ Observer: _____

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING *An effective teacher creates and maintains a classroom environment that encourages and supports student learning.*	
A. What was the physical environment of the classroom like?	
B. What type of affective climate did the teacher establish for the students?	
C. What type of learning climate did the teacher establish for the students?	

APS 9: MANAGING THE CLASSROOM *An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.*	
A. What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave?	
B. In what ways did the teacher maximize—or *fail* to maximize—instructional time?	

APS 9: MANAGING THE CLASSROOM *An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.*	
C. What types of instructional materials, resources, and technologies were used during the lesson, and how did the teacher manage them?	

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS *An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.*	
A. What did the teacher expect the students to *learn* from the lesson? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?	
B. What did the teacher expect the students to *do* during and after the lesson? In what ways did the students demonstrate that they understood what the teacher expected them to do?	
C. How did the teacher help the students *relate* to the learning? In what ways did the students demonstrate that they understood the relevance and/or importance of the learning?	

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING *An effective teacher promotes student learning through the effective use of appropriate instructional strategies.*	
A. What instructional strategies did the teacher use during the lesson?	
B. In what ways did the teacher vary the instructional strategies during the lesson, and why?	

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING *An effective teacher promotes student learning through the effective use of appropriate instructional strategies.*	
C. What evidence suggests that the instructional strategies were—or were *not*—effective in terms of promoting student learning and success?	

APS 6: PROVIDING CONTENT FOR LEARNERS *An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.*	
A. What evidence suggests that the teacher did—or did *not*—have a thorough knowledge and understanding of the content?	
B. What was the content of the lesson?	
C. How did the teacher explain and/or demonstrate the content to the students, and how effective were the explanations/demonstrations?	

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING *An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.*	
A. In what ways—and how effectively—did the teacher monitor student learning during the lesson?	
B. In what ways—and how effectively—did the teacher make adjustments to accommodate the learning needs of the students?	
C. What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?	

Comments

APPENDIX C

ADEPT Formal Evaluation Consensus Report

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Academic year: _____ Cycle: ☐ preliminary ☐ final

DOMAIN 1: PLANNING

APS 1: Long-Range Planning		**Met** (1point)	**Not Met** (0 points)	**Rationale**
1.A	Obtaining and analyzing student information and using this information to guide instructional planning			
1.B	Establishing appropriate learning and developmental goals for all students			
1.C	Identifying and sequencing appropriate instructional units			
1.D	Developing appropriate processes for evaluating and recording students' progress and achievement			
1.E	Planning appropriate procedures for managing the classroom			

APS 2: Short-Range Planning of Instruction		**Met** (1point)	**Not Met** (0 points)	**Rationale**
2.A	Developing unit objectives			
2.B	Developing unit plans (content, strategies, materials, resources)			
2.C	Using student performance data to guide instructional planning			

APS 3: Planning Assessments and Using Data		**Met** (1point)	**Not Met** (0 points)	**Rationale**
3.A	Developing/selecting and administering appropriate assessments			
3.B	Gathering, analyzing, and using assessment data			

3.C	Using assessment data to reflect student progress and achievement			

Domain 1 (APSs 1–3) total points earned:		(Total points possible = 11)
Domain 1 rating:	☐ **Pass** (≥ 10 points)	☐ **Fail** (≤ 9 points)

DOMAIN 2: INSTRUCTION

APS 4: Establishing and Maintaining High Expectations for Learners		**Met** (1point)	**Not Met** (0 points)	**Rationale**
4.A	Establishing, communicating, and maintaining high expectations for student achievement			
4.B	Establishing, communicating, and maintaining high expectations for student participation			
4.C	Helping students assume responsibility for their own participation and learning			

APS 5: Using Instructional Strategies to Facilitate Learning		**Met** (1point)	**Not Met** (0 points)	**Rationale**
5.A	Using appropriate instructional strategies			
5.B	Using a variety of instructional strategies			
5.C	Using instructional strategies effectively			

APS 6: Providing Content for Learners		**Met** (1point)	**Not Met** (0 points)	**Rationale**
6.A	Demonstrating a thorough command of the subject matter			
6.B	Providing appropriate content			
6.C	Structuring the content to promote meaningful learning			

APS 7: Monitoring, Assessing, and	**Met**	**Not Met**	**Rationale**

Enhancing Learning		(1point)	(0 points)	
7.A	Monitoring student learning during instruction			
7.B	Enhancing student learning during instruction			
7.C	Providing appropriate instructional feedback to all students			

Domain 2 (APSs 4–7) total points earned:		(Total points possible = 12)	
Domain 2 rating:	☐ **Pass** (≥ 11 points)	☐ **Fail** (≤ 10 points)	

DOMAIN 3: ENVIRONMENT

APS 8: Maintaining an Environment That Promotes Learning		**Met** (1point)	**Not Met** (0 points)	**Rationale**
8.A	Creating a safe physical environment that is conducive to learning			
8.B	Creating and maintaining a positive classroom climate			
8.C	Creating and maintaining a classroom culture of learning			

APS 9: Managing the Classroom		**Met** (1point)	**Not Met** (0 points)	**Rationale**
9.A	Managing student behavior appropriately			
9.B	Making maximum use of instructional time			
9.C	Managing noninstructional routines efficiently			

Domain 3 (APSs 8–9) total points earned:		(Total points possible = 6)	
Domain 3 rating:	☐ **Pass** (≥ 5 points)	☐ **Fail** (≤ 4 points)	

DOMAIN 4: PROFESSIONALISM

APS 10: Fulfilling Professional Responsibilities		**Met** (1point)	**Not Met** (0 points)	**Rationale**
10.A	Advocating for the students			
10.B	Working to achieve organizational goals			
10.C	Communicating effectively			
10.D	Exhibiting professional demeanor and behavior			
10.E	Becoming an active, lifelong learner			

Domain 4 (APS 10) total points earned:		(Total points possible = 5)
Domain 4 rating:	☐ **Pass** (≥ 4 points)	☐ **Fail** (≤ 3 points)

Overall judgment: ☐ **Met** (all four domains passed) ☐ **Not Met** (one or more domains failed)

Evaluators' signatures: *By signing below, I verify that the formal evaluation process was conducted in accordance with the approved ADEPT plan and that I participated in making—and am in agreement with—the above judgments.*

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____
(optional)

Teacher's signature: *By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.*

Teacher: _____ Date: _____

APPENDIX D

ADEPT Goals-Based Evaluation

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Dates of GBE cycle: from _____ to _____

PROFESSIONAL GROWTH AND DEVELOPMENT PLAN

- **Goal:**
(This goal is number _____ of _____ goals for the educator's five-year GBE cycle.)
- **Duration of goal:**
Anticipated beginning date (*school year*): _____ Anticipated completion date (*school year*): _____
- **Types of evidence** required to verify annual progress/overall goal accomplishment**:**
- **Level of performance** required to determine satisfactory progress/goal accomplishment**:**
- **Certificate renewal:**
Activities related to this goal
☐ may apply toward this educator's certificate renewal *if* approved by the district.
☐ may not apply toward this educator's certificate renewal.

The above plan was jointly prepared and agreed upon by the following individuals: [*please sign*]

Educator: _____ Date: _____

Supervisor: _____ Date: _____

GBE REVIEW

- **Evaluation summary:** (to be completed by the supervisor on the basis of the evidence presented by the educator)
☐ The educator has *met* the above goal.
☐ The educator is making *satisfactory progress* toward achieving this goal.
☐ The educator is *not* making satisfactory progress toward achieving this goal.
☐ Other/comments:
- **Overall recommendation:** (to be completed by the supervisor with input from the educator)
☐ *Continue* the above goal.
☐ Develop/pursue a *new* goal because
  ☐ the above goal has been met.
  ☐ the above goal is no longer appropriate for this educator.
  ☐ one or more new priorities have been established for this educator.
☐ Other/comments:

The signatures below verify that the educator has received a written and oral explanation of the above evaluation summary and recommendations:

Educator: _____ Date: _____

Supervisor: _____ Date: _____

APPENDIX E

ADEPT Formal Evaluation At-a-Glance: Classroom-Based Teachers

<table>
<tr><th>CLASSROOM-BASED TEACHER</th><th>EVALUATOR 1 (ADMINISTRATOR/ SUPERVISOR)</th><th>EVALUATOR 2 (EVALUATOR)</th><th>PEER EVALUATOR (Consequential Evaluation)</th></tr>
<tr><td>Complete the LRP (APS 1) and submit for inclusion in dossier</td><td></td><td></td><td></td></tr>
<tr><td>Complete the (8-step) unit work sampling process (APSs 2 and 3) and submit for inclusion in the dossier</td><td></td><td></td><td></td></tr>
<tr><td>Complete a reflection (APSs 4–9) following each data-collection observation and submit for inclusion in the dossier</td><td>Conduct data-collection observations (APSs 4–9) and place documentation in the dossier</td><td>Conduct data-collection observations (APSs 4–9) and place documentation in the dossier</td><td>(Optional) Conduct data-collection observations (APSs 4–9) and place documentation in the dossier</td></tr>
<tr><td>Complete the self-assessment (APS 10.E) and submit for inclusion in the dossier</td><td>Complete the professional review (APS 10.A–D) and submit for inclusion in the dossier</td><td></td><td></td></tr>
<tr><td></td><td>Review the dossier</td><td>Review the dossier</td><td>Review the dossier</td></tr>
<tr><td></td><td colspan="3">Hold the consensus meeting; complete the “ADEPT Formal Evaluation Consensus Report” form</td></tr>
<tr><td colspan="3">Participate in the evaluation conference to discuss the evaluation results</td><td></td></tr>
</table>

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the teacher’s successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance:
Library Media Specialists

LIBRARY MEDIA SPECIALIST (LMS)	EVALUATOR 1 (CERTIFIED LMS)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the **LRP** (APS 1)			
	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Participate in **interviews** (APSs 2, 4, 5, and 6)	Conduct the interview; complete documentation (APSs 2, 4, 5, and 6)	Conduct interview; complete documentation (APSs 2, 4, 5, and 6)	
Complete a written **reflection** (APS 3) following each observation	Conduct the observations	Conduct the observations	
	Review the **reflection**	Review the **reflection**	
	Complete the documentation (APS 3)	Complete the documentation (APS 3)	
Complete the "Professional Self-Report" (APS 7)			Complete the "Professional Performance Description" (APS 7)
	Review the "Professional Self-Report"	Review the "Professional Self-Report"	
	Review the "Professional Performance Description"; complete the documentation (APS 7)	Review the "Professional Performance Description"; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and the "Evaluation Summary"		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the library media specialist's successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance:
School Guidance Counselors

SCHOOL GUIDANCE COUNSELOR	EVALUATOR 1 (CERTIFIED COUNSELOR)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the **LRP** (APS 1)			
Begin distributing the **"Consultation Survey"** forms (APS 5)	Review the LRP; complete the documentation (APS1)	Review the LRP; complete the documentation (APS 1)	
Participate in **interviews** (APSs 2, 3, 6)	Conduct the counseling interview; complete the documentation (APSs 2, 3, 6)	Conduct the guidance interview; complete the documentation (APSs 2, 3, 6)	
Complete a written counseling or guidance **reflection** following each observation (APS 4)	Conduct the counseling observation	Conduct the guidance observation	
	Review the counseling reflection	Review the guidance reflection	
	Complete the documentation (APS 4)	Complete the documentation (APS 4)	
Analyze the results of "**Consultation Survey**"; complete the "Consultation Summary Report" (APS 5)			
Complete the "**Professional Self-Report**" (APS 7)	Review the "Consultation Summary Report"; complete the documentation (APS 5)	Review the "Consultation Summary Report"; complete the documentation (APS 5)	Complete the "Professional Performance Description" (APS 7)
	Review the "Professional Self-Report"	Review the "Professional Self-Report"	

	Review the "Professional Performance Description"; complete the documentation (APS 7)	Review the "Professional Performance Description"; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and "Evaluation Summary"		
Participate in the evaluation conference to discuss evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the school guidance counselor's successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance:
Speech-Language Therapists

SPEECH-LANGUAGE THERAPIST (SLT)	EVALUATOR 1 (CERTIFIED SLT)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete an **LRP** (APS 1)	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Make **records** available for review (APS 2)	Review randomly selected records; complete documentation (APS 2)	Review randomly selected records; complete documentation (APS 2)	
Conduct IEP **meetings**; participate in **interviews** (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APS 3 and 4)	
Complete a written **reflection** following each observation (APS 7)	Conduct the observation	Conduct the observation	
	Review the reflection	Review the reflection	
	Complete the documentation (APSs 5, 6, 7, 8, and 9)	Complete the documentation (APSs 5, 6, 7, 8, and 9)	

<table>
<tr><td rowspan="2">Complete the "Professional Self-Report" (APS 10)</td><td>Review the "Professional Self-Report"</td><td>Review the "Professional Self-Report"</td><td rowspan="2">Complete the "Professional Performance Description" (APS 10)</td></tr>
<tr><td>Review the "Professional Performance Description"; complete the documentation (APS 10)</td><td>Review "Professional Performance Description"; complete the documentation (APS 10)</td></tr>
<tr><td></td><td colspan="2">Hold the consensus meeting; complete the consensus documentation and the "Evaluation Summary"</td><td></td></tr>
<tr><td colspan="3">Participate in the evaluation conference to discuss evaluation results</td><td></td></tr>
</table>

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the speech-language therapist's successful preliminary evaluation results in each respective APS.

Appendix D2G
Stakeholder Meeting Invitation

SC INSPIRED

Race to the Top
Round 2 Stakeholder Meetings

The South Carolina Department of Education invites you to participate in one of the upcoming stakeholder meetings to help our state design a successful Race to the Top--Round 2 proposal. The focus of these meetings will be on *teacher and principal effectiveness.*

Meeting Dates

- Thursday, May 13, 2010
- Tuesday, May 18, 2010
- Wednesday, May 19, 2010
- Monday, May 24, 2010

Meeting Time and Location

3:00-6:00 PM

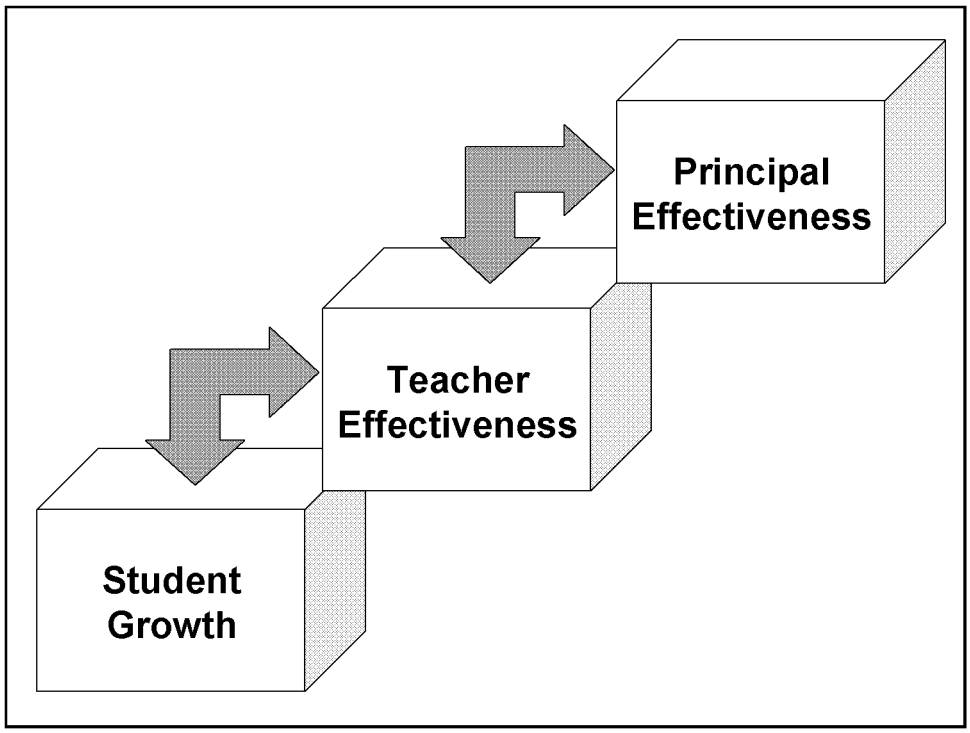
Division of Educator Quality and Leadership
3700 Forest Drive, 3rd Floor Conference Room
Columbia, SC 29204

To register to attend one of the stakeholder meetings, please contact
Kathy McCoy
ADEPT Administrative Specialist
Phone | 803-734-8273
E-Mail | kmccoy@scteachers.org

Stakeholder Meetings Summary

To help prepare for and inform the work of the future stakeholder committee, the state held a series of four meetings that focused specifically on teacher- and principal effectiveness. Invitations to these meetings were sent to all LEA personnel administrators, former State Teachers of the Year, alumni of the School Leadership Executive Institute, Deans of teacher preparation programs, and representatives from professional organizations (see Appendix D2G).

The agenda for these meetings included an overview of Race to the Top and the Blueprint for the reauthorization of the Elementary and Secondary Education Act, an outline of the Race to the Top reform plan criteria, a summary of the State's Round 2 Race-to-the-Top proposal for creating Great Teachers and Leaders, an explanation of the value-added concept, and a discussion of the interrelationships among student growth, teacher effectiveness, and principal effectiveness. The following diagram illustrates the reciprocal relationships between student assessments and teacher effectiveness and between teacher effectiveness and principal effectiveness.



Each of the four meetings concluded with input from the participants relative to the following five focus questions:

(1) What are the elements of teacher effectiveness (i.e., How do we know that teachers are effective)?

(2) How do we determine the effectiveness of all teachers?

(3) How do we reconcile the need for increased standardized student test data with the general view that we need to reduce the number of high-stakes tests for students?

(4) Should a school's effectiveness rating influence individual teachers' effectiveness ratings, and, if so, how much?

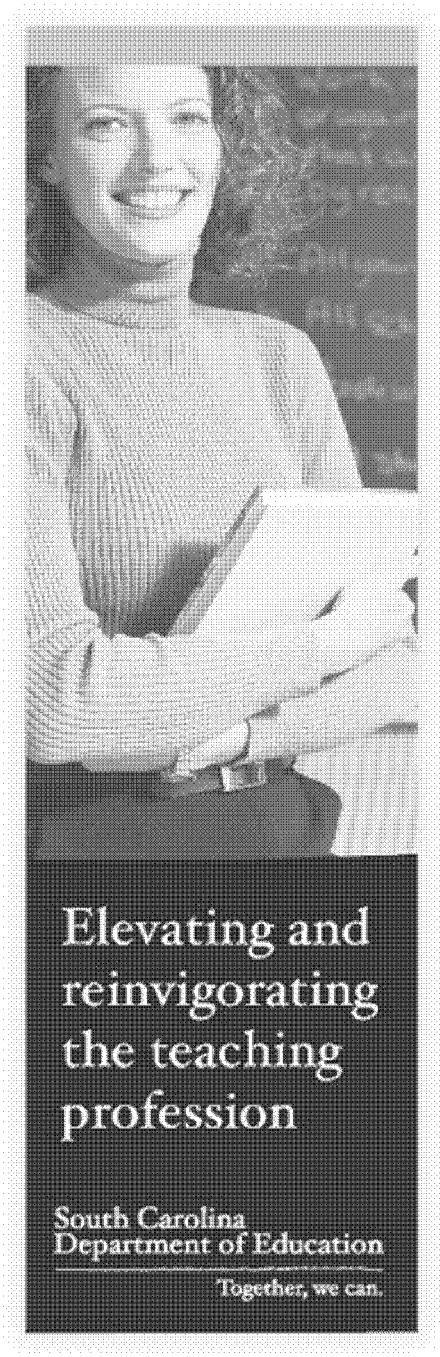
(5) At what point do we know that our new system is sufficiently robust to assist us in making valid, reliable, and fair decisions regarding teacher and principal certification, advancement/promotion, tenure, dismissal, and compensation?

These focus questions generated a great deal of dialogue and input from participants and led to several additional issues such as: "Schools spend a great deal of time crafting their mission statements. Standardized tests measure only a portion of the student outcomes to which many schools proclaim dedication. Are these ideals still appropriate and important? If so, shouldn't they play a part in determining teacher and principal effectiveness? Not everything that can be measured is important, and not everything that is important can be easily measured. So, in determining teacher and principal effectiveness, how can we reflect those student outcomes that are important but difficult to measure?"

All of the participants' responses to the focus questions will be provided as information to the members of the stakeholder committee for their consideration. Additionally, the committee will continue to seek statewide input as it progresses through its deliberations.

Appendix D3A
Task Force Report

Report of the Task Force on 21st Century Teaching and Learning



Presented to Dr. Jim Rex, State Superintendent of Education
September 15, 2008

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III. Recommendation 2: Recast the Teaching Profession	5
IV. Recommendation 3: Improve Teacher Working Conditions	7
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VI. Current Recruitment and Retention Efforts in South Carolina	12
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Executive Summary

In the 21st century, it is increasingly clear that we must become more innovative in our methods for recruiting and retaining the best and brightest individuals if we are to equip students with the sophisticated skills they need to participate in a knowledge-based society. The United States faces many challenges in terms of recruiting, selecting, and inducting qualified teachers for all of its communities. South Carolina has been a pioneer for establishing promising programs for recruiting and retaining well-prepared teachers. But, there is still work to do.

The Task Force on 21st Century Teaching and Learning focused on four areas that contribute to the development of a caring and qualified teaching workforce: (1) reinventing teacher compensation, (2) recasting the teaching profession, (3) improving teacher working conditions, and (4) improving community infrastructure and support for teachers.

Teacher compensation structures today look just as they did decades ago. In order to reinvent teacher compensation, the following areas need to be explored:

- Transition the current flat salary schedule to a new dynamic system that rewards teacher performance and student outcomes.
- Consider other non-salary incentives to entice high quality individuals to the teaching profession.
- Reallocate state resources to increase teacher salaries.
- Review teacher salary models every three to five years and present recommendations to the legislature regularly.
- Ensure that incompetent teachers are removed from classrooms.

Recasting the teaching profession will serve as an important endeavor in creating a positive image of the education profession. The Task Force recommends the following actions be considered:

- Promote a positive image of the education profession.
- Develop less complicated pathways to certification and recertification.
- Redefine teacher education programs.
- Continue to offer comprehensive mentoring programs for new teachers.
- Develop a teacher community model.
- Explore innovative methods for inducting new teachers.
- Explore options to ensure substitute teachers are prepared to positively affect student performance.

The call to improve teacher working conditions has been an incessant cry from educators. There are eight main components that must be examined in order to adequately address teacher working conditions in South Carolina:

- Treat teachers as professionals.
- Offer more choices for teachers.
- Create a culture that embraces and assists new teachers as they enter the education profession.
- Redesign the structure and schedule of schools to ensure a premium is placed on teacher growth and value-added[1] student achievement.
- Provide teachers with the resources they need to make positive gains in value-added student achievement.
- Create a statewide cadre of school leaders that treats all people with dignity and respect, understands instructional leadership and is passionate about success for all students.
- Create a fair way of funding schools to ensure that no teacher or student is disadvantaged based on his or her geographical location.
- Establish an ongoing working conditions feedback system for teachers.

More than ever, school districts are dependent on community support to attract and retain high quality teachers. In order to improve community infrastructure and support for teachers in South Carolina, the Task Force recommends the following actions be considered:

- Provide teachers with an appropriate quality of life.
- Visibly demonstrate a commitment to the teaching profession.
- Embrace new teachers as they join the teaching profession and local communities.
- Integrate the community and school culture into a seamless system of support for students, teachers, and families.
- Provide community support for "home grown" high school and college students and paraprofessionals to entice them into the teaching profession.
- Provide on-the-job support for teachers.

Recommendations

[1] Value-added measures growth in achievement of the same students over time, and because schools are largely responsible for achievement growth, value-added scores reflect the school and teacher contribution to student learning, not family and neighborhood factors.

From the Task Force on 21st Century Teaching and Learning to:
Elevate the Teaching Profession in South Carolina

Recommendation 1: Reinvent Teacher Compensation

Today's educators are under pressure to dramatically improve student learning. Empirical research indicates that high-quality teachers are the most critical factor in improving student performance. Yet, nearly half of new teachers leave the classroom during the first five years of teaching and, although the reasons are varied, insufficient compensation is often cited. It is critical that we keep experienced and successful teachers in the profession.

Because teacher pay by far represents the largest portion of school districts' operating budgets (often as much as 88 percent), it is compelling to ask if salaries can be linked to improving teacher quality, and ultimately, student performance. Other than a parent, no one has as much influence on children as an educator. Yet teacher salaries do not reflect the work they do every day to shape young minds and lives.

In addition to the traditional compensation models, a variety of federal monies, such as grants based on performance-pay, are providing insights into how districts and teachers can collaborate to implement sustainable programs designed to improve teaching and learning while providing higher compensation rates.

We cannot use yesterday's compensation system to address the need for recruiting and retaining tomorrow's classroom teachers.

Actions to Consider

1. Transition the current flat salary schedule to a new dynamic system that rewards teacher performance and value-added student outcomes.
   A. Take immediate action to refine the current salary schedule by:
      - increasing salary to national average,
      - meeting salary of neighboring states, and
      - raising salary cap beyond 22 years.
   B. Incrementally implement a new innovative salary schedule that rewards value-added student performance more significantly than experience and credentials. The new system would be called Salary Incentives for Teacher Excellence (SITE), which would include:
      - heavy emphasis on value-added student achievement outcomes,
      - incentives for serving in hard-to-staff districts,
      - incentives for serving in critical subject areas,
      - incentives for assuming additional duties (mentoring, sponsoring activities, leading special projects or programs),
      - incentives for teaching experience (years of service), and credentials (education level, National Board Certification, etc.)

   The experience of The South Carolina Teacher Advancement Program (SCTAP) and other national teacher incentive models should be used to help build this

new outcome-based system. Veteran teachers should be allowed to choose the current system or SITE. New teachers would be required to enter the SITE system.

2. Consider other non-salary incentives to entice high quality individuals to the teaching profession.
   A. Explore additional options for repayment of student loans.
   B. Explore giving teaching credit to career changers.

3. Reallocate state resources to increase teacher salaries.

4. Review the teacher salary model every three to five years and present recommendations to the legislature regularly.

5. Ensure that incompetent teachers are removed from classrooms.
   A. Educate school leaders on correct dismissal procedures.
   B. Explore the statute on educator employment and dismissal.

Recommendation 2: Recast the Teaching Profession

Young people today have a wide variety of professions from which to choose. Many professions offer excellent compensation, freedom, and career advancement opportunities. Unfortunately, the teaching profession has suffered from the increased competition from other professions for the best and brightest graduates. In the past, many women and members of minority groups chose teaching because other career options were less inviting. Today, women and members of minority groups are sought after throughout the professional workforce. We can no longer take a passive approach to recruiting teachers. That the teaching profession is seen as an honorable, profitable and rewarding career option is essential to recruiting a talented and diverse teaching force.

Public perceptions about the teaching profession must be changed, in order for the new generations of millenials to consider teaching as their career choice. Unfortunately, teaching is not the first career option for most college students. The perception of teaching as a career must be moved from a secondary option to the first choice. We must not only address the quantity of young people choosing education as a career, but also the quality. We must shift the selection of teachers to the top quartiles of college students.

Many local districts design and support their own recruitment programs. These isolated approaches often create inequities across the state as the wealthiest districts have the resources that poor districts lack to recruit and retain a quality workforce. We need new methods to expand the pool of candidates into the teaching profession.

Actions to Consider

1. Promote a positive image of the education profession.
   A. Establish a brand for teaching in South Carolina.

B. Call to action ads
C. Implement innovative marketing strategies highlighting positive examples of teaching by using:
   - television,
   - radio,
   - movie theatre previews,
   - transportation ads,
   - billboards, and
   - the Internet.

D. Develop teachers as advocates.
E. Promote teachers' contributions to the community at large.

2. Develop less complicated pathways to certification and recertification.

3. Redefine teacher education programs.
   A. Create a team teaching module-multigenerational.
   B. Increase Professional Development School (PDS) collaboration.
   C. Include collaboration between technical/community and four-year faculty members to structure a pathway to teacher education programs through a two-year system similar to the Diverse Pathways Project.
   D. Create a campaign to entice career-changers to teach.
   E. Ensure that teacher education programs expose students to realistic expectations of teaching culture, work load, and culturally relevant teaching.
   F. Provide more scholarships for students who are committed to teaching.
   G. Establish a paid residency for student teaching.
   H. Encourage co-teaching between college faculty and classroom teachers.
   I. Ensure that teacher education programs teach current innovative technology.

4. Continue to offer comprehensive mentoring programs for new teachers.
   A. Support training for veteran teachers to become effective mentors to new teachers.
   B. Provide salary supplements for mentors.
   C. Develop careful and effective partnering of new and veteran teachers.
   D. Explore practices such as reducing the teaching load for new teachers to allow time daily to meet with mentors for coaching.
   E. Ensure comprehensive teacher induction programs focused on the realities of teaching and provide on-going support for developing successful motivation and discipline models.
   F. Fund comprehensive induction programs for new teachers that include networking, release time, and full-time mentor coaching for the first two years.

5. Develop a teacher community model that includes:
   A. mentoring/coaching,
   B. team teaching,
   C. Professional Learning Communities,
   D. more financial support for professional development selected by teams of educators,

E. more defined career ladders for teachers,
F. more support to teachers so that they can focus on teaching,
G. reduced isolation, and
H. shared leadership.

6. Explore innovative methods for inducting new teachers.
   A. Reduce non-instructional duties to allow more time to plan and reflect.
   B. Provide financial support to furnish a classroom conducive for a learning environment.
   C. Include extra paid days (assimilation days) at the beginning of the school year for mentoring, classroom set-up, and completing student records.
   D. Develop a team approach.
   E. Create a seamless transition from teacher education program to 3rd year of teaching.

7. Explore options to ensure substitute teachers are prepared to positively affect student performance.

Recommendation 3: Improve Teacher Working Conditions

Surveys have long indicated that working conditions play a major role in teachers' decisions to change schools or leave the profession. Reasons for remaining in teaching or leaving are strongly associated with such matters as how teachers view administrative support, available education resources, teacher input into decision-making, and school climate. Of the various data implications from "Listening to the Experts" (South Carolina 2004 Teacher Working Conditions Survey Report), six primary findings were included in the report.

The first finding indicated that teacher working conditions are important predictors of student achievement. The overall findings from the analysis of the impact of teacher working conditions on student achievement provided compelling evidence to support the notion that teacher working conditions are student learning conditions. Second, teacher working conditions make a difference in teacher retention. According to the survey, while teachers indicated that time and empowerment were central in their abilities to help students learn, a collegial atmosphere and being led by a principal with a strong instructional emphasis mattered most in teachers' decisions about whether or not to stay in the school where they work. The third finding indicated that teachers' perceptions of working conditions reflect actual school conditions. Fourth, teachers' and principals' perceptions of working conditions are in synch. The fact that school leaders and teachers are in synch regarding the extent to which conditions of work are problematic makes achieving some consensus, and impetus for reforming these issues, much more likely. The fifth finding indicated that teachers, regardless of background and experience, view teacher working conditions similarly. Lastly, many aspects of teacher working conditions have "ripple effects," meaning that schools are likely to have teachers who feel generally positive or negative overall about working conditions. If satisfaction is high in one area, particularly leadership, it is likely to be high across the board.

Nationally, we lose 46 percent of our teachers by the fifth year. Our task force believes that the conditions in which teachers work can help to reduce that disturbing trend. Working conditions matter.

Actions to Consider

1. Treat teachers as professionals.
   A. Implement programs and policies that maximize the time and effort teachers have to facilitate learning.
   B. Explore options for ensuring that lunch duties are not assigned to teachers to ensure an unencumbered lunch period.
   C. Eliminate additional duties not related to teaching or teacher collaboration and learning.

2. Offer more choices for teachers.
   A. Provide flexibility by exploring options for innovative uses of time and resources.
   B. Increase school choice for students, which in turn, will increase choice for teachers.
   C. Establish adjunct teacher positions.
   D. Create job sharing opportunities.
   E. Develop opportunities for teachers to team and loop.

3. Create a culture that embraces and assists new teachers as they enter the education profession.
   A. Ensure that new teachers are not assigned the most challenging students and schedules.
   B. Promote reduced class loads/duties for beginning teachers.
   C. Fund, implement, and sustain strong mentoring and induction programs.

4. Redesign the structure and schedule of schools to ensure a premium is placed on teacher growth and value-added student achievement.
   A. Ensure more time for teachers to meet, coordinate, and share information about curriculum, effective instructional methods, and ideas for improving student performance.
   B. Create teams of teachers who have responsibilities with groups of students with team rewards.
   C. Promote Professional Learning Communities by providing collaborative planning time which is protected. Also, provide professional development in establishing Professional Learning Communities for principals and teachers.
   D. Integrate technology as appropriate into all classrooms.
   E. Promote customized and relevant professional development (based on data) designed to meet different learning modalities.
   F. Ensure opportunities for teacher-led professional development.
   G. Provide state funding for full-time substitute positions that are filled by certified teachers at every school.

5. Provide teachers with the resources they need to make positive gains in value-added student achievement.
   A. Ensure that every teacher has a safe, clean, and equipped environment in which to teach (materials, technology, resources, etc.).
   B. Provide support-tech specialists to assist teachers.

6. Create a statewide cadre of school leaders that treats all people with dignity and respect, demonstrates understanding of instructional leadership, and is passionate about success for all students.
   A. Work with colleges of education to refine and improve their Educational Leadership programs.
   B. Encourage principals to develop leadership teams at the school level (principals, asst. principals, instructional specialists, teacher leaders) that create a vision for their schools through building community relationships.
   C. Empower and train teachers to engage in leadership roles within schools, districts, and across the state.

7. Create a fair way of funding schools to ensure that no teacher or student is disadvantaged because of their geographic location.

8. Establish an ongoing working conditions feedback system for teachers.
   A. Provide funding for the design, dissemination and analysis of teacher working conditions surveys.
   B. Involve stakeholders such as teachers, principals, and superintendents in the design of the survey and use of results.
   C. Ensure that responses are anonymous.
   D. Administer surveys and analyze data at least every three years.

Recommendation 4: Improve Community Infrastructure and Support for Teachers

Like any other person deciding where to live and work, teachers weigh the community infrastructure in their decisions. Teachers want to live and work in a place where they are welcome, where there is suitable housing, where there is convenient access to medical care, child care and shopping. Many of our rural communities struggle to provide the infrastructure and support necessary to attract sufficient numbers of teachers to their schools.

It is not possible to completely revitalize all communities in South Carolina to meet every teachers' needs and desires. However, it is possible to improve how we market our communities to find creative ways to address concerns about community infrastructure and support, and to take action to show teachers that they are important and valued members of the communities they serve.

In some ways, improving the support we give teachers is the most important action we can take to recruit and retain effective teachers. These professionals knew that their compensation package would be lower than most. They knew that their days would be challenging, but they expected that they would be appreciated and valued. The actions to consider below provide some ideas and programs that will help communities embrace and support their teachers.

Actions to Consider

1. Provide teachers with an appropriate quality of life.
   A. Provide affordable housing that supports social, recreational, and personal needs.
      - Establish relationships with realtors and landlords to maintain an inventory of appropriate rental housing at reduced costs.
      - Implement projects to renovate existing housing that can be dedicated to occupancy by teachers.
      - Build new housing projects that can be dedicated to occupancy by teachers (Teacher Village).
      - Work with mortgage lenders to establish special rates and discounts for teachers.
   B. Provide teachers with access to facilities, wellness programs, cultural events and other recreational activities at reduced costs.
   C. Provide daycare options for teachers at reduced costs.
   D. Develop alternative sources of support for teachers (grants, local Chamber of Commerce, businesses, churches/spiritual development opportunities, clubs, and civic groups.

2. Visibly demonstrate a commitment to the teaching profession.
   A. Create and implement an aggressive marketing campaign highlighting the teaching profession.
   B. Provide support for teachers to participate in renewal activities. Support the development and expansion of the Teacher Renewal Center and other activities that reinvigorate teachers.
   C. Establish the Governor's School for Teaching to focus on nurturing the next generation of teachers and state leaders.
   D. Create SC TeacherVillage.com, a statewide, online social network for teachers that can help replace the feeling of isolation with a feeling of connectedness.
   E. Conduct surveys of high school/college students for an understanding of what would motivate them to enter the teaching profession and serve in rural communities.

3. Embrace new teachers as they join the teaching profession and local communities.
   A. Designate a person within each school district to assist with relocation efforts, housing, and acclimation to the school and district. Establish a community welcome committee for teachers.
   B. Provide a web-based community/district tool kit for new teacher

candidates and the employers that provides for community tours and teacher discounts.

C. Provide new teachers with time in their schedule to reflect and grow. Assign new teachers a teaching assistant or community volunteer.

D. Provide moving expenses for teachers in exchange for a specified term of service.

4. Integrate the community and school cultures into a seamless system of support for students, teachers, and families.
   A. Create "community schools" that incorporate community services into the school campus (medical, dental, fitness, child care, etc.).
   B. Open schools to community activities and programs which engage stakeholders.
   C. Create partnering programs between schools and the community so each classroom has a community sponsor/advocate.

5. Provide community support for "home grown" high school and college students and paraprofessionals to entice them into the teaching profession.
   A. Expand state and district initiatives for undergraduate student loan assistance for students willing to return to their hometown and teach.
   B. Expand current efforts to assist paraprofessionals with completion of teacher education programs by offering scholarships or tuition reimbursement to assist with student teaching.
   C. Explore options for paraprofessionals to maintain health care benefits and salary during their student teaching experience.
   D. Implement a teaching fellows program for college students that will link them with service in specific communities upon graduation. The community would "sponsor" the teaching fellow.

6. Provide on-the-job support for teachers.
   A. Relieve teachers of administrative duties (hall duty, bus duty, cafeteria duty, etc.).
   B. Ensure teachers have clean, safe and adequate classrooms and all necessary resources to provide high quality instruction.
   C. Create a system that provides differentiated roles and some flexibility for movement in and out of the classroom for sustained periods of time.
   D. Maintain a career-long professional development system for all teachers and school administrators.
   E. Create additional career opportunities for teachers to advance in the education profession while remaining in the classroom.
   F. Explore options for sharing groups of students among teachers.
   G. Provide tuition scholarships toward completion of degree programs, professional development opportunities, new technologies, participation in a mentoring program, and other perks.

Current Recruitment and Retention Efforts in South Carolina

The nation is facing an impending critical teacher shortage in specific hard-to-staff areas. The U.S. Department of Education indicates that school districts will need to hire more than two million teachers over the next decade. South Carolina currently has dozens of programs, activities, and services in place to attract and retain individuals to the teaching profession.

Recruitment Strategies

The **Center for Educator Recruitment, Retention, and Advancement (CERRA)** provides a statewide, online employment and certification application system which is accessible by all 86 school districts in the state and maintains the South Carolina Educator Job Bank. More than 31,823 applications were initiated in the system FY08. CERRA's Pro-Team, Team9 REACH, Teacher Cadet, and South Carolina Teaching Fellows Scholarship are a few of the programs designed to attract talented young people to the profession as early as middle school.

The **South Carolina Educator Recruitment Expo** is a one-day job fair that brings applicants within and outside of South Carolina to Columbia for information and interviews. The Expo is a partnership project of CERRA and the South Carolina Association of School Administrators (SCASA).

Teachers-Teachers.com is an educational recruitment system which allows applicants to create an online resume to apply for teaching positions in the state. Through this service, the number of educators interested in education positions in South Carolina has grown from 27,538 to 33,407.

A **South Carolina Department of Commerce grant** has been secured to build or renovate housing for teachers. Architectural renderings for the SC Teacher Village project, have been prepared for selected districts. The SC Teacher Village will include assorted housing configurations for beginning, international, and veteran educators who are teaching in South Carolina's rural areas. Another concept has been designed for a TEACHouse. This initiative allows a dozen first year teachers to share a home for a low monthly payment.

The **Program of Alternative Certification for Educators (PACE)** is a three-year program designed for individuals with a four-year degree who want to enter the teaching profession. This alternative route allows participants to complete a series of training seminars, workshops, and graduate courses for certification while simultaneously being employed as a full-time teacher. Individuals must also pass the Praxis II subject area exam and have two years of full-time work experience.

South Carolina Troops to Teachers (SC TTT) ranks seventh in the nation for placement of military veterans in the classroom. Since the program's inception, 398 teachers have been hired from this pool of applicants. South Carolina was selected as one of three states to add the Spouses to Teachers (SC STT) program.

Based on the success of the pilot program, all states now offer this program as an employment and education initiative to support the spouses of Active Duty, Reserves, and National Guard members.

The South Carolina Department of Education has Memorandums of Understanding with China, France, Spain, India, and Taiwan and approves additional providers of J-1 and H-1B visa services that bring teachers from a variety of other countries. During the 2007–08 school year, 32 school districts participated in the **International Visiting Teachers Program** by accepting teachers for math, science, special education, Chinese, French, and Spanish. The state recruited 284 teachers through this program.

The **Diverse Pathways to Teaching Project** is a $4.7 million dollar grant program that creates a seamless transition for teaching candidates at two-year technical schools to move to four-year institutions without losing time or credit hours toward their teaching degree. The primary goal is the development of a quality teaching force that reflects the diversity of the state's population.

The **South Carolina Teacher Loan Program** was established to entice talented and qualified students into the teaching profession. Career changers and teachers in the alternative certification program may participate. A portion of this loan is cancelled by teaching in South Carolina public schools in an area of critical need, geographic or subject area.

A **marketing and public relations campaign entitled,** "Make a Difference, Be a Teacher," was put into place which uses commercials that target five media markets in SC to increase the diversity, quality, and number of individuals starting careers in education.

The State Department of Education maintains partnerships with **Institutions of Higher Education**. South Carolina has 30 Educator Preparation Units producing an average of 2,400 teachers per year. Educator preparation units are evaluated using the National Council for Accreditation of Teacher Education (NCATE) model.

Retention Strategies

National Board Certification, a high quality professional development program based on national teaching standards is a strong retention initiative. In 2008, 658 South Carolina educators earned the prestigious credential, bringing the overall state total to 5,771, more than 12% of the state's teaching force. Teachers undergo a rigorous evaluation process to earn this certification and are awarded a $7,500 state supplement for ten years. Many school districts supplement this stipend. South Carolina ranks third in the nation for its number of National Board Certified teachers.

Project CREATE allows educators to receive cost-free course work to complete add-on or initial certification in special education. The program has made a positive impact in growing a highly qualified special education teacher workforce in the

State. To date, 226 teachers have completed all required content course work for special education certification.

During the 2007–08 academic year, a total of 52,215 educators participated in the various components of South Carolina's system for **Assisting, Developing, and Evaluating Professional Teaching (ADEPT)**. The ADEPT system forms a seamless continuum for educators throughout the entirety of their careers. In addition to applications for classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special area educators (i.e., school counselors, library media specialists, and speech-language therapists).

ML-TEACH helps teachers identify courses needed for add-on middle level certification. Eligible teachers may apply for grants of up to $1200 to cover the cost of tuition and other related expenses for approved courses leading to add-on certification in a middle level teaching area.

The South Carolina Teacher Advancement Program (SCTAP) is an initiative to attract, retain, develop, and motivate talented people to the teaching profession. SCTAP is designed to elevate the teaching profession so that every child in South Carolina is taught by a highly skilled, strongly motivated, and competitively compensated educator. The program impacts school culture through the implementation of four elements; multiple career paths, instructionally focused accountability, ongoing applied professional growth, and performance-based compensation. Over 70 percent of teachers in SCTAP schools report high levels of collegiality. The program has earned more than $40 million in incentive grants.

The **South Carolina Teacher of the Year Program** recognizes teachers in all South Carolina districts and names a state teacher of the year. The state teacher of the year and the four honor roll teachers are announced at an annual banquet. The State teachers work with CERRA during the year of his or her ambassadorship developing and supporting district and regional teacher leadership forums and other state initiatives. He or she still receives a salary during that year. The State Teacher of the Year also receives a $25,000 stipend from the state and use of a new BMW Z4 roadster. Honor roll teachers receive $10,000 and each District Teacher of the Year receives $1,000.

The **Milken Family Foundation National Educator Awards** provide recognition and unrestricted financial awards of $25,000 each to exceptional elementary and secondary school teachers, principals and specialists who are furthering excellence in our nation's schools. New Milken Educators also receive an all-expenses-paid trip to Los Angeles to participate in the Milken National Education Conference focused on solutions to America's pressing challenges in education today.

Weak leadership and lack of administrative support are frequent reasons teachers give for leaving certain schools. The **Leadership Continuum** is a program that spans the administrative career path from teacher-leader to experienced

superintendent. It is designed to build a school culture that values teachers and, therefore, reduces teacher turn-over.

South Carolina's Mentoring and Induction Guidelines, approved by the State Board of Education, establishes support for new teachers and leadership/service opportunities for accomplished teachers. Research on mentoring supports its efficiency and effectiveness as a method of teacher retention.

The South Carolina Department of Education has partnered with Clemson University to create a **Teacher Renewal Center** . The center will respond to the urgent need to support teachers in their efforts to improve teaching and learning. The center is modeled after similar centers in the country and will provide individuals and teams of teachers a place to renew their commitment and passion for teaching, strengthen their resilience and ability to navigate difficult situations, and enhance their ability to lead innovations in their schools.

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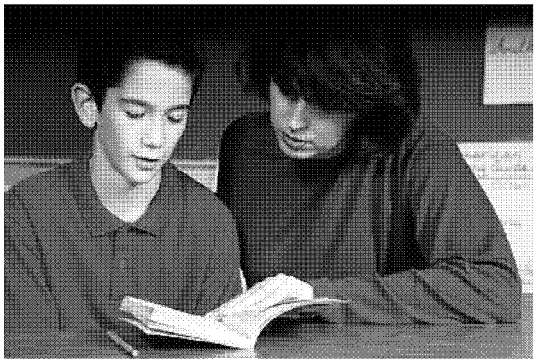

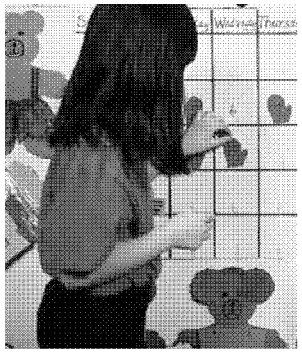

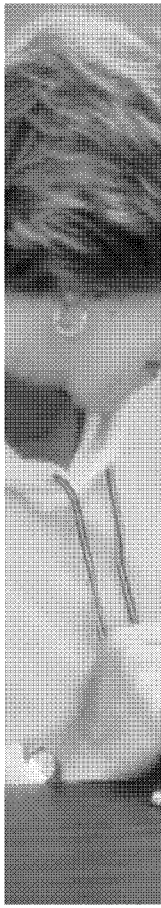

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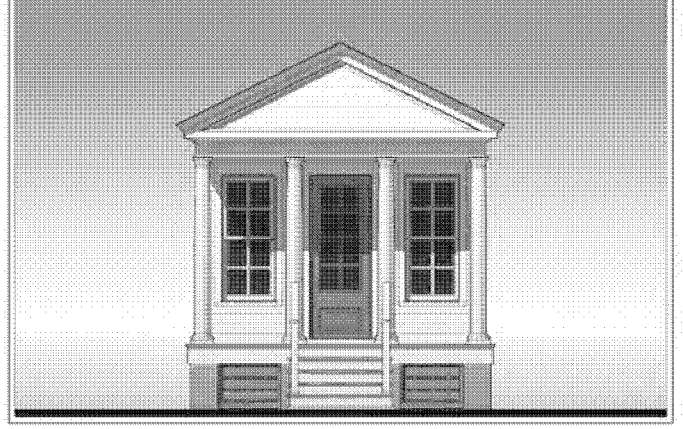

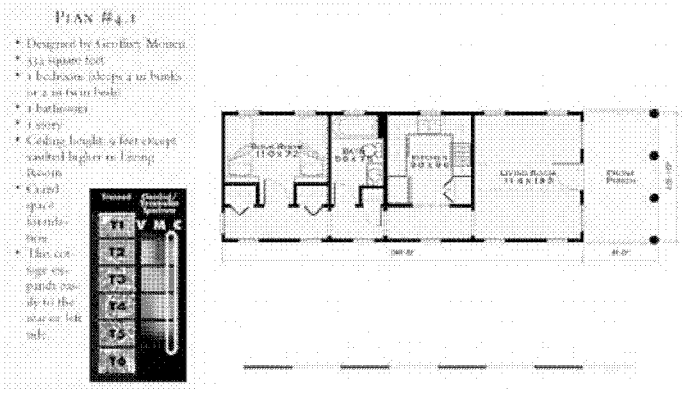

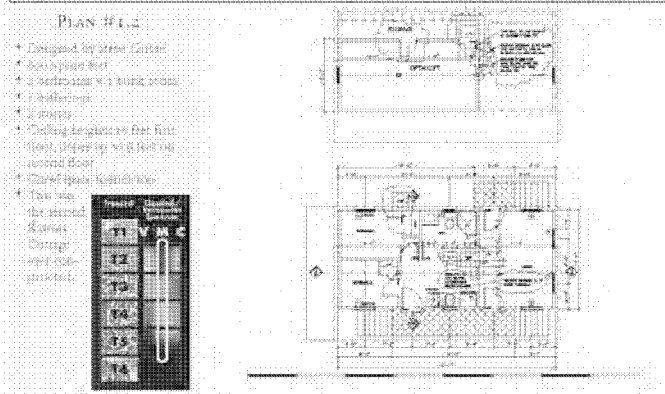

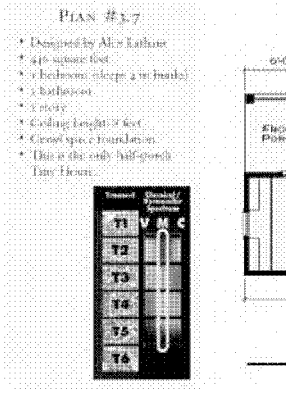

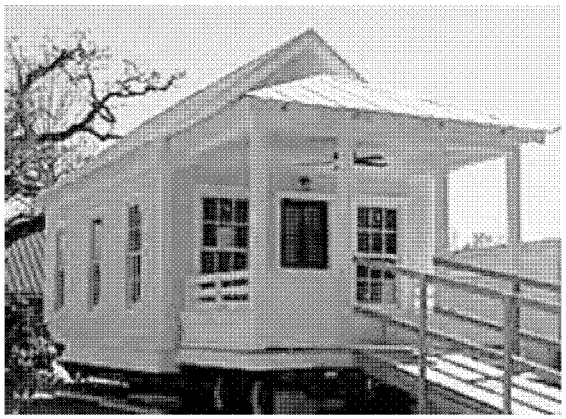

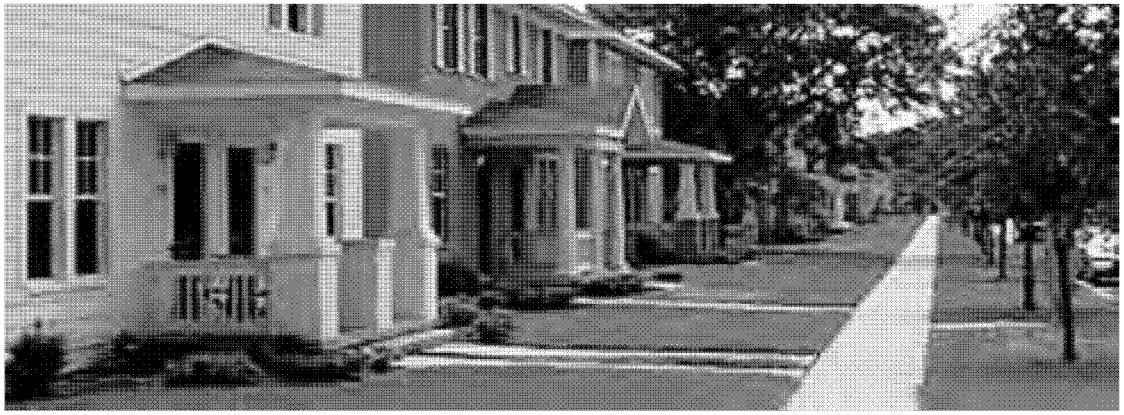

DEPARTMENT OF EDUCATION

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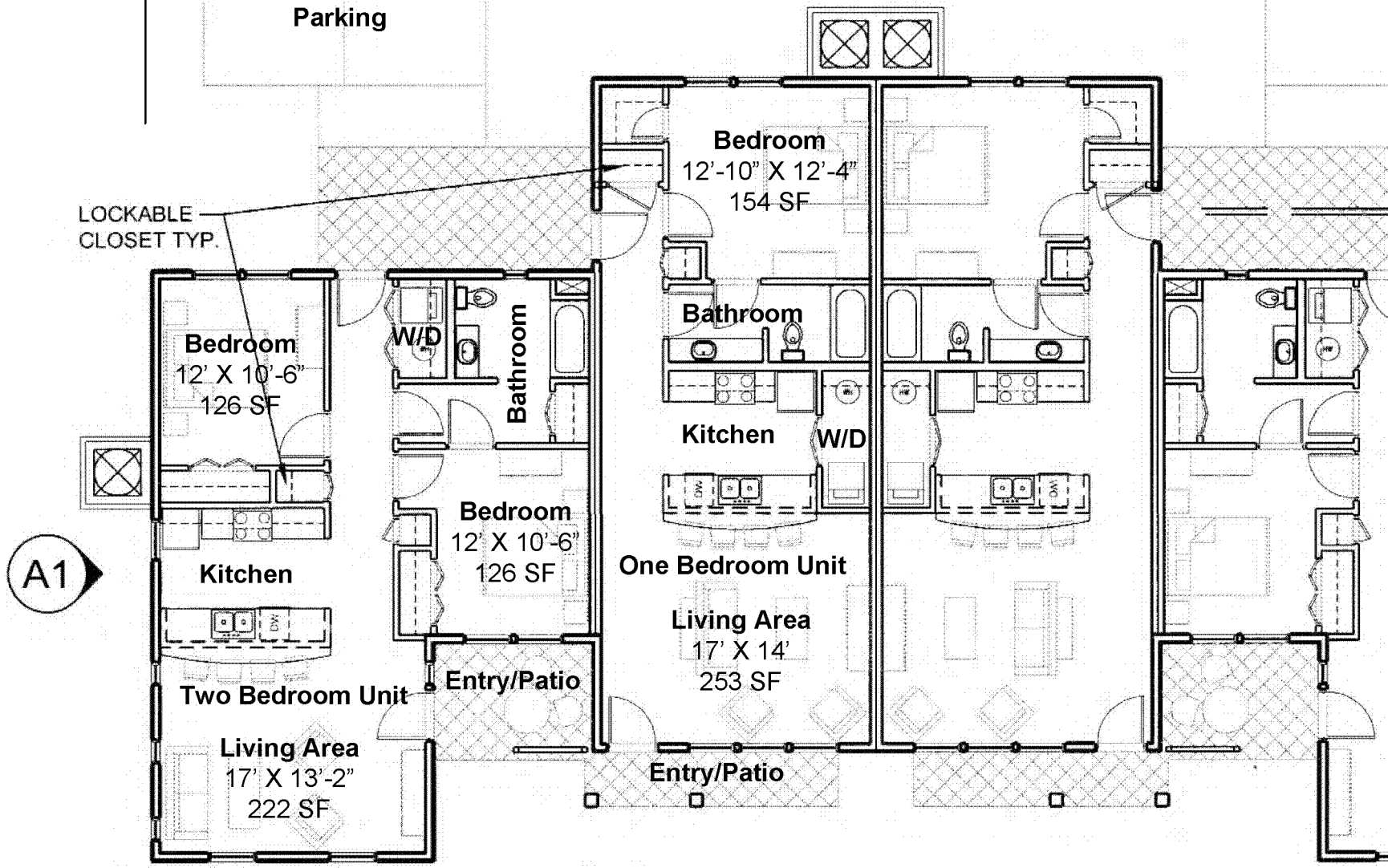
Typical Four Component Housing Unit



3,460 Squa
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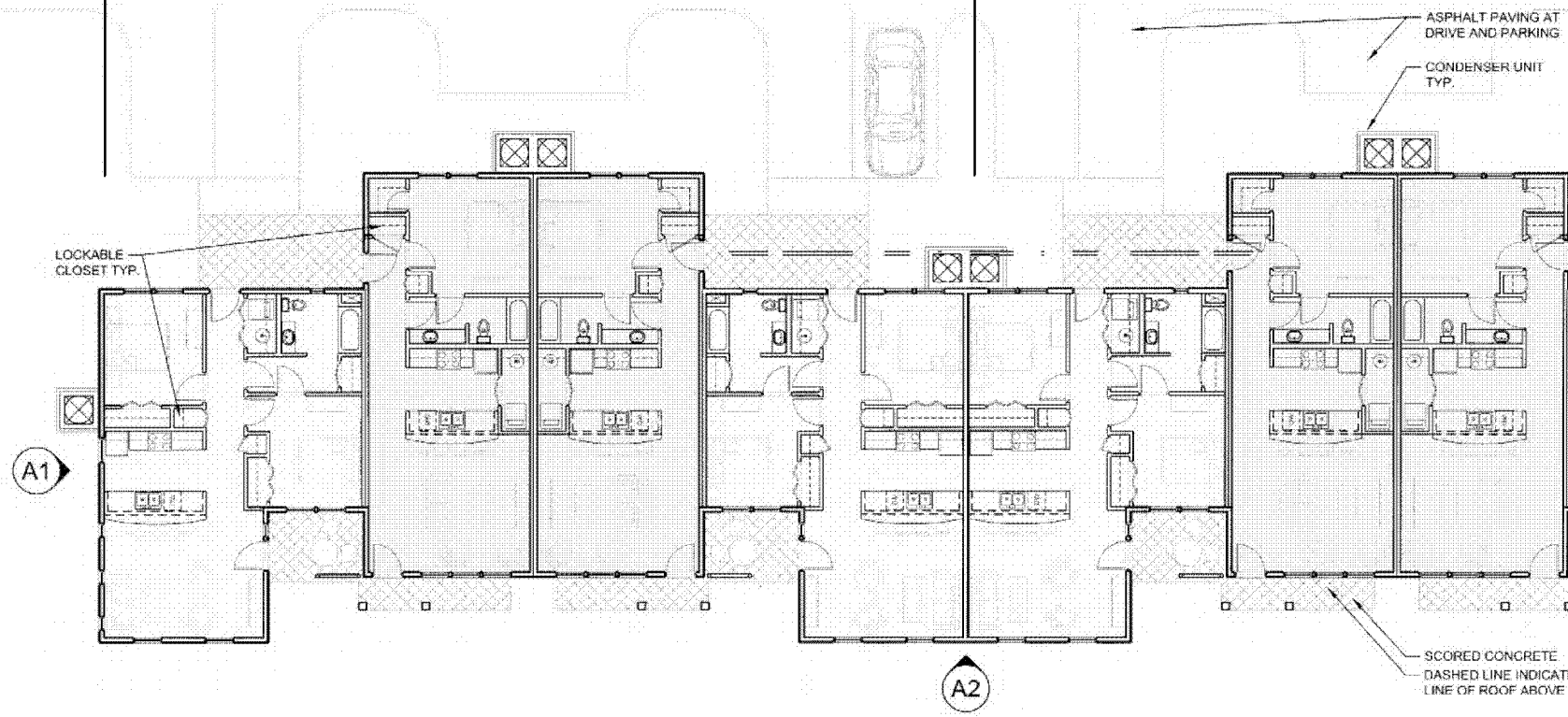
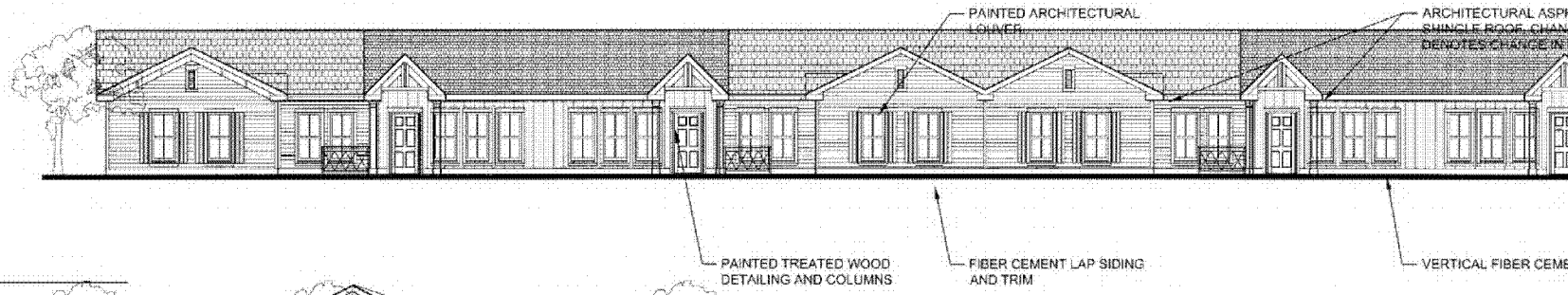
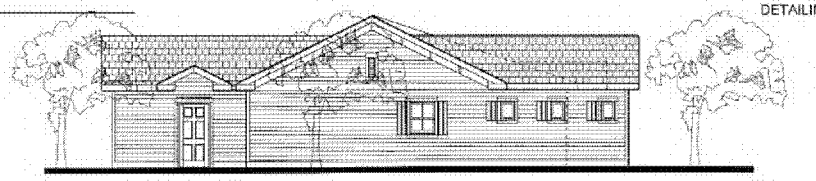
790 SF



A3 FLOOR PLAN
1/16" = 1'-0"



A2 FRONT ELEVATION
1/16" = 1'-0"



6,920 Squa
$1,269,820

A1 TYPICAL SIDE ELEVATION
1/16" = 1'-0"

1/16" = 1'-0

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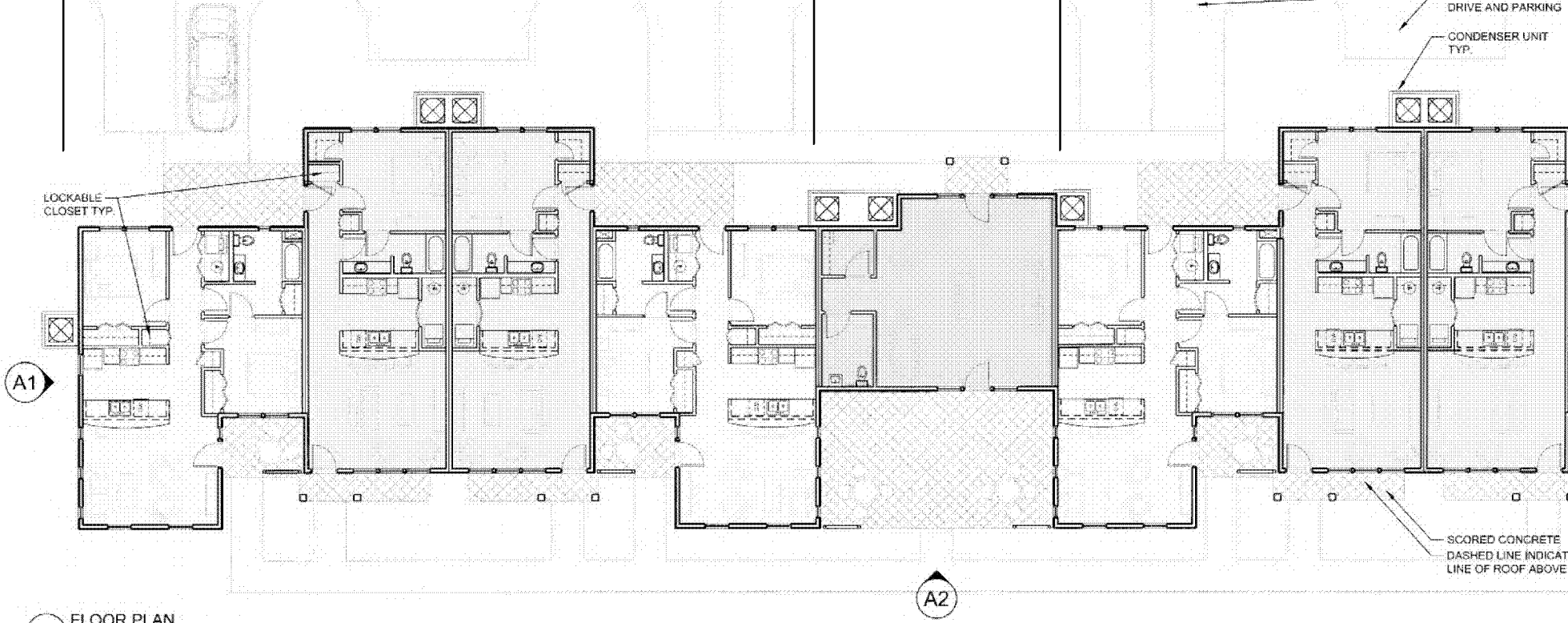
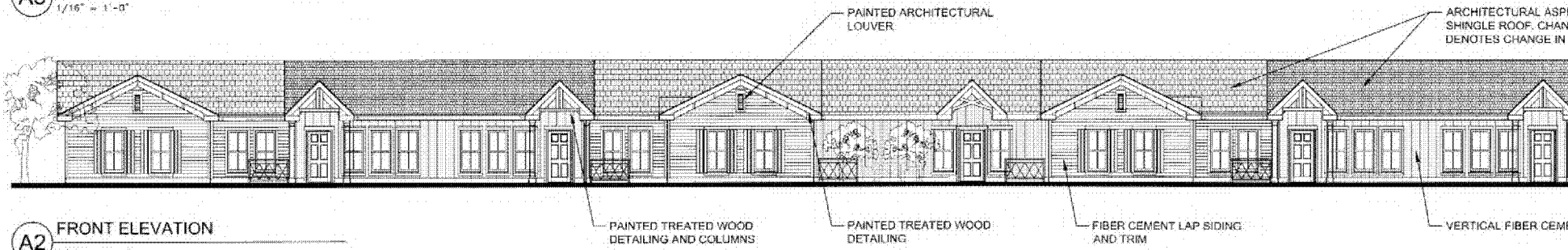
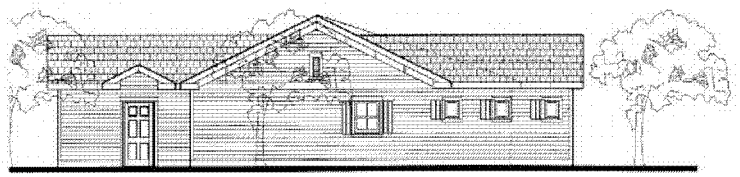


A3 FLOOR PLAN
1/16" = 1'-0"



A2 FRONT ELEVATION
1/16" = 1'-0"



A1 TYPICAL SIDE ELEVATION
1/16" = 1'-0"

7,710 Squa
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DEPARTMENT OF EDUCATION

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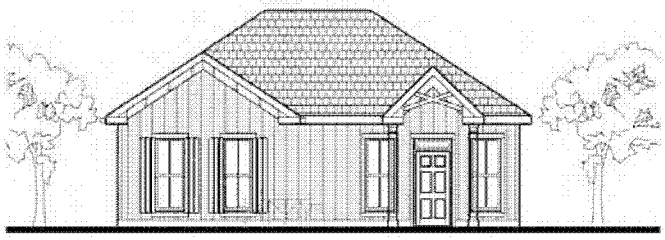

A2 FRONT ELEVATION
1/16" = 1'-0" COMMUNITY BUILDING

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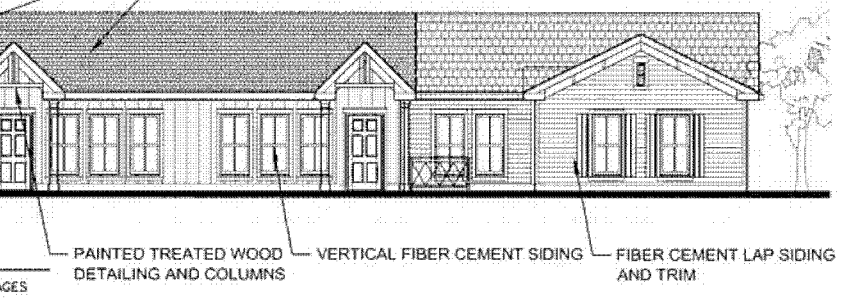

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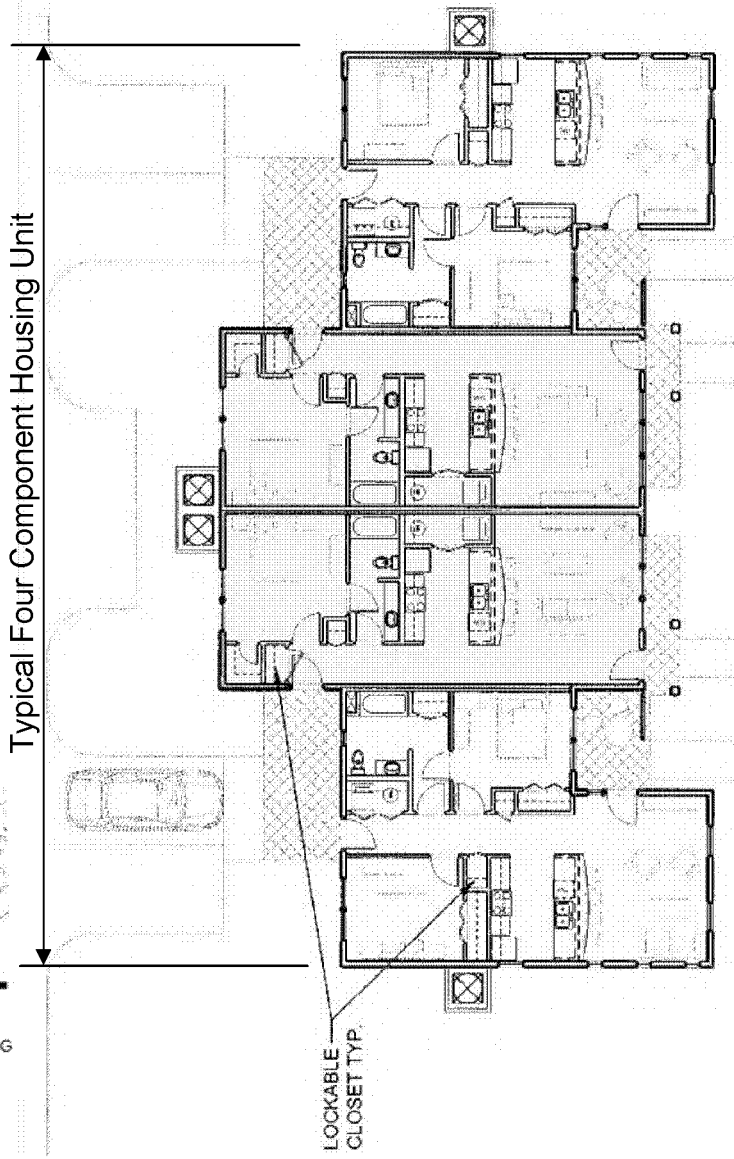

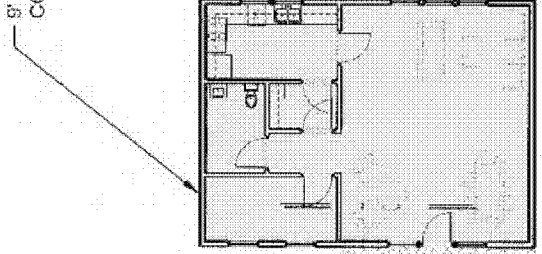

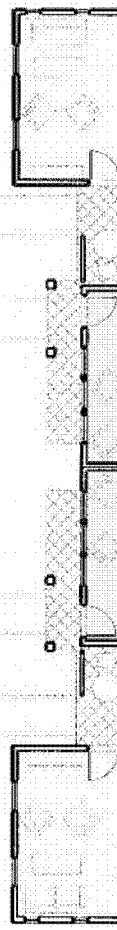

A2

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DEPARTMENT OF EDUCATION

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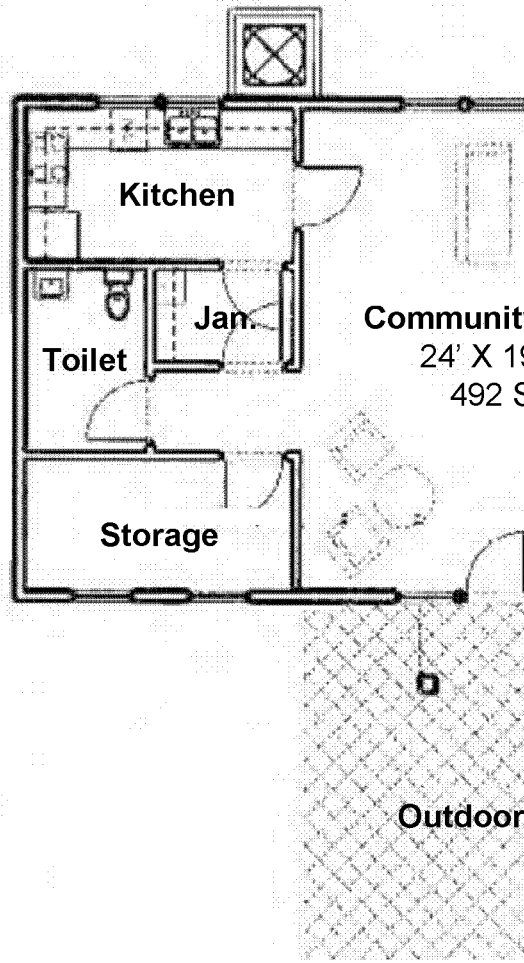
Connected Community Space



Stand Alone Commun

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udents and foreign teachers

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SALARY INCENTIVES FOR TEACHING EXCELLENCE (SITE) SAMPLE CALCULATIONS

09

	Experience and Credentials								Additional Duties				Market Incentives				Outcomes - Performance Incentive & ADEPT Res					
	Experience			Education			NBC		Teacher Mentor		Master Teacher		Serving Challenged School		Serving Hard-To-Fill Content Area			Student Performance based on VAA and PBLA		School Performance		O
ears	Multiplier	Stipend	Level	Multiplier	Stipend	Year	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Performance	Multiplier	Stipend	Multiplier	Stipend	M
0	0		BA		$0	1st - 10th	0.2	$6,000	0.075	$2,250	0.175	$5,250	0.15	$4,500	0.15	$4,500	Meets Expectations	0	$0	0	$0	
1	0.05	$1,500	Master's	0.15	$4,500	beyond 10	0.2	$6,000									Exceeds 1	0.2	$6,000	0.05	$1,500	
2	0.075	$2,250	Master's +3	0.2	$6,000												Exceeds 2	0.3	$9,000	0.075	$2,250	
3	0.1	$3,000	Ph.D	0.3	$9,000																	
4	0.125	$3,750																				
5	0.15	$4,500																				
7	0.175	$5,250																				
9	0.2	$6,000																				
11	0.225	$6,750																				
15	0.25	$7,500																				
20	0.275	$8,250																				
25	0.3	$9,000																				
30	0.325	$9,750																				
		yes			yes			no		no		no		no		no			no		no	

lary
56,250

A teacher with 10 years experience, a Master's degree and NBC who is serving as a mentor in a challenged school Has low student achievement and above average classroom observations.

09

	Experience and Credentials								Additional Duties				Market Incentives				Outcomes - Performance Incentives & ADEPT Res					
	Experience			Education			NBC		Teacher Mentor		Master Teacher		Serving Challenged School		Serving Hard-To-Fill Content Area			Student Performance based on VAA and PBLA		School Performance		O
ears	Multiplier	Stipend	Level	Multiplier	Stipend	Year	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Performance	Multiplier	Stipend	Multiplier	Stipend	M
0	0		BA		$0	1st - 10th	0.2	$6,000	0.075	$2,250	0.175	$5,250	0.15	$4,500	0.15	$4,500	Meets Expectations	0	$0	0	$0	
1	0.05	$1,500	Master's	0.15	$4,500	beyond 10	0.2	$6,000									Exceeds 1	0.2	$6,000	0.05	$1,500	
2	0.075	$2,250	Master's +3	0.2	$6,000												Exceeds 2	0.3	$9,000	0.075	$2,250	
3	0.1	$3,000	Ph.D	0.3	$9,000																	
4	0.125	$3,750																				
5	0.15	$4,500																				
7	0.175	$5,250																				
9	0.2	$6,000																				
11	0.225	$6,750																				
15	0.25	$7,500																				
20	0.275	$8,250																				
25	0.3	$9,000																				
30	0.325	$9,750																				
		yes			yes			no		no		no		no		no			no		no	

lary
54,750

A teacher with 3 years experience who is serving in a challenged school, in a high needs content area. Has excellent student performance and classroom observations.

Appendix D3C

09

	Experience and Credentials								Additional Duties				Market Incentives				Outcomes - Performance Incentives & ADEPT Res				
	Experience			Education			NBC			Teacher Mentor		Master Teacher		Serving Challenged School		Serving Hard-To-Fill Content Area			Student Performance based on VAA and PBLA		School Performance		O
ears	Multiplier	Stipend	Level	Multiplier	Stipend	Year	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Performance	Multiplier	Stipend	Multiplier	Stipend	M
0	0		BA		$0	1st - 10th	0.2	$6,000	0.075	$2,250	0.175	$5,250	0.15	$4,500	0.15	$4,500	Meets Expectations	0	$0	0	$0	
1	0.05	$1,500	Master's	0.15	$4,500	beyond 10	0.2	$6,000									Exceeds 1	0.2	$6,000	0.05	$1,500	
2	0.075	$2,250	Master's +3	0.2	$6,000												Exceeds 2	0.3	$9,000	0.075	$2,250	
3	0.1	$3,000	Ph.D	0.3	$9,000																	
4	0.125	$3,750																				
5	0.15	$4,500																				
7	0.175	$5,250																				
9	0.2	$6,000																				
11	0.225	$6,750																				
15	0.25	$7,500																				
20	0.275	$8,250																				
25	0.3	$9,000																				
30	0.325	$9,750																				
		yes			yes			no		no		no		no		no			no		no	

lary
39,000

A teacher with 25 years experience who has not pursued professional advancement, does not serve low performing schools or students. Has low student achievement and substandard classroom observations.

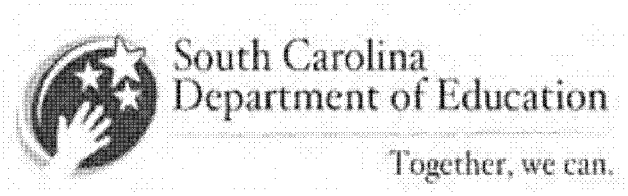
09

	Experience and Credentials								Additional Duties				Market Incentives				Outcomes - Performance Incentives & ADEPT Res				
	Experience			Education			NBC			Teacher Mentor		Master Teacher		Serving Challenged School		Serving Hard-To-Fill Content Area			Student Performance based on VAA and PBLA		School Performance		O
ears	Multiplier	Stipend	Level	Multiplier	Stipend	Year	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Performance	Multiplier	Stipend	Multiplier	Stipend	M
0	0		BA		$0	1st - 10th	0.2	$6,000	0.075	$2,250	0.175	$5,250	0.15	$4,500	0.15	$4,500	Meets Expectations	0	$0	0	$0	
1	0.05	$1,500	Master's	0.15	$4,500	beyond 10	0.2	$6,000									Exceeds 1	0.2	$6,000	0.05	$1,500	
2	0.075	$2,250	Master's +3	0.2	$6,000												Exceeds 2	0.3	$9,000	0.075	$2,250	
3	0.1	$3,000	Ph.D	0.3	$9,000																	
4	0.125	$3,750																				
5	0.15	$4,500																				
7	0.175	$5,250																				
9	0.2	$6,000																				
11	0.225	$6,750																				
15	0.25	$7,500																				
20	0.275	$8,250																				
25	0.3	$9,000																				
30	0.325	$9,750																				
		yes			yes			no		no		no		no		no			no		no	

lary
73,500

A teacher with 30 years experience who has a Ph.D and NBC. Serves as a master teacher in a challenged school in a hard-to-fill content area. Excellent student performance and classroom observations.

Appendix D3D
TAP Data



History of TAP in SC:

The Teacher Advancement Program (TAP) began in South Carolina during 2002-2003 with 6 pilot schools.

Currently, 43 (2009 - 2010) schools are implementing SCTAP in 13 partner districts.

Approximately 1,500 teachers are involved in the program which includes over 20,000 students.

Participating Districts and Schools

District	School	Students	Teachers
Anderson 4			
	Pendleton Elementary School	620	44
Beaufort County School District			
	Beaufort Middle School	633	47
	St. Helena Elementary School	555	44
	Whale Branch Elementary School	325	36
	Whale Branch Middle School	359	30
Darlington County School District			
	Brunson Dargan Elementary School	258	22
	Rosenwald Elementary School	189	15
	Spaulding Elementary School	212	19
	West Hartsville Elementary School	219	22
Dillon 2			
	J V Martin Jr. High School	548	33
Florence School District One			
	Greenwood Elementary	683	44
Florence School District Three			
	J. Paul Truluck Middle School	403	26
	Lake City Elementary School	466	31
	Main Street Elementary School	460	26
	Ronald McNair Middle School	470	30
	J.C. Lynch Elementary	389	24
	Lake City High School	1016	72

	Olanta Elementary	210	16
	Scranton Elementary	352	24
Georgetown County School District			
	Carver's Bay High School	518	45
	Carver's Bay Middle School	370	24
Marlboro County School District			
	Bennettsville Primary	614	41
	Bennettsville Elementary	503	38
	Blenheim Elementary/Middle	389	26
	Clio Elementary/Middle	262	26
	McColl Elementary/Middle	713	51
	Wallace Elementary/Middle	384	29
	Bennettsville Middle	460	45
	Marlboro School of Discovery	137	10
	Marlboro County High School	1391	88
Hampton School District Two			
	Estill Middle School	316	29
Laurens District 56			
	Bell Street Middle School	539	34
	Clinton Elementary School	504	33
	Joanna Woodson Elementary School	279	20
Pickens			
	A R Lewis Elementary	271	20
Spartanburg School District 7			
	Cleveland Elementary	496	44
	Houston Elementary	359	32
	Mary H. Wright Elementary	336	33
	Park Hills Elementary	497	40
	W. Herbert Chapman Elementary	479	36
	Carver Junior High	621	51
	Myles W. Whitlock Junior High	503	49
Sumter 17			
	Chestnut Oaks Middle School	568	41
TOTALS	**44**	**19,876**	**1490**

Tenants of TAP:

SCTAP follows the model designed from the Milken Family Foundation, specifically, the National Institute for Excellence in Teaching (NIET). Detailed information on the National Programs designed by NIET can be found at www.tapsystem.org. SCTAP is a very detailed approach to comprehensive reform in South Carolina schools. The tenants listed below provide a framework for the system, but the details held within the system are what truly help student achievement increase in any style or type of building.

1. **Multiple Career Paths** allow teachers powerful opportunities for greater responsibility with commensurate pay. In South Carolina, this typically means having career teachers, mentor teachers and master teachers. Career teachers are typical classroom instructors. Mentor teachers are classroom instructors who also hold some coaching and mentoring responsibilities and serve on the school's instructional leadership team. Master teachers are similar to Instructional Coaches and use their expertise and knowledge to work with multiple teachers in the building. Teachers move up this career ladder by showing sustained student achievement as well using their ability and leadership to coach peer teachers on effective practices.

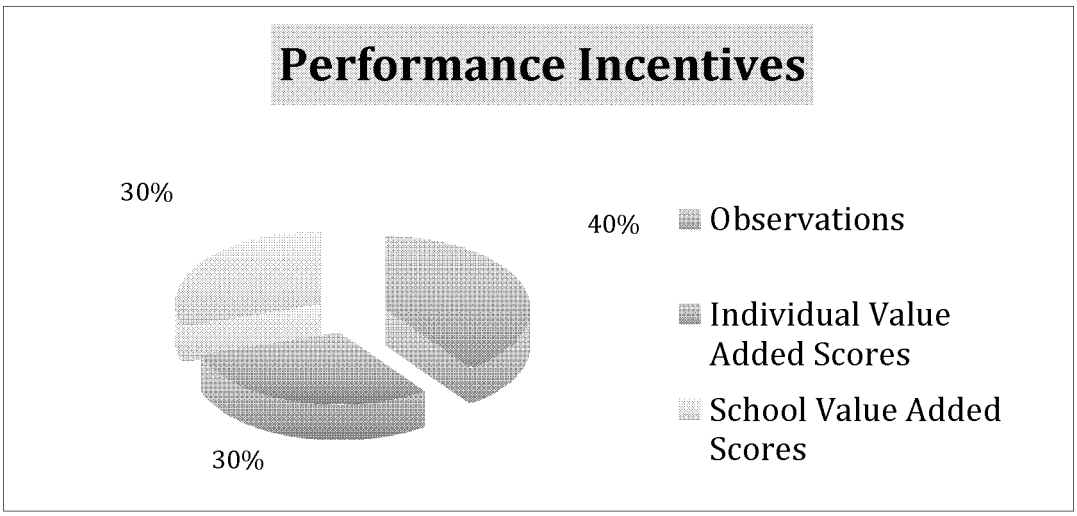
2. **Ongoing, Applied Professional Development** allows teachers continuous, onsite growth opportunities focused on the needs of their students to enhance their overall effectiveness in their craft. This professional development is designed by the leadership team and occurs during the school day. It is designed around the immediate implementation of identified, vetted strategies that have proven success.

3. **Instructionally Focused Accountability** is represented by fair evaluations based on clearly defined, research-based standards. The rubric based observation and evaluation system allows this process to be a professional growth opportunity rather than a "gotcha" process. Teachers in SCTAP are

observed a minimum of 4 times throughout the school year by certified, trained evaluators.

4. **Performance Based Compensation** - Salaries and performance incentives are tied to responsibilities, instructional performance and student achievement results. Performance incentives are given to teachers based on a value added approach to student achievement within the teachers' classroom, as a whole school and on their instructional performance. Typically in SCTAP, each of these incentives are weighted and grouped together for the total performance based compensation.

TAP Performance Incentives:

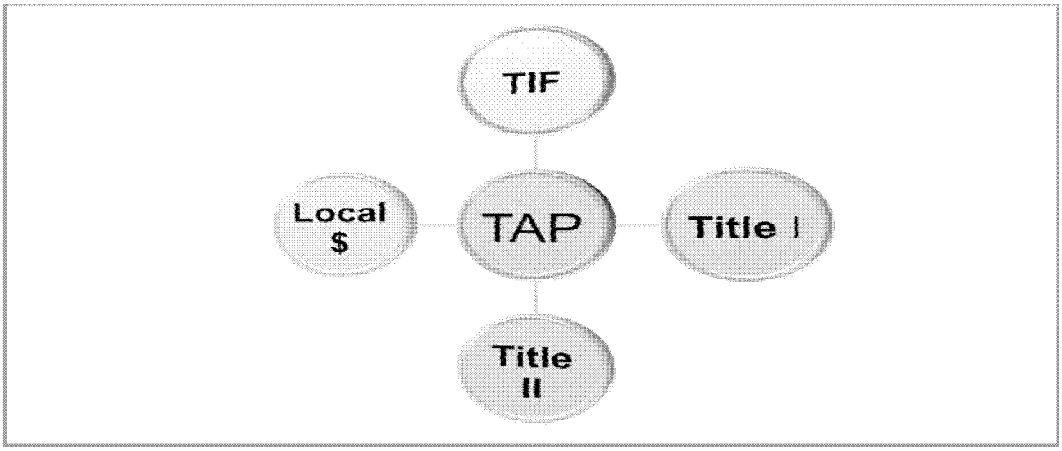


The average incentive across the state was approximately $2,000 with a range of $0 - $13,000 in performance bonuses for the 2007 – 2008 school year.

Administrative incentives are also available in many SCTAP schools. In 2008, these bonuses ranged from $0 - $21,000 and were calculated with 75% based on school-wide value added growth and 25% based on the TAP Program Review score measuring the fidelity of TAP implementation in the school.

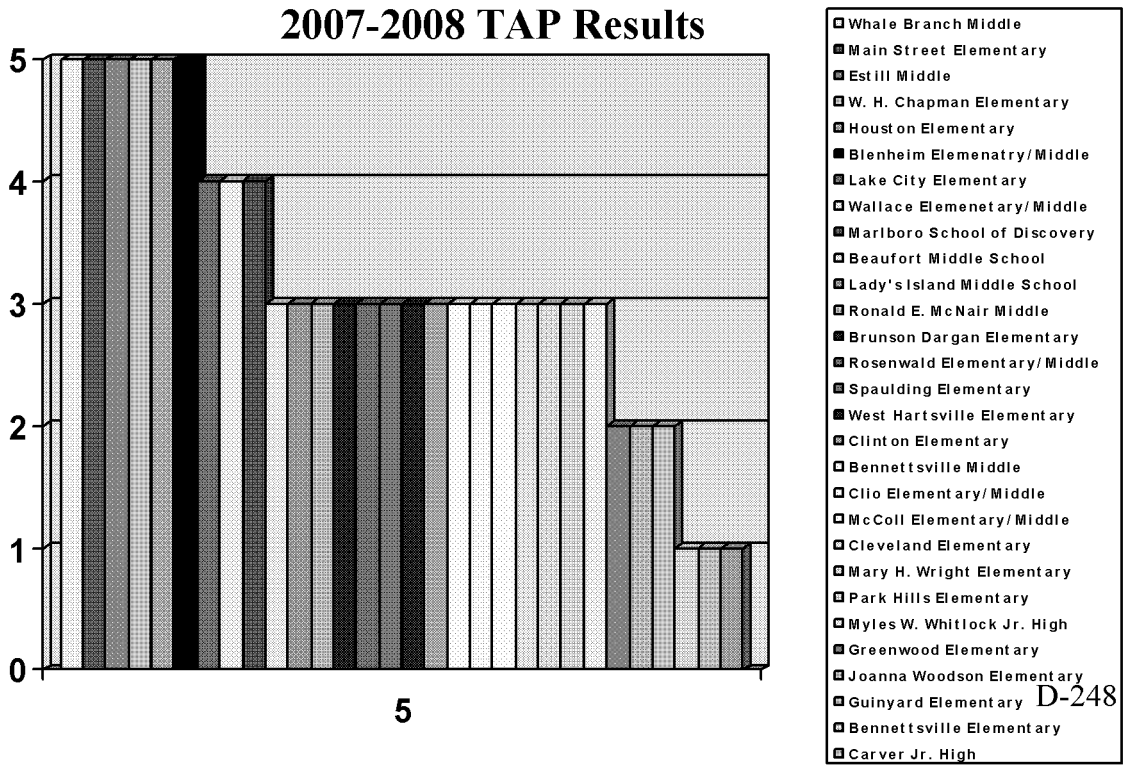
TAP Funding:

South Carolina has received more federal dollars to implement performance pay than any other state (over $40 million). The graphic below illustrates the funding sources of SCTAP.

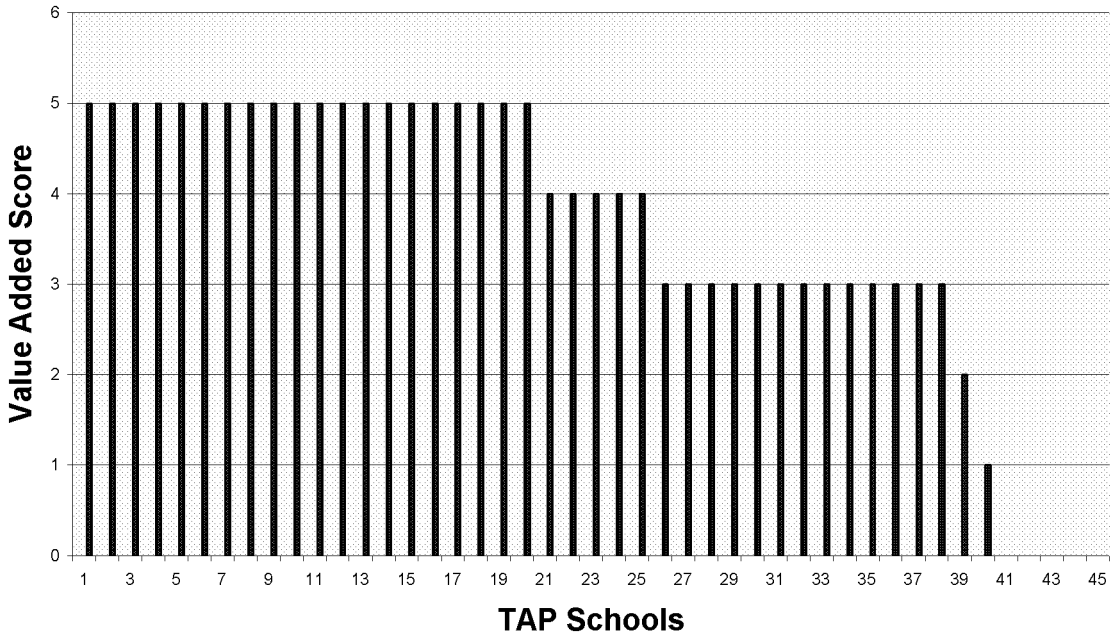


TAP Results:

According to our 2008-2009 school data, 95% of participating schools (not including high schools) scored from at least 1 year's growth (value added 3) to significantly over a year's growth (value added 5). Nearly 63% of these schools scored significantly above the typical year's growth, while 50% of the schools scored 2 standard deviations or more above the norm growth, scoring value added 5s. The majority of teachers within these schools continue to report that this program is significantly beneficial to the multiple aspects which affect student growth within the building. For example, 92% of teachers across the state report that TAP has a positive effect on teacher collegiality, while 90% of these teachers indicate that TAP has a positive effect on the instructionally focused accountability. A total of 88% report that TAP has had a positive effect on their own ongoing-applied professional growth. Given this data, principals and teachers feel the South Carolina Teacher Advancement Program helps to increase the effectiveness of teachers in the classroom, which in turns helps to increase student achievement within the building.



TAP Results 2008-2009



District Name	School Name	Value Added Score
Marlboro County	Bennettsville Primary	5
Georgetown County School District 1	Carvers Bay Middle School	5
Florence County School District 3	Lake City Elementary School	5
Marlboro County	Clio Elementary Middle School	5
Marlboro County	Wallace Elementary Middle School	5
Laurens 56	Joanna-Woodson Elementary School	5
Florence County School District 3	Ronald E. McNair Middle School	5
Darlington County	Brunson-Dargan Elementary School	5
Spartanburg County School District 7	Whitlock Junior High School	5
Darlington County	Rosenwald Elementary Middle School	5
Beaufort County	Whale Branch Elementary School	5
Spartanburg County School District 7	Cleveland Elementary School	5
Spartanburg County School District 7	Mary H. Wright Elementary School	5
Florence County School District 1	Greenwood Elementary School	5
Marlboro County	Bennettsville Middle School	5
Florence County School District 3	Olanta Elementary School	5
Beaufort County	St Helena Elementary School	5
Beaufort County	Whale Branch Middle School	5
Laurens 56	Bell Street Middle School	5
Spartanburg County School District 7	Chapman Elementary School	5
Anderson 4	Pendleton Elementary School	4
Florence County School District 3	J. Paul Truluck Middle School	4

Hampton County School District 2	Estill Middle School	4
Laurens 56	Clinton Elementary School	4
Marlboro County	McColl Elementary Middle School	4
Spartanburg County School District 7	Carver Junior High School	3
Florence County School District 3	J. C. Lynch Elementary School	3
Darlington County	Spaulding Elementary School	3
Darlington County	West Hartsville Elementary School	3
Marlboro County	Marlboro County School of Discovery	3
Beaufort County	Beaufort Middle School	3
Dillon County School District 2	JV Martin Jr. High School	3
Florence County School District 3	Main Street Elementary School	3
Florence County School District 3	Scranton Elementary School	3
Marlboro County	Blenheim Elementary Middle School	3
Pickens	A R Lewis Elementary School	3
Spartanburg County School District 7	Park Hills Elementary School	3
Sumter County School District 17	Chestnut Oaks Middle School	3
Spartanburg County School District 7	Houston Elementary School	2
Marlboro County	Bennettsville Elementary School	1

Data on Change in Teacher Quality in TIF Schools

Component	Baseline (% of Teachers)	2008-09 (% of Teachers)
Highest Degree Earned	38.6% Masters or Higher	42.4% Masters or Higher
Highly Qualified Status	82.0% HQ	86.6% HQ
Praxis II Performance	61.2% Never Failed	67.6% Never Failed
ADEPT Performance	92.8% Passed	95.2% Passed
National Board Certified	6.6% Certified	5.1% Certified **

** Note. The Baseline is based on all teachers regardless of years of experience; the teachers in the far right-hand column are newly hired teachers, many who have little teaching experience.

Teacher Self-Efficacy Data

Based on Survey Below

School Name	Mean Spring 2008	Mean Spring 2009
Bennettsville Elementary	4.47 (n = 35)	4.57 (n = 34)
Bennettsville Middle	4.51 (n = 34)	4.69 (n = 34)
Bennettsville Primary	4.62 (n = 28)	4.59 (n = 37)

Blenheim Elementary/Middle	4.29 (n = 19)	4.42 (n = 24)
Carver's Bay Middle	NA	4.46 (n = 20)
Carver's Bay High	4.27 (n = 21)	4.28 (n = 24)
Carver Junior High	4.25 (n = 30)	4.95 (n = 32)
Chapman Elementary	4.61 (n = 19)	4.52 (n = 32)
Cleveland Elementary	4.54 (n = 21)	4.49 (n = 26)
Clinton Elementary	4.48 (n = 21)	4.70 (n = 38)
Clio Elementary/Middle	4.23 (n = 16)	4.90 (n = 29)
Guinyard Elementary	4.29 (n = 19)	4.65 (n = 24)
Houston Elementary	4.76 (n = 20)	4.48 (n = 28)
J. P. Truluck Middle	4.43 (n = 21)	4.56 (n = 24)
Lake City Elementary	4.24 (n = 16)	4.74 (n = 32)
Main Street Elementary	4.24 (n = 17)	4.36 (n = 17)
Marlboro County High	4.54 (n = 76)	4.65 (n = 81)
Marlboro School of Discovery	4.30 (n = 11)	4.45 (n = 12)
Mary H. Wright Elementary	4.62 (n = 21)	4.61 (n = 30)
McColl Elementary/Middle	4.28 (n = 36)	4.14 (n = 40)
Park Hills Elementary	4.27 (n = 23)	4.77 (n = 25)
Ronald E. McNair Middle	4.27 (n = 14)	4.38 (n = 32)
Rosenwald Elementary	4.34 (n = 16)	4.55 (n = 18)
Wallace Elementary/Middle	4.61 (n = 26)	4.53 (n = 22)
Whitlock Junior High	4.43 (n = 21)	4.24 (n = 28)
Total	4.43 (n = 581)	4.59 (n = 723)

TIF Teacher Survey

Directions. The purpose of this survey is to gather information concerning your beliefs about your influence on students. Please indicate the degree to which you agree or disagree with each of the following statements by darkening the appropriate oval. There are no correct or incorrect answers. We are only interested in your frank opinion. Your responses with remain confidential.

1. When a student does better than he or she usually does, many times it is because I made a little extra effort. 0 Strongly Agree 0 Moderately Agree 0 Slightly Agree 0 Slightly Disagree 0 Moderately Disagree 0 Strongly Disagree	5. When I try hard, I can get through to my most difficult or unmotivated students. 0 Strongly Agree 0 Moderately Agree 0 Slightly Agree 0 Slightly Disagree 0 Moderately Disagree 0 Strongly Disagree
2. The hours in my class have little influence on students compared to the influence of their home environment. 0 Strongly Agree 0 Moderately Agree 0 Slightly Agree	6. I am very limited in what I can achieve because a student's home environment exerts a strong influence on achievement. 0 Strongly Agree 0 Moderately Agree 0 Slightly Agree

0 Slightly Disagree 0 Moderately Disagree 0 Strongly Disagree	0 Slightly Disagree 0 Moderately Disagree 0 Strongly Disagree
3. I have enough training to deal with almost any learning problem. 0 Strongly Agree 0 Moderately Agree 0 Slightly Agree 0 Slightly Disagree 0 Moderately Disagree 0 Strongly Disagree	7. When a student gets a better grade than he or she usually gets, it usually is because I found a better way of teaching the student. 0 Strongly Agree 0 Moderately Agree 0 Slightly Agree 0 Slightly Disagree 0 Moderately Disagree 0 Strongly Disagree
4. When a student is having difficulty with an assignment, I usually am able to help him or her overcome that difficulty. 0 Strongly Agree 0 Moderately Agree 0 Slightly Agree 0 Slightly Disagree 0 Moderately Disagree 0 Strongly Disagree	8. If a student becomes disruptive, I know some techniques to redirect his or her behavior quickly. 0 Strongly Agree 0 Moderately Agree 0 Slightly Agree 0 Slightly Disagree 0 Moderately Disagree 0 Strongly Disagree

Two final question.

9. In what school do you teach? _____

10. For how many years (total) have you be teaching? _____

Appendix D3E
School Transformation Leaders Academy

THE SCHOOL TRANSFORMATION LEADER ACADEMY
A Proposal by the Office of School Leadership

Background

As NCLB requirements for higher standards and high-stakes testing continue to identify schools in need of "restructuring," the idea of "turnaround schools" is gaining momentum across the nation. *The Turnaround Challenge*, a report from the Mass Insight Education & Research Institute (http://www.massinsight.org/micontent/trnresources.aspx) sponsored by the Gates Foundation, makes the following observation:

> "Turnaround requires dramatic changes that produce significant achievement gains in a short period (within two years), followed by a longer period of sustained improvement. Turning around chronically under-performing schools is a different and far more difficult undertaking than school improvement. It should be recognized within education – as it is in other sectors – as a distinct professional discipline that requires specialized experience, training, and support. There is little track record of turnaround success at scale."

Currently, there is little information on turnaround success and only two nationally recognized programs to prepare turnaround specialists. One is a partnership between the University Of Virginia School Of Education and the Darden School of Business (Virginia School Turnaround Specialist Program-VSTSP) and the other is the Louisiana School Turnaround Specialist (LSTS) program, based on the Virginia program. It is important to note that these programs include the development of a seven member district turnaround team for each school (the principal, three district persons and a three-person school leadership team.)

The Need

South Carolina has over 15,000 (135 Day Report, March 2009) children enrolled in chronically underperforming schools. In 2006, sixteen schools were identified as unsatisfactory due to their long-standing failure to make expected progress as defined in the State Board of Education regulations. As an alternative to state takeover, these schools have been involved in the Palmetto Priority Schools project, a collaborative effort for challenged schools. The initial 16 Palmetto Priority Schools have been joined by an additional twenty-five schools this year. Three schools have closed, leaving a total of 38 PPS Schools. Administrator inexperience and turnover is a persistent problem. Of the 38 schools, 7 have induction principals enrolled in the Principal Induction Program for the 2009-10 school year. Additionally, 9 of the returning principals have three years or less of principal experience. In the *Palmetto Priority Schools Year One Report* prepared by the SC Education Oversight Committee, none of the schools had Leadership listed as a strength on the School Profile School Climate Dimensions section of the School Report Card. Three schools identified Leadership as a weakness.

Research

Research on school turnaround programs is in its infancy. Much of the current understanding is based on turnarounds in other sectors, primarily business and government. We must use existing knowledge to develop curriculum to teach turnaround strategies. To date the research has shown that the top strategies for turnaround administrators to engage in are:

- Communicating a positive vision
- Making necessary staff changes
- Helping staff deal with changes (change is mandatory, not optional)
- Focusing on successful tactics and stopping all others

Gaining support from key influencers
Collecting, analyzing and acting on data
Requiring decision makers (ALL) to share data and problem solve
Silencing critics with speedy successes

Turnarounds are not conducted in isolation at the school. MassInsight observes, "Dramatic change requires bold, comprehensive action from the state, together with districts and partners." Transformation administrators must have the support of internal and external stakeholders and the freedom to act when implementing the change necessary to transform failing schools.

"Incremental improvements made while everyone else is getting better are not taking us where we want to be in this state. We are still doing way too many things that don't work for way too many kids"

-Jim Rex

The Concept

The Office of School Leadership (OSL) proposes to establish a "School Transformation Leaders Academy" that would provide specialized experience, training and support to prepare leaders to transform our most challenging schools. This Academy would develop a pool of talented, capable, and technologically adept administrators committed to working in our lowest performing schools and to developing others in the schools to sustain strategies used in the turnaround effort. OSL would continue to work with graduates when they are hired to lead a transforming school. This would include helping the transformation leader build a strong school leadership team and build capacity to sustain improvement. Professional development for the team would be designed and delivered by OSL staff. OSL would collaborate with other SCDE offices to include best practices for the improvement of teaching and learning. The Academy would also partner with IHE's that have graduate programs in Educational Administration to identify, develop and deliver specialized training necessary to the turnaround process. Other potential partners include graduate schools of business and the Center for Creative Leadership (CCL). CCL has been a strong partner in the OSL School Leadership Executive Institute and has much to offer on the business perspective of leadership. OSL and the Office of Educator Certification will explore the possibilities of adding a turnaround endorsement for graduates of the Academy.

Considerations

- South Carolina must take a systemic approach to turning around schools. The MassInsight Report proposes a framework for the turnaround process that involves many stakeholders, from state level officials to students. The Academy would be one part of the process.
- The selection process for the Academy must be rigorous and designed to identify administrators with the potential to lead immediate change in low-performing schools and who will commit to serving 2-3 years in rural or urban schools. This may require relocation for some participants.
- School Transformation Leaders must have the authority to select or dismiss staff to build a strong, highly effective team for the school.

Actions

- Explore the University of Virginia School Turnaround Specialist Program and the Louisiana School Turnaround Specialist Program to determine essential elements of turnaround development for replication in South Carolina.
- Work with members of the Education Leadership Round Table to identify those institutions interested in partnering with OSL to develop and provide curriculum components for the program.
- Prepare an initial budget and identify possible funding sources.
- Identify incentives for Transformation School Leaders.
- Identify selection criteria and develop the selection process.

- Continue our collaboration with OSP to increase our understanding of the dynamics in underperforming schools. Gather data through observations, interviews and surveys to determine common and disparate elements to assist in tailoring the Academy to the needs of South Carolina schools.
- Hold focus groups to gather input on the design and content of the Academy.
- Develop a timeline for design and implementation of the program.

Job Description for Transformation Leaders Academy (TLA) Project Director
Job Description for .5 Administrative Assistant for TLA Program

The Project Manager will devote 100% percent of his/her time to the design, implementation, management, and evaluation of the School Transformation Leaders Academy.

Specifically, the Project Manager will

- Collaborate with OSP to increase our understanding of the dynamics in underperforming schools. Gather data through observations, interviews and surveys to determine common and disparate elements to assist in tailoring the Academy to the needs of South Carolina schools.
- Hold focus groups to gather input on the design and content of the Academy.
- Work with members of the Education Leadership Round Table to identify those outside providers or institutions interested in partnering with OSL to develop and provide curriculum components for the program.
- Identify incentives for Transformation School Leaders.
- Identify selection criteria and develop the selection process.
- Write curricula and design learning experiences for the Academy's first cohort.
- Recruit and select first Academy cohort.
- Conduct Academy program according to design.
- Work with districts to place Academy graduates.
- Evaluate program content

The preferred qualifications for this position include a master's degree and five years of experience in school administration, evidence of thorough knowledge of principles and theories of educational leadership and management, particularly as related to educational programs and classroom effectiveness.

The Administrative Assistant will devote 50% of his/her time to the School Transformation Leaders Academy. The major responsibilities of this position will be to

- Provide administrative/secretarial support to the office as it relates to the School Transformation Leaders Academy
- Complete administrative tasks and projects related to the Academy
- Answer questions, direct requests to appropriate staff and work with others in the department to resolve issues related to Academy activities
- Create and monitor participant data base
- Assist in the coordination of Academy sessions
- Make business travel arrangements for Project Manager
- Order and track supplies for the Academy, and
- Other duties as assigned

The preferred qualifications for this position are an associate degree in secretarial science and three or more years of administrative experience in a fast-paced office environment. A preference will be given to individuals who have experience working in education. This position requires exceptional organizational skills as well as excellent written and verbal skills and the ability to multitask and handle confidential and delicate situations. The individual must possess advanced skills in Microsoft Office and computer applications.

R 43-64 REQUIREMENTS FOR CERTIFICATION AT THE ADVANCED LEVEL

I. ADMINISTRATION

(A) Elementary School Principal and Supervisor
(1) Master's degree
(2) Valid South Carolina Educator's Professional Certificate at the elementary level
(3) Minimum qualifying score(s) on the area examinations required by the State Board of Education
(4) Verification of three years teaching experience, including at least one year of teaching in grades pre-K–8
(5) Completion of an advanced program approved by the State Board of Education for the training of elementary principals and supervisors

(B) Secondary School Principal and Supervisor
(1) Master's degree
(2) Valid South Carolina Professional Certificate at the secondary level
(3) Minimum qualifying score(s) on the area examination(s) required by the State Board of Education
(4) Verification of three years teaching experience, including at least one year of teaching in grades 7–12
(5) Completion of an advanced program approved by the State Board of Education for the training of secondary principals and supervisors

(C) Elementary or Secondary School Principal or Supervisor (Alternative Route*)
(1) Master's degree from a regionally accredited university.
(2) Verification of at least three years of successful experience in a leadership/supervisory position in a business, corporation or agency, military, or other position with responsibilities similar to those of a principal.
(3) Recommendation for certification by a local school board in a South Carolina public school district interested in employing the individual as an assistant principal.
(4) Within the first year of employment as an assistant principal, submission of a passing score on area examination(s) required for certification of principals by the State Board of Education.
(5) Issuance of an initial (Tier 1) elementary or secondary principal certificate for one year. This certificate may be extended annually for two additional years at the request of the local school board based upon verification of successful performance reviews.
(6) Eligibility for employment as a principal in South Carolina after the following: Completion of a program of study approved by the South Carolina Board of Education, minimum qualifying scores on the required certification examination(s), and a recommendation by the local school board indicating three years of successful service as assistant principal.
(7) Eligibility for a Tier 2 certificate after successful completion of the first-year principal induction program.
* Note: Availability of the alternative route will be based upon annual funding of the training program.

(D) District Superintendent
(1) Master's degree
(2) Valid South Carolina Professional Certificate at the elementary, middle or secondary level

(3) Minimum qualifying score(s) on the area examination(s) required by the State Board of Education
(4) Verification of a total of three years' experience as a pre-K–12 or post- secondary teacher and two years as a school or school district administrator, post secondary administrator, or school business administrator
(5) Completion of an advanced program approved by the State Board of Education for the training of school superintendents

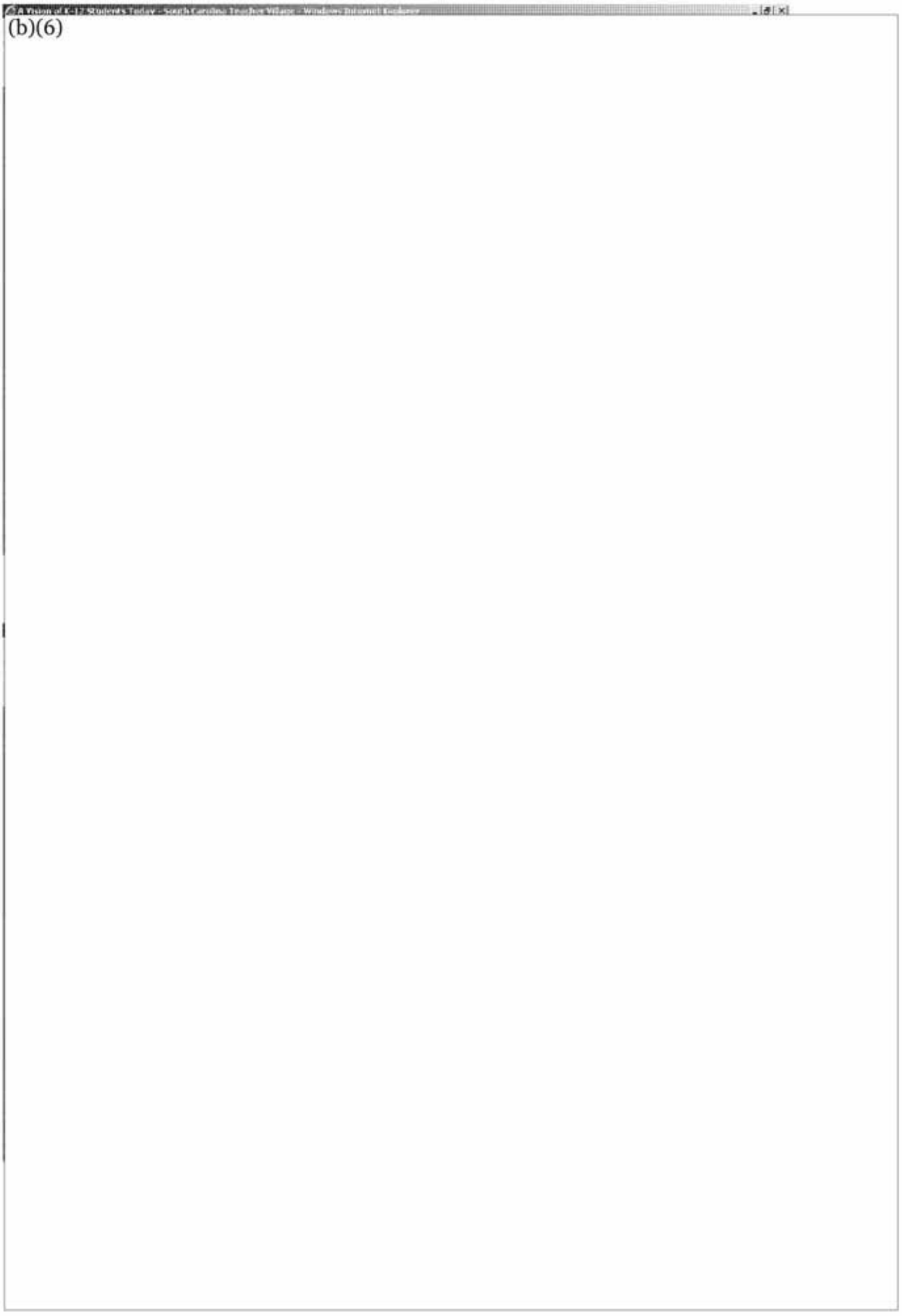
(D) District Superintendent (Alternative Route)
(1) Master's degree from a regionally accredited university.
(2) Verification of at least ten years of successful experience in a senior position(s) of leadership, such as Chief Executive Officer in a business, corporation or agency, military officer, or other position with responsibilities similar to those of a district superintendent.
(3) Recommendation for certification by a local school board in a South Carolina public school district interested in employing the individual as a superintendent.
(4) Submission of a plan of study by the local school board that the individual must complete within three years to include, at a minimum, the areas of curriculum and instruction, school finance, and school law. The candidate must also submit a passing score on area examination(s) required by the State Board of Education for district superintendents within the first year of employment as a superintendent.
(5) Issuance of an initial certificate for one year. This certificate may be extended annually for two additional years at the request of the local school board based on verification of successful performance reviews.
(6) Issuance of a professional certificate upon completion of the specified program of study, and minimum qualifying scores on the required certification examination(s), and the recommendation by the local school board after three years of successful service as superintendent.

Appendix D3F
SCTV.com

SC Teacher Village.com

SCTeacherVillage.com is an online social and professional network exclusively for South Carolina educators. The "Village" has similar functionality to Facebook and MySpace, but it is much more secure and is specifically designed with educators in mind. Many new teachers feel isolated, especially if they are teaching in one of the state's many rural districts. SCTeacherVillage, will replace the feeling of isolation with a feeling of community and belonging. Young people today use on-line "social networks" as a primary tool to establish and maintain friendships. SCTeacherVillage.com will provide a safe and secure social network for South Carolina's newest education professionals. Teachers can establish neighborhoods in the "Village" that focus on specific areas of interest. The network will also provide links to professional websites and educational information.

A screen shot of the SC Teacher Village home page is below. It is customizable and displays items of greatest interest. It is updated in real time as new members join and post their profiles and photos, as discussion forums are updated, as photos are added, and similarly with other functions.


A Vision of K-12 Students Today - South Carolina Teacher Vision - Windows Internet Explorer
(b)(6)

Security

Unlike public-facing social networks like MySpace and Facebook, SC Teacher Village will not have open membership. New members will validated through a filtering system which verifies whether a registrant has a valid South Carolina certificate and is employed in a school district. Non-members who navigate to scteachervillage.com will see a login screen only. They will not be able to view any content or even apply for membership. Furthermore, members will not be able to invite others to join as in an open social network. We are taking these steps to ensure the privacy of our social network, which we feel is important to our teachers. That way, teachers can feel free to share information without it being openly available on the internet.

Features

SC Teacher Village will provide customized features and functionality that promote communication, collaboration, networking, and information sharing among South Carolina teachers. These include, but are not limited to, the following:

My Page – Keep up with the latest activity from your friends, update your profile, easily post a blog entry, or leave comments on other members' profiles.

Members – Find and connect with other members of SC Teacher Village by viewing names and locations of members, or search for specific members.

Chat – Talk to other SC Teacher Village members in real time.

Events – Advertise upcoming events that other teachers might be interested in attending, or find events others have posted and RSVP online.

Forum – Discuss lesson plans, teaching strategies, the best places to eat in Charleston, or whatever you want in these online discussion forums.

Neighborhoods – User created communities allow teachers to connect based on school, location, subject, interest, or any other common thread.

Photos – Upload photos of events, classes, projects, or yourself, and share with other members. Find photos that other members have posted.

Videos – Upload teaching videos or a great class field trip, and share with other members. Watch videos that others have posted.

Blogs – Your personal space to post messages about any topic you want, and get feedback from other members.

FINAL REPORT

CENTERS FOR THE RE-EDUCATION AND ADVANCEMENT OF TEACHERS IN SPECIAL EDUCATION OF SOUTH CAROLINA, 2007–2008
YEAR 5

Personnel Preparation Project for
Growing a Highly Qualified Special Education
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SOUTH CAROLINA DEPARTMENT OF EDUCATION

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PROJECT CREATE–YEAR 5

The twofold mission of CREATE has remained consistent over its five years of operation, which is to reduce the number of non-certified special education teachers, while simultaneously growing a highly qualified special education teacher force in the State's public schools. With joint funding from the South Carolina Department of Education's Office of Exceptional Children and Division of Educator Quality and Leadership, qualified participants have received course scholarships for both tuition and textbook costs to pursue add-on, alternative, or initial certification in special education. For 2007–2008, the project operated centers at Clemson University, Coastal Carolina University, College of Charleston, Columbia College, Converse College, Francis Marion University, Lander University, SC State University, University of South Carolina Columbia, University of South Carolina Upstate, and Winthrop University.

This Executive Summary highlights principal findings from the Year 5 final report that follows, specifically, (a) participants; (b) appropriateness of courses; (c) adequacy of course content; (d) progress of participants; (e) perceptions of participants; (f) enrollment in courses; (g) program completers; (h) recruitment, selection, and advising; and (i) employment of participants.

Participants. The project enrolled 198 participants employed at 65 of the State's 85 (76%) school districts. The participant cohort was largely female (89%) and new (72%) to the project. Fully one-third (33%) were African-American. Of the declared areas of special education certification that participants were pursuing, the majority were Learning Disabilities (37%) or Emotional Disabilities (30%).

Appropriateness of Courses. In order to reach a greater number of qualifying participants, particularly, those in remote areas of the State, we varied the format delivery of courses to include on-campus courses, distance/ETV courses, and online courses. Course content, as outlined in course syllabi, was evaluated in light of Council for Exceptional Children standards, and determined to be appropriate. For the year, the 11 CREATE centers collectively offered 19 certification courses a total of 118 times.

Adequacy of Course Content. An overall mean rating of 3.43 (1=Strongly Disagree to 4=Strongly Agree) on course evaluations indicated that participants agreed that courses taken through the project, when compared with previous special education courses taken elsewhere, (a) provided more knowledge and skills about instruction in special education, (b) made more relevant applications to the real-world of the classroom, (c) broadened their perspective more in how to teach students with disabilities, and (d) significantly contributed to their overall preparation. The Introduction to Exceptional Learners and Characteristics courses received the highest ratings from participants.

Progress of Participants. Progress was calculated by dividing the number of courses that the participants completed through CREATE by the number of courses prescribed in their respective certification programs. The average progress of participants seeking alternative certification in the PACE program (n=36) was 81% (range of one to three courses). The average progress of participants pursuing add-on certification (n=102) was 70% (range of one to nine courses). The average progress of participants enrolled in initial certification programs at the bachelor's or MAT level (n=60) was considerably less at 28%; however, the range of needed course work was 11 to 21 courses. Academically, the add-on/ alternative participant cohort earned A or B grades in 92.4% of their completed course work, while the initial certification cohort earned A or B grades in 87.5% of their completed courses.

Perceptions of Participants. Mean ratings on the 30-item online course evaluation ranged from 3.25 to

3.60 (1=Strongly Disagree to 4=Strongly Agree). Items reflecting Interaction Skills of the Instructor trended toward Strongly Agree (3.55). Mean ratings for the remaining categories of items (i.e., Teaching Skills of Professor; Course Requirements; Evaluation of Learning; Course Syllabus; Course Content, and Impact of Course) fell in the Agree range (3.44 to 3.48), with a total course evaluation mean rating of 3.49 (Agree). No mean item ratings fell below the Agree rating; therefore, we judged the teacher perceptions of courses sponsored by CREATE as generally positive.

Enrollment in Courses. Participants enrolled in 484 courses, which represented 81.3% of the 595 available course scholarships for the year. The number of course scholarships awarded per participant ranged from one to ten. Across the CREATE centers, the number of course scholarships awarded per semester was 75 (Fall 2007), 146 (Spring 2008), and 263 (Summer 2008).

Program Completers. Data show that 145 participants completed all course work for their respective certification programs, which included current participants and participants enrolled in prior years of the project who had completed remaining certification requirements on their own. The completers were overwhelmingly female (90%), and 27% were African-American, Asian-American, or Hispanic. Forty-five percent finished course work in Learning Disabilities certification, followed by Emotional Disabilities (33%), Mental Disabilities (13%), and Multi-categorical Special Education, Severe Disabilities, and Visual Impairment each with 2%. The majority (77%) were currently employed as special education teachers with a restricted alternative certificate or special education teachers in the PACE program. The Francis Marion University Center contributed the greatest percentage (20%) of the course work toward the completers' certification programs.

Recruitment, Selection, and Advising. Recruitment and selection of participants for the project was accomplished by (a) a statewide mailing each semester from the SC Office of Exceptional Children to district special education directors, directors of personnel, and school principals and (b) phone and email campaigns. Advising qualified participants on which certification courses would meet their needs was accomplished via phone and email. All 198 qualified participants for Year 5 were verified to be non-certified in special education and employed full-time in a SC public school district.

Employment of Participants. We verified the 2008–2009 employment of the 145 program completers who finished their course work in 2007–2008, and determined that 100% of the completers (excluding the three who completed initial certification programs) were still employed in the State's public school system. Only 20 (13.8%) had relocated to a different school district than the one in which they were employed when they were initially enrolled in CREATE. That 86.2% of the completers have remained employed in their respective sending districts is a positive sign that districts are "growing their own" special educators.

In sum, project personnel have evaluated the success of Year 5 of CREATE as outstanding. Data collected and discussed in this report that support this conclusion follow:

- Available course scholarships: 595
- Awarded course scholarships: 484
- Participants enrolled: 198
- School districts represented: 65
- Participants completing course work: 145

The five-year total of 422 program completers is compelling, empirical evidence that CREATE continues to accomplish its mission of reducing the number of non-certified special education participants in South Carolina, while simultaneously growing a more highly qualified special education teacher force.

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HISTORY OF THE PROJECT

For years, South Carolina public schools have been unable to adequately and consistently employ highly qualified special education teachers for its more than 100,000 students with disabilities. By 2002–2003, the number of special educators who were not appropriately certified to teach special education exceeded 400. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) that all states were to employ properly credentialed and highly qualified teachers by July 1, 2006. In an effort to curtail the burgeoning population of non-credentialed special educators, the South Carolina Department of Education's (SCDE) Office of Exceptional Children (OEC) funded Year 1 of Project CREATE in 2003–2004. Continuation funds from both OEC and the SCDE's Division of Educator Quality and Leadership were provided in 2004–2005 (Year 2), and again in 2005–2006 (Year 3) and 2006–2007 (Year 4). From the outset, the chief mission of CREATE has been to reduce the number of non-certified special education teachers, while simultaneously growing a highly qualified special education teacher force in the State's public schools. By underwriting both tuition and textbook costs, qualified participants have been able to complete needed course work in order to obtain add-on or alternative certification in special education, thereby better preparing them to teach students with disabilities more effectively. A brief summary of the project's success for Years 1, 2, 3, and 4 follows:

Year 1 (2003–2004). CREATE operated centers at three colleges, and enrolled 100 teachers from 33 of the State's 85 (39%) school districts, who collectively completed a total of 121 certification courses. Progress toward completion of add-on certification averaged 37%, based on the number of courses completed out of the number of needed courses prescribed in their programs of study. Of the participants, four completed all required content course work for certification.

Year 2 (2004–2005). CREATE expanded its consortium to four colleges, and matriculated 246 teachers from 59 school districts (69%) who collectively completed a total of 411 certification courses. Progress toward completion of add-on certification programs averaged 63%. Of the participants, both new and returning to the project, 74 completed all required content course work for certification, for a two-year total of 78 program completers.

Year 3 (2005–2006). CREATE increased its college centers to six, and enrolled 197 teachers from 63 school districts (74%), who collectively completed a total of 288 certification courses. Progress toward completion of add-on and alternative certification programs averaged 79%. Of the participants, both new and returning to the project, 147 completed all required content course work, for a three-year total of 225 program completers.

Year 4 (2006–2007). CREATE expanded its consortium once more to 11 college centers, and enrolled 152 participants from 53 school districts (62%), who collectively completed 279 certification courses. Progress toward completion of alternative (i.e., add-on and PACE) and initial certification programs averaged 56.5%. Of the participants, both new and returning to the project, 52 completed all required content course work, for a four-year total of 277 program completers.

YEAR 5 OPERATION

With the goal of preserving the mission of CREATE, the project broadened participant eligibility for the 2007–2008 year to include all full-time SC public school employees in both instructional and non-instructional positions, whose desire was to become a highly qualified special education teacher. Primary targeted groups included currently employed special education teachers who did not hold full certification in special education, specifically, [a] those holding a restricted alternative certificate (RAC) in various disability specialties, and
[b] those enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program in Emotional Disabilities. For purposes of growing the potential pool of highly qualified special educators across the State, the project targeted a number of other groups, including general education (GEN) teachers who expressed interest in making a career change into special education; teacher assistants (TA) wanting to upgrade to full certification, long-term substitute (SUB) teachers, and various other (OTH) public school staff. All qualified participants pursued special education certification through one of two approaches: (a) add-on/alternative certification; or (b) initial certification via a bachelor's or master of arts in teaching (MAT) degree program in special education.

As in previous years of the project, qualified participants were awarded course scholarships on a first-come, first-served basis, which provided financial assistance to pay for tuition and textbook costs. Courses were delivered in various formats and reflected add-on/alternative and initial certification needs of participants. Courses were scheduled and delivered during the Fall 2007, Spring 2008, and Summer 2008 semesters at CREATE centers established at the following 11 colleges/universities in the State, all with NCATE/State-approved programs in special education teacher preparation (Note: Center directors' names are provided in parenthesis): Clemson University (Dr. Janie Hodge); Coastal Carolina University (Dr. Judy Engelhard); College of Charleston (Dr. Michael Skinner); Columbia College (Dr. Tracy West); Converse College
(Dr. Ansley Boggs); Francis Marion University (Dr. Shirley Bausmith), Lander University (Dr. Dava O'Connor); SC State University (Dr. Leonard McIntyre); USC Columbia (Dr. Kathleen Marshall); USC Upstate (Dr. Holly Pae); and Winthrop University (Dr. Brad Witzel). Dr. Joe Sutton, Bob Jones University, continued his post as project director and principal investigator for Year 5.

PARTICIPANTS

The project received and processed 376 applications for the year, from which 230 (61%) were qualified to receive course scholarships. Representing 65 of the 85 (76%) school districts in the State (see Table 1, p. 15), 198 of the 230 (86%) qualified applicants enrolled in one or more courses during the three semesters. Enrollees were predominantly female (89%; see Figure 1, p. 16) and, as first-year participants, were overwhelmingly new (72%) to the project (see Figure 2, p. 16). The majority of participants were seeking either Learning Disabilities (37%) or Emotional Disabilities (30%) certification (see Figure 3, p. 16), followed by Multi-categorical (15%), Mental Disabilities (10%), Visual Impairments (5%), and Severe Disabilities (3%). Representation by race/ethnicity included Caucasians (66%), African-Americans (33%), Asian-Americans (1%), and Hispanics (1%; see Figure 4, p. 17). Participants held a variety of full-time positions including special education teacher assistants (23%), special educators seeking another area of special education certification and long-term substitutes (22%), special education teachers of emotional disabilities enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program (18%), general education teachers (14%), special education teachers with restricted alternative certificates (12%), and other non-instructional staff (11%; see Figure 5, p. 17). Most of the participants were enrolled in add-on/alternative certification programs in special education (70%), with a smaller percentage (30%) enrolled in initial certification programs in special education, including bachelor of arts/science (BA/BS) degree, or master of arts in teaching (MAT) degree programs (see

Figure 6, p. 17).

EVALUATION OF THE PROJECT

The evaluation design described in the initial 2003–2003 proposal required preparation of a final report after each year of operation. Like previous years, the final report for Year 5 addressed the following questions (data for each evaluation question is provided and discussed in subsequent sections):

1. How appropriate were the selection of courses in relation to certification course needs of the qualifying participants?
2. Has the content of the coursework been adequate in providing instruction for needed skills and competencies?
3. Are participants progressing at an appropriate rate toward completion of certification?
4. What are the participants' perceptions of the project?
5. Has anticipated enrollment been maintained throughout the project period?
6. What percentage of the initial qualifying group completed certification?
7. How effective is the recruitment, selection, and advising process? and
8. Have the participants been employed in positions appropriate to their new certification areas?

APPROPRIATENESS OF COURSES

Access to Courses. With participants residing in virtually all geographic regions of the State, appropriateness of courses from one perspective was evaluated by determining the extent to which the project provided participants with access to courses, whether they resided within driving proximity of a nearby CREATE college center or whether they lived in rural, more remote areas of the State. We believe the project maximized the opportunity for basically all participants to avail themselves of needed course work by offering three course formats, including (a) regular campus courses, (b) distance/ETV courses, and (c) online courses. Through use of tuition vouchers, participants were able to join other teachers-in-preparation in *regular campus courses* offered as part of a university's late afternoon/evening semester schedule. Some of the CREATE centers also offered regular courses on a contract basis at their main or extension campuses by enrolling up to 25 participants. *Distance/ETV courses,* which had the capacity to serve a State-wide audience, broadcasted live instruction from a campus studio class to numerous extension public school or public library sites. *Online courses* enrolled a State-wide audience of 18 or more participants which would allow participants to learn at-home or other site via Internet.

Range of Courses. Appropriateness of courses also was evaluated by determining the extent to which the project offered a range of needed add-on certification courses to participants, who represented 70% of the participant group. Course contributions for each CREATE center and corresponding formats for each of the three semesters for Year 5 are provided in Tables 2, 3, and 4 (see pp. 18-19). For the year, CREATE centers collectively offered 19 certification courses a total of 118 times, 31 (26%) of which were either online or distance/ETV.

Content of Courses. Finally, course appropriateness was determined by evaluating course content, as outlined in course syllabi, and determining the extent to which it corresponded with the professional standards of preparation for special educators espoused by the Council for Exceptional Children, as adopted by the South Carolina Department of Education. Center directors and the project director reviewed course syllabi and concluded that content was satisfactorily appropriate. Overall, we judged the access, range, and content of available courses as appropriate to meet the course needs of participants.

ADEQUACY OF COURSE CONTENT

We assessed the adequacy of course content in meeting competency needs of participants through the project's course evaluation process, which required issuing online course evaluations at the end of each of the three semesters. When prompted with the statement, "In comparison with other special education courses I have taken, this course…," participants used a four-point Likert scale to rate the following four (of 30) items on the course evaluation survey that specifically addressed course content:

- Provided more knowledge/skills about instruction in special education.
- Made more relevant applications to the "real-world" of the classroom.
- Broadened my perspective more in how to teach disabled learners.
- Significantly contributed to my overall preparation in special education.

Table 5 (see p. 19) provides the mean ratings of these four items from 231 of 484 (48%) returned, valid course evaluations. Results were collapsed into five special education preparation content areas (all special education certification areas combined): Assessment (As), Behavior Management (BM), Characteristics (Char), Introduction to Exceptional Learners (EL), and Procedures/Methods (Proc). We interpreted the individual and overall mean ratings as follows: 3.51–4.00=trending toward Strongly Agree; 2.51–3.50= Agree; 1.51–2.50=Disagree; and 1.50 or less=trending toward Strongly Disagree. The overall mean ratings for all certification courses fell in the Agree range; only the Introduction to Exceptional Learners course received an overall mean rating that trended toward Strongly Agree. Both Bachelor's and MAT program course ratings also fell in the Agree range. The collective results suggest that participants viewed course content as generally sufficient in meeting their professional preparation needs.

PROGRESS OF PARTICIPANTS

The project awarded 484 course scholarships to 198 participants in Year 5. We evaluated the extent to which participants progressed at an appropriate rate toward completion of alternative/add-on or initial certification by calculating the following:

- Percentage of participants who earned satisfactory grades of A, B, or C in their course work for the three semesters (See Table 6, p. 20); this data represents academic progress of participants.
- Percentage of courses that participants completed out of courses prescribed in their respective certification programs (See Table 7, p. 20); this data describes individual progress of participants.

Table 6 shows that more than two-thirds (69%) of participants seeking add-on/alternative certification earned A grades, and about one-fourth (24%) earned B grades, indicating a high level of competency. Acceptable competency was demonstrated by 3% of participants with C grades. Fewer than 2% of participants earned D/F grades. These data suggest high academic progress of participants. Grades were generally proportionate for participants seeking initial certification in bachelor's and MAT programs (see Table 7). Collectively, 63% earned A grades, followed by approximately 22% with B grades. A higher percentage of C grades (7%) were earned by initial certification participants, however, as well as D/F grades (4.5%).

Perhaps the best measure of participants' individual progress toward completion of certification is a mathematical comparison of *completed* courses versus *needed* courses, as prescribed in their programs of course work and study. For example, a teacher seeking add-on certification, and who completed two courses out of four needed courses for LD certification for the year, would demonstrate 50% progress (i.e., 2 / 4 = 50%).

We divided the 198 participants into three groups (PACE-ED, add-on certification, and bachelor's/MAT), and computed progress measures on each group. The average progress of participants seeking alternative certification in the PACE program (n=36) was 81% (see Table 8, p. 21). PACE participants are required to take three graduate courses for their certification requirement. The average progress of participants pursuing add-on certification (n=102) was 70% (see Table 9, p. 21). The number of courses required for add-on certification range from one to nine. The average progress of participants enrolled in initial certification programs was 28% (see Tables 10 and 11, p. 22). The range of required courses for those enrolled in initial certification programs ranged from 11 to 21 courses; therefore, it was expected that the progress would be considerably less. Overall, these data suggest that the participants are demonstrating satisfactory progress toward completing certification.

PARTICIPANT PERCEPTIONS

We assessed the perceptions of participants by gathering their views and opinions through an online course evaluation survey. The course evaluation was voluntary and anonymous, and administered at the end of each semester. The survey included 30 items which participants rated using the following four-point Likert scale: 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree. Survey items were subsumed under the following categories: Teaching Skills of Professor; Interaction Skills of Professor; Course Requirements; Evaluation of Learning; Course Syllabus; Course Content, and Impact of Course (Note: Results of the category of survey items, Impact of Course, was presented and discussed earlier in this report.).

A summary of mean item ratings from 231 of the 484 course evaluations (48% response rate) is provided in Table 12 (see p. 23). We interpreted mean ratings as follows: 3.51–4.00= trending toward Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending toward Strongly Disagree. The mean item ratings ranged between 3.25 and 3.60. The overall mean rating for Interaction Skills of Instructor trended toward Strongly Agree (3.55). Overall mean ratings for the remaining four categories of items fell in the Agree range (3.44–3.48). With no mean item ratings falling below the Agree rating, we judged the teacher perceptions of courses sponsored by CREATE as generally positive.

ENROLLMENT IN COURSES

Of the 595 course scholarships available through the 11 CREATE college centers for Year 5, the project awarded 484 (81.3%). Table 13 (see p. 24) displays the number of course scholarships awarded out of available course scholarships for each of the CREATE centers. Enrollment for individual centers ranged from 40.7% (SC State University) to 100% (Lander University and USC Upstate). Figure 7 (see p. 24) shows the number of course scholarships awarded for each of the three semesters across all CREATE centers, as follows: Fall 07 (n=75); Spring (n=146); Summer (n=263). Table 14 (see p. 25) provides a distribution of course scholarships awarded per school district. The five school districts that received the greatest number of course scholarships were Greenville 01 (n=41), Greenwood 50 (n=33), Florence 01 (n=27), Laurens 55 (n=23), and Newberry 01 (n=23). Explanations for why these districts received more course awards varied. One reason was that these districts had more participants who qualified for the project. Another reason was that participants from these districts simply expressed greater interest. Nonetheless, the project consistently operated under a first-come, first-serve policy for awarding course scholarships. Additionally, given that all of the available course scholarships were not depleted for the year, the project had the ability to award more course scholarships to other districts in the State.

PROGRAM COMPLETERS

The project identified 145 participants who completed all course work for their respective certification programs. Representing 54 of 85 districts (63.5%) and two State-operated programs (Division of Juvenile Justice, SC School for the Deaf and Blind), Greenville 01 District produced the greatest number of completers with 17, followed by Horry 01 District with 9, and Charleston 01 and Richland 01 both with 8. The remaining districts had a range of 1 to 6 completers (see Table 15, p. 26). The completers were overwhelmingly female (90%; see Figure 8, p. 27), and fully one-fourth (26%) were African-American, Asian-American, or Hispanic (see Figure 9, p. 28). Figure 10 (see p. 27) shows that 45% of the completers finished course work in Learning Disabilities certification, followed by Emotional Disabilities with 33%, and Mental Disabilities (13%). Multi-categorical Special Education Severe Disabilities, and Visual Impairment each had 3% of the completers. The greater proportion of completers was employed as special education teachers holding a RAC (49%); however, a sizeable proportion (28%) was PACE-ED teachers (see Figure 11, p. 28). Most took one course (40%) or two courses (30%) to complete their respective certification program requirements (see Figure 12, p. 29). Figure 13 (see p. 29) shows that Francis Marion University Center contributed the greatest percentage (20%) of course work with 66 of the 321 courses (see Table 16) toward the completers' certification programs.

Note: Seventy-two of the 145 completers did not participate during Year 5 of CREATE; however, they all had been enrolled in one/more certification courses sponsored by CREATE in prior years of the project's operation. These completers had apparently completed certification course requirements on their own. Since they were previously enrolled as a CREATE participant, we decided to include them in this year's total count of completers.

RECRUITMENT, SELECTION, AND ADVISING

Recruitment. The process of recruitment for CREATE was the joint responsibility of the SCDE Office of Exceptional Children, the project director, and all CREATE center directors. Recruitment was initiated prior to the start of each of the three semesters by SCDE, who mailed a letter of information about the project, with accompanying course schedules, flyers, and contact information, to all district directors of special education, directors of personnel, and school principals in the State. Subsequently, more targeted recruitment efforts each semester included direct phone/email campaigns and postcard mailings to individual participants, who either had (a) enrolled in the project the previous year or (b) submitted a new application to CREATE. Having expended more than 80% of the project's available course scholarships for the year, we evaluated the effectiveness of our recruitment efforts as highly successful.

Selection. Appropriate selection of teacher participants hinged on both fairness and viability factors. With regard to *fairness*, we continued Year 5 operation of the project on a first-come, first-served policy for selection of participants for enrollment, while ensuring representation from all school districts in the State. We believe this guideline was successful and equitable in the long-run in guaranteeing broad participation. A review of Table 1 reveals that we enrolled one or more participants from 65 of the State's 85 (76%) school districts. More importantly, we rejected no qualifying participants from any district. As for *viability* of participants, the project selected and enrolled only participants who were employed in SC public schools and who were non-certified in special education. We were able to verify that all 198 participants enrolled in the project for Year 5 were, in fact, employed full-time in the State's public schools and were non-certified in the area of special education indicated on their application. Therefore, we evaluated the effectiveness of our selection process as highly successful.

Advising. Advising teacher applicants was the responsibility of the project director and the center

directors. Advising was accomplished through email, phone, and face-to-face meetings, and focused mainly on recommending appropriate course work to applicants as prescribed on their respective certification programs. A perfect concordance between courses that participants eventually enrolled in and successfully completed, and needed course work identified on their program checksheets, allowed us to judge our advising process as highly successful.

EMPLOYMENT OF COMPLETERS

Once the project has financially assisted participants in obtaining their special education teaching credential, they are expected to remain employed in the State's public schools for a minimum of three years. In late-December 2008, we verified the 2008–2009 employment of each of the 145 program completers from Year 5 through use of SCDE's Certification Portal. Although the Portal does not specify whether the completer is teaching special education, it does provide proof of continued employment in a SC public school district. Excluding the three completers who finished requirements for initial certification in special education through a bachelor's or MAT degree program and whose teaching certificates were unverifiable at the writing of this report, we determined that 100% of the remaining 142 completers were still employed in one of the State's 85 school districts or a State-operated program (e.g., Department of Juvenile Justice or SC School for the Deaf and Blind). Twenty (13.8%) of the completers had relocated to a different SC school district than the one in which they were employed when they were enrolled in certification course work through CREATE. That 86.2% of the completers have remained employed in their respective sending districts is a positive sign that districts are "growing their own" special educators.

SUMMARY

Project personnel have evaluated the success of Year 5 of CREATE as outstanding. Data collected and discussed in this report that support this conclusion follow:

- Available course scholarships: 585
- Awarded course scholarships: 484
- Participants enrolled: 198
- School districts represented: 65
- Participants completing course work: 145

The five-year total of 422 program completers is compelling, empirical evidence that CREATE is accomplishing its mission of reducing the number of non-certified special education teachers in South Carolina, while simultaneously growing a highly qualified special education teacher force.

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Submitted to SCDE: January 15, 2009

Table 1. *School District Affiliation of Participants (n=198), Project CREATE, 2007–2008*

District	No.	District	No.
Abbeville 60	1	Hampton 02	1
Aiken 01	3	Horry 01	9
Allendale 01		Jasper 01	1
Anderson 01		Kershaw 01	4
Anderson 02		Lancaster 01	2
Anderson 03		Laurens 55	6
Anderson 04		Laurens 56	
Anderson 05	5	Lee 01	
Bamberg 01	2	Lexington 01	3
Bamberg 02		Lexington 02	1
Barnwell 19		Lexington 03	
Barnwell 29		Lexington 04	
Barnwell 45	1	Lexington 05	4
Beaufort 01	3	Marion 01	1
Berkeley 01	3	Marion 02	1
Calhoun 01	1	Marion 07	
Charleston 01	9	Marlboro 01	1
Cherokee 01	2	McCormick 01	1
Chester 01	2	Newberry 01	9
Chesterfield 01	3	Oconee 01	1
Clarendon 01	2	Orangeburg 03	
Clarendon 02	1	Orangeburg 04	1
Clarendon 03		Orangeburg 05	
Colleton 01	2	Pickens 01	4
Darlington 01	4	Richland 01	11
Dillon 01		Richland 02	6
Dillon 02	2	Saluda 01	3
Dillon 03	1	Spartanburg 01	2
Dorchester 02	1	Spartanburg 02	1
Dorchester 04	1	Spartanburg 03	
Edgefield 01	1	Spartanburg 04	1
Fairfield 01	2	Spartanburg 05	1
Florence 01	10	Spartanburg 06	2
Florence 02	1	Spartanburg 07	7
Florence 03	2	Sumter 02	2
Florence 04	1	Sumter 17	3
Florence 05		Union 01	4
Georgetown 01	1	Williamsburg 01	3
Greenville 01	15	York 01	2
Greenwood 50	6	York 02	1

Greenwood 51	2	York 03	2
Greenwood 52		York 04	
Hampton 01	1	SCSDB	5
		TOTAL	198

Figure 1. *Gender of Participants (n=198), Project CREATE, 2007–2008*

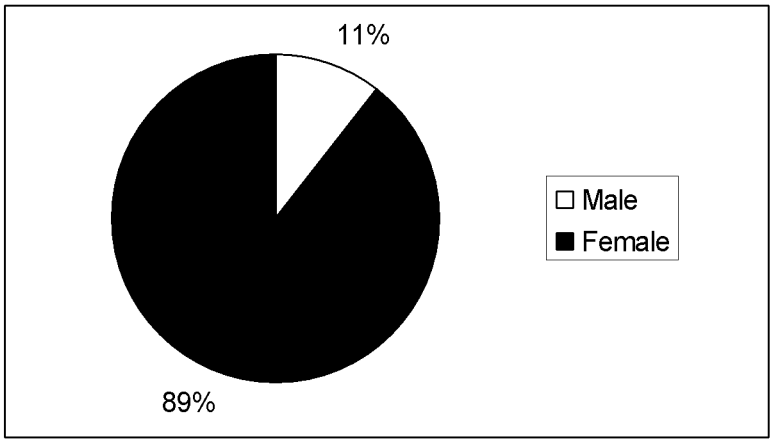


Figure 2. *New or Returning Status of Participants (n=198), Project CREATE, 2007–2008*

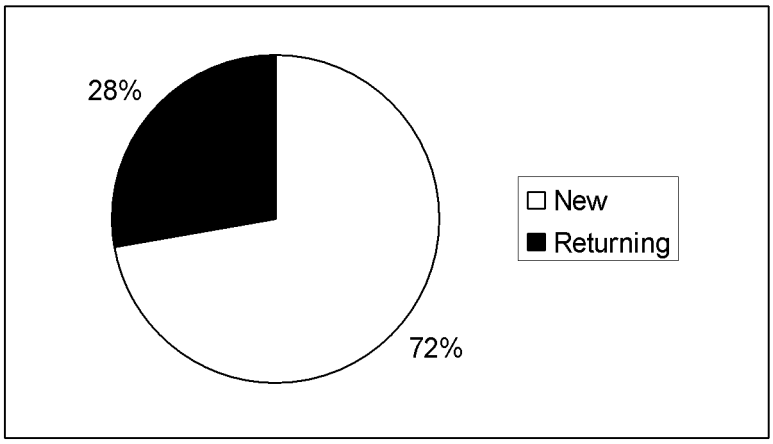
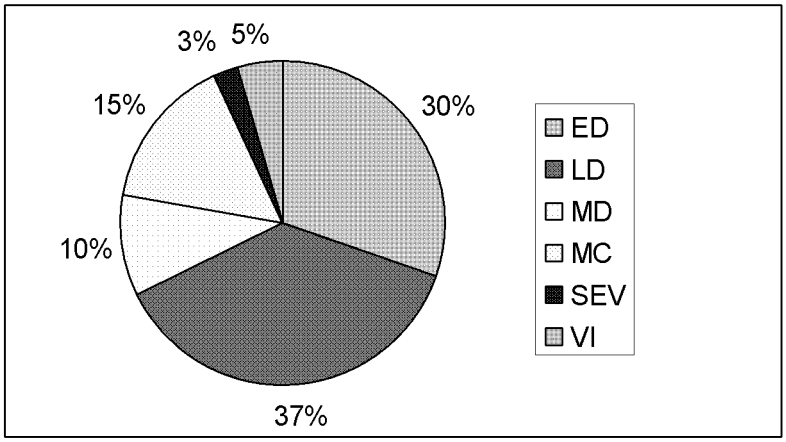


Figure 3. *Certification Area of Pursuit for Participants (n=198), Project CREATE, 2007–2008*



ED=Emotional Disabilities; LD=Learning Disabilities; MC=Multi-categorical; MD=Mental Disabilities; SEV=Severe Disabilities; VI=Visual Impairments.

Figure 4. *Race of Participants (n=198), Project CREATE, 2007–2008*

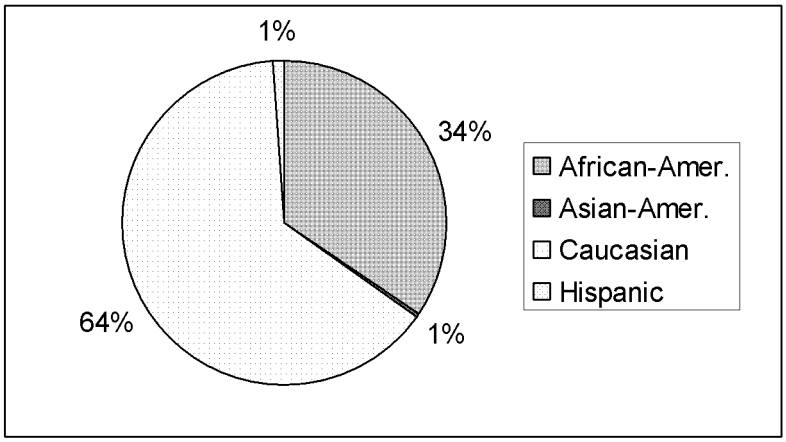
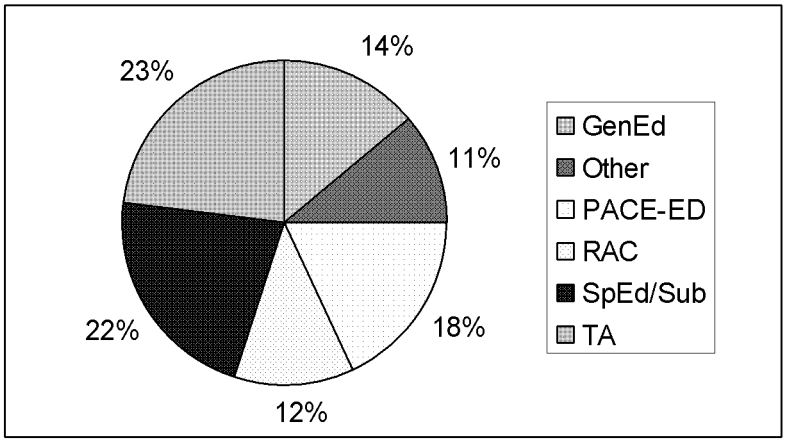


Figure 5. *Employment Status of Participants (n=198), Project CREATE, 2007–2008*



GenEd=General education teachers; Other=includes non-instructional staff; PACE-ED=Program of

Alternative Certification for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate in special Education; SpEd/Sub=Special education teachers not of RAC or PACE-ED status or long-term substitutes; TA=Teacher assistants.

Figure 6. *Certification Program of Participants (n=198), Project CREATE, 2007–2008*

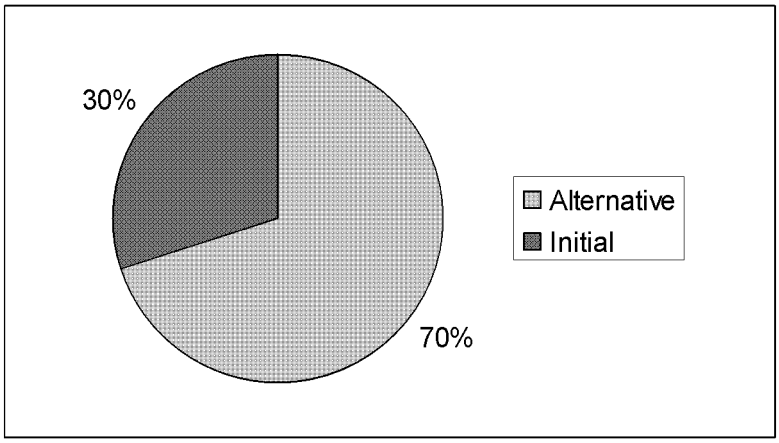


Table 2. *Certification Courses and Course Formats, Fall 2007 Semester, Project CREATE, 2007–2008*

COLLEGE ▶ / ▼ COURSE	CU	CCU	CofC	ColaC	ConvC	FMU	LU	SCSU	USCC	USCU	WU
Introduction to Exceptional Learners	R	R	O		R	R	R	R	O		
Characteristics: Emotional Disabilities	R								D		
Characteristics: Learning Disabilities	R	R					R		R		R
Characteristics: Mental Disabilities	R						R		R		
Methods/Procedures: Emotional Disabilities			R								
Methods/Procedures: Learning Disabilities			R								R
Methods/Procedures: Mental Disabilities			R								R
Behavior Management			R		R	O			D		R
Teaching Reading in General/Special Education					R	R			R	R	R
Assessment for Exceptional Learners	R				R	R	R	R	R		
Braille–Reading & Writing										O	
Principles of Orientation & Mobility								R			
Methods of Communication for the Blind								R			

CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; ColaC=Columbia College; FMU=Francis Marion University; LU=Lander University; SCSU=South Carolina State University; USCC=USC Columbia; USCU=USC Upstate; WU=Winthrop University; D=Distance/ETV course; O=Online course; R=regular on-campus course.

Table 3. *Certification Courses and Course Formats, Spring 2008 Semester, Project CREATE, 2007–2008*

COLLEGE ▶ / ▼ COURSE	CU	CCU	CofC	ColaC	ConvC	FMU	LU	SCSU	USCC	USCU	WU
Introduction to Exceptional Learners	R			R	R	R	R		O		
Characteristics: Emotional Disabilities			O					D			R
Characteristics: Learning Disabilities			R	R						R	
Characteristics: Mental Disabilities			O	R							R
Methods/Procedures: Emotional Disabilities	R				R						R
Methods/Procedures: Learning Disabilities	R	R			R	R			R		R
Methods/Procedures: Mental Disabilities	R				R				R		
Methods/Procedures: Severe Disabilities									R		
Behavior Management	R	R				O					R
Teaching Reading in General/Special Education		R	R		R	R				R	R
Language/Communication for Excep. Learners											
Assessment for Exceptional Learners			R		R	R					
Orientation & Mobility for the Class. Teacher								O			
Educational Procedures for Visually Impaired										O	
Anatomy, Physiology, Function of the Eye								R			

Table 4. *Certification Courses and Course Formats, Summer 2008 Semester, Project CREATE, 2007–2008*

COLLEGE ▶ / ▼ COURSE	CU	CCU	CofC	ColaC	ConvC	FMU	LU	SCSU	USCC	USCU	WU
Introduction to Exceptional Learners	O	R			R		O		O		
Characteristics: Emotional Disabilities		R			R		O				
Characteristics: Learning Disabilities	O				R	R	O				
Characteristics: Mental Disabilities							O				
Methods/Procedures: Emotional Disabilities								D			
Methods/Procedures: Learning Disabilities					R					O	
Methods/Procedures: Mental Disabilities						O					
Methods/Procedures: Severe Disabilities			O								
Behavior Management			R	O		O	O		O		

Teaching Reading in General/Special Education					R						
Assessment for Exceptional Learners						R	O		D		
Nature of the Visually Impaired								O		R	
Orientation/Mobility for Classroom Teacher										R	
Methods for Teaching Speech Reading					R						
Teaching Language to Ss. w/ Hearing Impairment					R						

CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; ColaC=Columbia College; FMU=Francis Marion University; LU=Lander University; SCSU=South Carolina State University; USCC=USC Columbia; USCU=USC Upstate; WU=Winthrop University; D=Distance/ETV course; O=Online course; R=regular on-campus course.

Table 5. *Mean Ratings of Course Evaluation Items Reflecting Adequacy of Course Content, Project CREATE, 2007–2008*

Certification Program ▶		Alternative/Add-on					Initial		
Evaluation Item ▼	Course ▶	As n=13	BM n=40	Char n=37	EL n=6	Meth n=50	Bach n=55	MAT n=30	Total n=231
Provided more knowledge/skills about instruction in special education.		2.92	3.30	3.54	3.67	3.50	3.44	3.40	3.42
Made more relevant applications to the real world of the classroom.		3.15	3.35	3.49	3.50	3.48	3.49	3.53	3.45
Broadened my perspective more in how to teach learners with disabilities.		2.92	3.33	3.54	3.67	3.48	3.49	3.40	3.43
Significantly contributed to my overall preparation in special education.		3.15	3.30	3.43	3.67	3.48	3.49	3.43	3.42
Total Items:		3.04	3.32	3.50	3.63	3.49	3.48	3.44	3.43

As=Assessment for Exceptional Learners; BM=Behavior Management; Char=Characteristics of Emotional/Learning/Mental Disabilities; EL=Introduction to Exceptional Learners; Meth=Methods for Emotional/Learning/Mental Disabilities, and Teaching Reading; Bach=Bachelor's program; MAT=Master of Arts in Teaching program. Means abased on a 4-point rating.

Table 6. *Final Grades for Participants Enrolled in Add-on/Alternative Certification Courses, Project CREATE, 2007–2008*

Certification Courses	Final Grades					
	A	B	C	D/F	Other	Total
Introduction to Exceptional Learners	7	2			1	10
Characteristics: Emotional Disabilities	20	8	1			29
Characteristics: Learning Disabilities	5	1				6

Characteristics: Mental Disabilities	2	1	2	2		7
Methods: Emotional Disabilities	16					16
Methods: Learning Disabilities	20	13			2	35
Methods: Mental Disabilities	9	2	1	1		13
Methods: Severe Disabilities	2	1				3
Teaching Reading	4					4
Behavior Management	35	21	4		1	61
Assessment for Exceptional Learners	21	6		1	1	29
Braille–Reading & Writing	5	1				6
Orientation & Mobility for Class. Teacher	7					7
Nature of Visual Impairments	5					5
Educational Procedures for Visually Imp.	6				1	7
Total	164	56	8	4	6	238
Percent	68.9	23.5	3.4	1.7	2.5	100

Table 7. *Final Grades for Participants Enrolled in Initial Certification Courses, Project CREATE, 2007–2008*

Program Courses	Final Grades					
	A	B	C	D/F	Other	Total
Bachelor's Degree Program–BA/BS	98	41	13	2	6	156
Master's Degree Program–MAT	57	12	4	9	4	86
Total	155	53	17	11	10	246
Percent	63.0	21.5	6.9	4.5	4.1	100

Table 8. *Progress of Participants (n=36) Enrolled in PACE Certification Programs, Project CREATE, 2007–2008*

No. Courses Needed ▼	No. Courses Completed					
	1 Course		2 Courses		3 Courses	
	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	17				
2 Courses	50%	3	100%	2		
3 Courses	33%	4	67%	8	100%	2
Total		24		10		2

Table 9. *Progress of Participants (n=102) Enrolled in Add-on Certification Programs, Project CREATE, 2007–2008*

No. Courses in Program ▼	No. Courses Completed									
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	21								
2 Courses	50%	8	100%	13						
3 Courses	33%	7	67%	5	100%	5				
4 Courses	25%	3	50%	4	75%	5	100%	4		
5 Courses	20%	4	40%	6	60%	7			100%	1
6 Courses	17%	2			50%	1	67%	1		
7 Courses					43%	1				
8 Courses	13%	1	25%	2						
9 Courses			22%	1						
Total		46		31		19		5		1

Table 10. *Progress of Participants (n=60) Enrolled in Initial BA/BS or MAT Certification Programs, Project CREATE, 2007–2008*

No. Courses in Program ▼	No. Courses Completed									
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
6 Courses							67%	1		
9 Courses									56%	1
10 Courses							40%	2	50%	1
11 Courses			18%	1						
13 Courses										
14 Courses	7%	1	14%	1			29%	1	36%	1
15 Courses			13%	1					33%	1
17 Courses	6%	5	12%	13			23%	1	29%	1
18 Courses			11%	1						
19 Courses									26%	1
20 Courses	5%	1	10%	1						
21 Courses	5%	2	9%	1						
22 Courses			9%	1						
Total		9		20				5		6

Table 11. *Progress of Participants (n=60) Enrolled in Initial BA/BS or MAT Certification Programs, Project CREATE, 2007–2008 (cont.)*

No. Courses in Program ▼	No. Courses Completed*									
	6 Courses		7 Courses		8 Courses		9 Courses		10 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
6 Courses	100%	1								
9 Courses			78%	1						
10 Courses	60%	1	70%	1	80%	1			100%	1
12 Courses									83%	1
13 Courses									77%	1
14 Courses			50%	1						
17 Courses	35%	2	41%	1			53%	1	59%	1
18 Courses	33%	1	39%	1						
21 Courses			33%	1			43%	1		
Total		5		6		1		2		4

*Data unavailable on 2 of 60 initial BA/BS candidates.

Table 12. *Mean Ratings from Course Evaluations, Project CREATE, 2007–2008*

Course Evaluation Items	Mean	Rating
Teaching Skills of Instructor	*3.46*	*A*
Communicated subject matter clearly	3.47	A
Caused me to think critically	3.55	SA
Showed enthusiasm and made classes interesting and engaging	3.52	SA
Used examples, illustrations, and/or demonstrations to explain ideas	3.54	SA
Embellished/expanded on textbook material, rather than just repeated it	3.50	A
Used allocated class time for critical, more important material	3.43	A
Presented information in an organized, logical, and sequential manner	3.49	A
Integrated media, guest speakers, and/or other resources with lecture	3.25	A
Inspired, motivated, and stimulated a desire to want to learn more	3.42	A
Interaction Skills of Instructor	*3.55*	*SA*
Showed genuine interest in students' success	3.60	SA
Was available during office hours (or by phone/e-mail) for consultation	3.56	SA
Showed respect towards the opinions of students	3.58	SA
Encouraged student participation in class	3.60	SA
Responded to student questions in a clear, supportive manner	3.54	SA
Course Requirements	*3.44*	*A*
Readings (textbook, etc.) that improved my understanding of the subject	3.42	A

Assignments that were well developed and related to course content	3.49	A
Assignments that were creative, hands-on (e.g., case studies, research)	3.47	A
Assignments that were paced and timed appropriately for the semester	3.37	A
Evaluation of Learning	*3.48*	*A*
Provided meaningful, constructive feedback on tests and other work	3.45	A
Graded tests/projects according to criteria published in the syllabus	3.51	SA
Prepared me for tests (e.g., gave overviews of test content/format)	3.47	A
Assessed knowledge and conceptual understanding on tests/projects	3.46	A
Returned graded tests and projects on, or by, the promised date	3.51	SA
Course Syllabus	*3.48*	*A*
Stated goals/objectives and included a schedule of course content	3.52	SA
Gave instructions for successful completion of course assignments	3.47	A
Provided clear criteria for grading projects and assignments	3.45	A
Overall Mean	3.49	A

Data reflect 288 course evaluations submitted voluntarily out of 484 course scholarships awarded. Mean ratings are based
on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 13. *Course Scholarships Available and Awarded per CREATE Center, Project CREATE, 2007–2008*

CREATE Center	Scholarships Available		Scholarships Awarded	
	Type	Number	Number	Percent
Clemson University	O,R	21	11	52.3
Coastal Carolina University	R	8	6	80.0
College of Charleston	O,R	30	23	76.7
Columbia College	O,R	34	19	55.9
Converse College	R	27	25	92.6
Francis Marion University	O,R	114	97	85.1
Lander University	O,R	130	130	100
SC State University	D,R	54	22	40.7
USC Columbia	D,O,R	88	63	71.6
USC Upstate	O,R	86	86	100
Winthrop University	R	3	2	67.0
Total		595	484	81.3

D=distance/ETV course; O=online course; R=regular campus course.

Figure 7. *Course Scholarships Awarded per Semester, Project CREATE, 2007-2008*

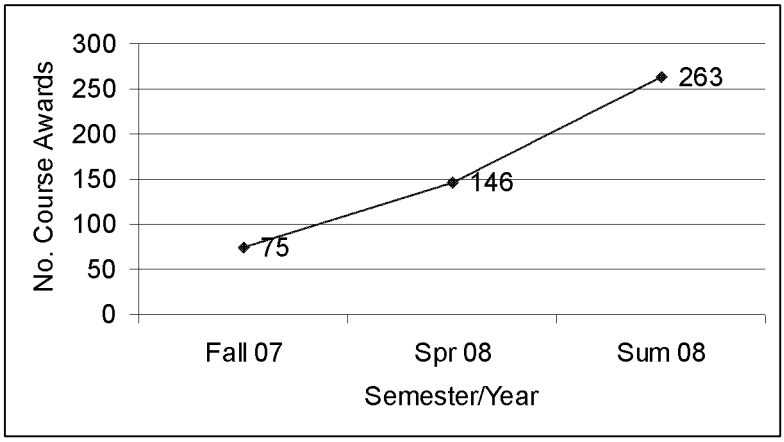


Table 14. *Course Scholarships Awarded per School District (n=484), Project CREATE, 2007-2008*

District	No.	District	No.
Abbeville 60	12	Hampton 02	7
Aiken 01	10	Horry 01	10
Allendale 01		Jasper 01	2
Anderson 01		Kershaw 01	18
Anderson 02		Lancaster 01	5
Anderson 03		Laurens 55	23
Anderson 04		Laurens 56	
Anderson 05	6	Lee 01	
Bamberg 01	3	Lexington 01	8
Bamberg 02		Lexington 02	2
Barnwell 19		Lexington 03	
Barnwell 29		Lexington 04	
Barnwell 45	3	Lexington 05	5
Beaufort 01	6	Marion 01	1
Berkeley 01	7	Marion 02	3
Calhoun 01	1	Marion 07	
Charleston 01	15	Marlboro 01	1
Cherokee 01	5	McCormick 01	3
Chester 01	5	Newberry 01	23
Chesterfield 01	4	Oconee 01	2
Clarendon 01	4	Orangeburg 03	
Clarendon 02	4	Orangeburg 04	1
Clarendon 03		Orangeburg 05	
Colleton 01	3	Pickens 01	7
Darlington 01	8	Richland 01	13
Dillon 01		Richland 02	10
Dillon 02	3	Saluda 01	21
Dillon 03	2	Spartanburg 01	16
Dorchester 02	2	Spartanburg 02	1
Dorchester 04	2	Spartanburg 03	

Edgefield 01	3	Spartanburg 04	1
Fairfield 01	3	Spartanburg 05	1
Florence 01	27	Spartanburg 06	6
Florence 02	2	Spartanburg 07	16
Florence 03	4	Sumter 02	2
Florence 04	2	Sumter 17	9
Florence 05		Union 01	13
Georgetown 01	3	Williamsburg 01	4
Greenville 01	41	York 01	4
Greenwood 50	33	York 02	1
Greenwood 51	3	York 03	4
Greenwood 52		York 04	
Hampton 01	2	SCSDB	13
		TOTAL	484

Table 15. *School District Affiliation of Program Completers (n=145), Project CREATE, 2007-2008*

District	No.	District	No.
Abbeville 60		Horry 01	9
Aiken 01	1	Jasper 01	2
Allendale 01		Kershaw 01	2
Anderson 01		Lancaster 01	2
Anderson 02	1	Laurens 55	1
Anderson 03		Laurens 56	
Anderson 04	1	Lee 01	
Anderson 05	2	Lexington 01	3
Bamberg 01	1	Lexington 02	1
Bamberg 02		Lexington 03	
Barnwell 19	1	Lexington 04	1
Barnwell 29		Lexington 05	4
Barnwell 45		Marion 01	2
Beaufort 01	1	Marion 02	1
Berkeley 01	2	Marion 07	
Calhoun 01	2	Marlboro 01	2
Charleston 01	8	McCormick 01	
Cherokee 01	1	Newberry 01	4
Chester 01	1	Oconee 01	2
Chesterfield 01	1	Orangeburg 03	
Clarendon 01		Orangeburg 04	1
Clarendon 02	3	Orangeburg 05	
Clarendon 03		Pickens 01	2
Colleton 01	1	Richland 01	8
Darlington 01	4	Richland 02	5
Dillon 01		Saluda 01	
Dillon 02		Spartanburg 01	1
Dillon 03	1	Spartanburg 02	
Dorchester 02	2	Spartanburg 03	

Dorchester 04		Spartanburg 04	1
Edgefield 01		Spartanburg 05	3
Fairfield 01	2	Spartanburg 06	
Florence 01	6	Spartanburg 07	4
Florence 02		Sumter 02	1
Florence 03		Sumter 17	2
Florence 04		Union 01	2
Florence 05		Williamsburg 01	2
Georgetown 01	1	York 01	
Greenville 01	17	York 02	1
Greenwood 50	4	York 03	3
Greenwood 51	2	York 04	
Greenwood 52		SCSDB	3
Hampton 01	1	DJJ	1
Hampton 02	1	TOTAL	144*

*District of 1 completer unknown.

Figure 8. *Gender of Program Completers (n=145), Project CREATE, 2007–2008*

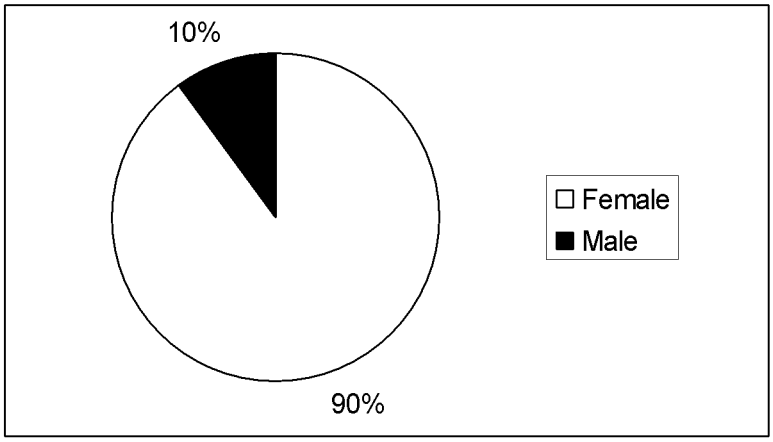


Figure 9. *Race of Program Completers (n=145), Project CREATE, 2007–2008*

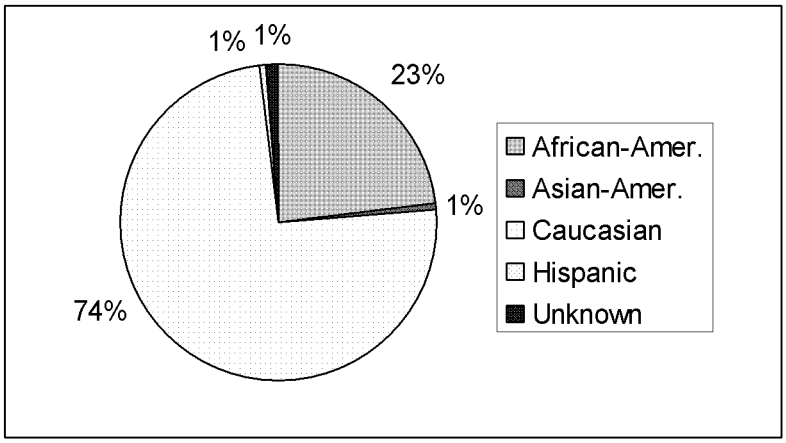
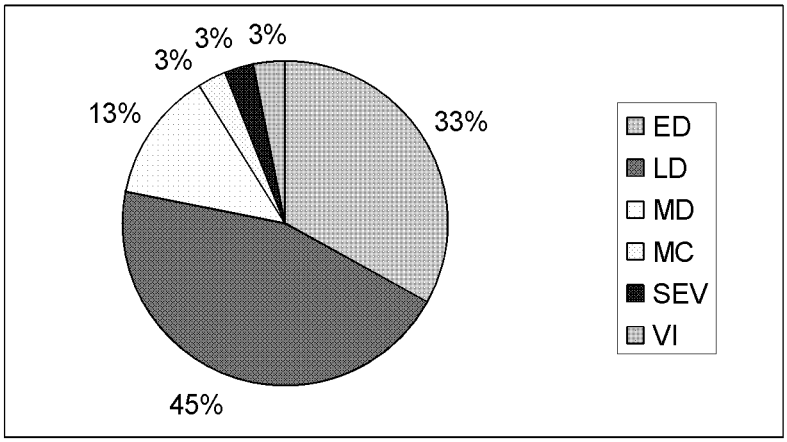
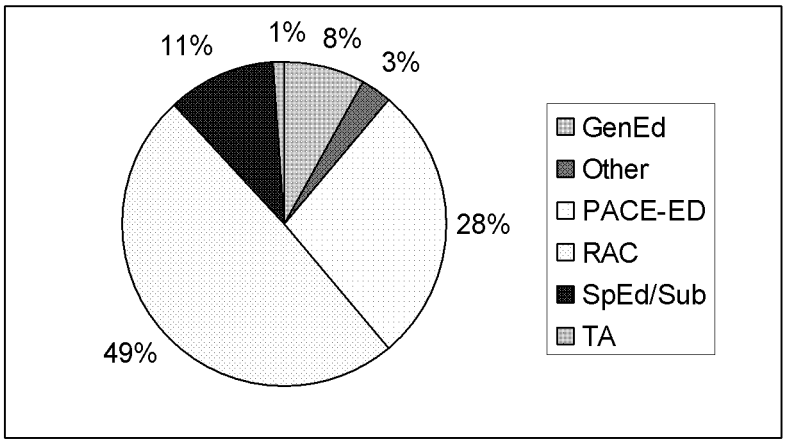


Figure 10. *Certification Area of Program Completers (n=145), Project CREATE, 2007–2008*



ED=Emotional Disabilities; LD=Learning Disabilities; MC=Multi-categorical/Generic; MD=Mental Disabilities; SEV=Severe.

Figure 11. *Employment Status of Program Completers (n=145), Project CREATE, 2007–2008*



GenEd=General education teachers; Other=includes non-instructional staff; PACE-ED=Program of Alternative Certification for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate in special Education; SpEd/Sub=Special education teachers not of RAC or PACE-ED status or long-term substitutes; TA=Teacher assistants.

Figure 12. *CREATE-sponsored Courses Taken by Program Completers (n=145), Project CREATE, 2007–2008*

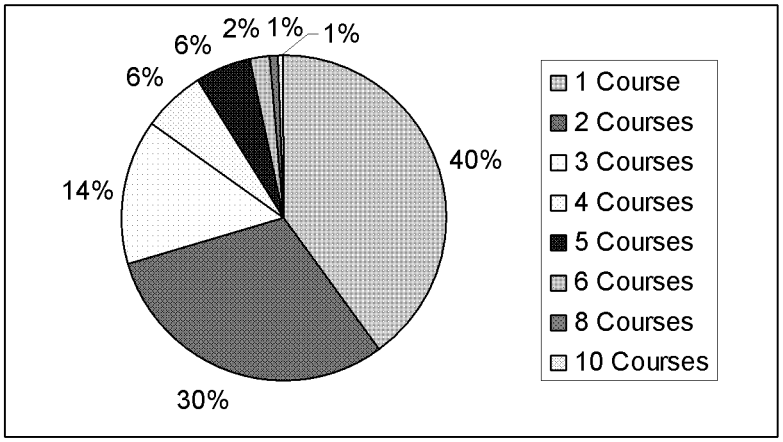
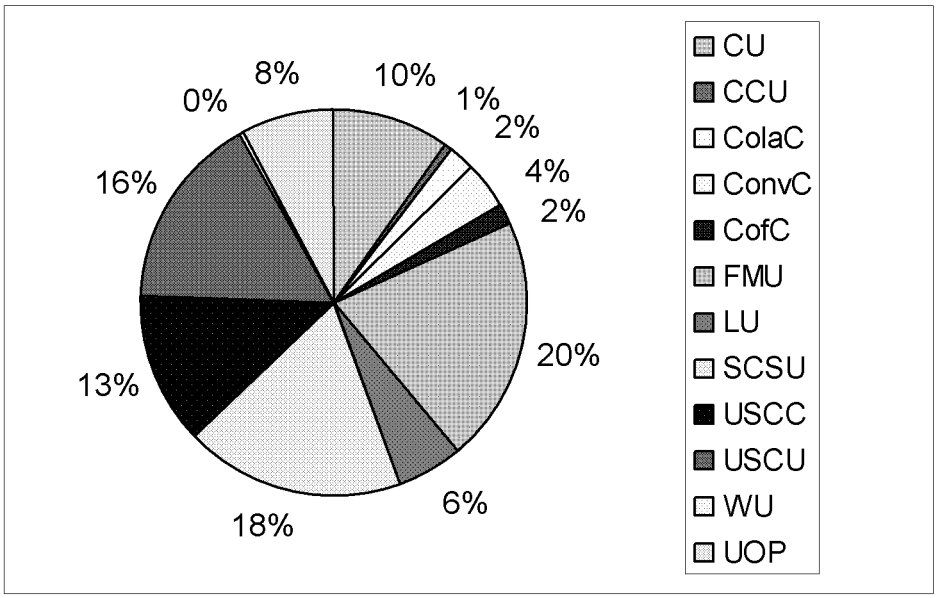


Figure 13. *Course Contribution (Percentage) of CREATE Colleges toward Completers' (n=145) Certification Programs, Project CREATE, 2007–2008*



CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; ColaC=Columbia College; FMU=Francis Marion University; LU=Lander University; SCSU=South Carolina State University; USCC=USC Columbia; USCU=USC Upstate; WU=Winthrop University; UOP=University of Phoenix.

Table 16. *Course Contribution (Frequency) of CREATE Colleges toward Completers' (n=145) Certification Programs, Project CREATE, 2007–2008*

CREATE College	Number
Clemson University	32
Coastal Carolina University	2

College of Charleston	7
Columbia College	13
Converse College	5
Francis Marion University	66
Lander University	18
SC State University	58
USC Columbia	41
USC Upstate	53
Winthrop University	1
University of Phoenix	25
TOTAL	321

Note. Some of the 145 completers identified in Tables 15 and 16 were not enrolled in Year 5, but rather in prior years of the project. Additionally, the total of number of course scholarships (i.e., n=321) includes courses completed in prior years by these completers. See pp. 11-12 in this report for further explanation.

Project personnel certify that a total of 30 pages comprise the final report for Year 5.

Appendix D3H
Program for Alternative Certification for Educators (PACE)

PACE Priority
Proposed Expansion of PACE for
Persistently Lowest-Achieving Schools (PLAS)

As part of the Race to the Top Reform Criteria for Great Teachers and Leaders, the SCDE proposes a modification to the current alternative teacher certification program. This modification would create incentives and support systems for participants in the state's alternative route to certification who teach in the Persistently Lowest-Achieving Schools (PLAS) and their feeder schools as defined in section E of this grant application. The proposed PACE Priority is a low-cost program designed to recruit, train, support, and retain mid-career changers to serve in these schools. Leadership for this project will be provided via the Office of Educator Certification and the Office of Palmetto Priority Schools which is housed in the Office of Special Projects. Additional guidance will be provided by the Project 180 Director (see Project 180 description in Section E). Both offices bring experience and leadership regarding alternative certification and the specific challenges of our highest-need schools.

Overall, PLAS schools experience a higher number of vacancies and a higher percentage of turnover as compared to the state as a whole. Statewide, 84% of teachers returned to their previous employing school in 2007-08. Only 79% of teachers returned to their previous employing PLAS.

Specifically, the purpose of PACE Priority is to assist in improving PLAS and PLAS feeder school 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). PACE Priority seeks to assist these schools with recruiting, training, and retaining effective teachers – thus improving student achievement. PACE Priority 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.

Goals, Objectives, and Outcomes

PACE Priority candidates will receive assistance through the alternative certification application and placement process, financial incentives to cover training and coursework costs, specialized professional development, and an assigned mentor who has completed specialized mentor training for working in a PLAS.

Goal 1: Enhance and expand state-level strategies to recruit and place effective alternative-route candidates in federally defined high-need, high-poverty, low-performing schools.

Objective 1.1: Annually recruit 100 alternative-route candidates who meet PACE admission criteria to teach in a PLAS.

Objective 1.2: Annually place 20-24 alternative route candidates to teach in the areas of English/language arts, mathematics, science, foreign language, social studies, special education—emotionally disabled, and the arts (art, music, and dance) in PLAS.

Activities to Attain Goal 1

- Alternative route information sessions
- PLAS recruitment events
- Statewide job fairs
- PLAS job fairs
- Online statewide job/certification application
- Online statewide job vacancy posting
- Relationships with other state agencies
- Individual counseling for alternative route participants who qualify for PACE Priority

- Weekly list of qualified applicants to the PLAS
- Weekly list of vacancies from the PLAS to the Office of Educator Certification
- PACE Priority information sessions for employers
- Modification of certification database for reporting requirements.

Goal 2: Enhance and expand state-level strategies to prepare effective teachers through an alternative route to certification to work in PLAS.

Objective 2.1: Annually provide regional access to an effective alternative certification program for 20-24 alternative-route candidates who have secured employment in a PLAS.

Objective 2.2: Annually provide specialized professional development related to improving student achievement in high-poverty, low-performing schools to 20-24 alternative-route candidates who have secured employment in a PLAS.

Activities to Attain Goal 2

- Implementation of an alternative-route curriculum based on national Interstate New Teacher Assessment and Support Consortium (INTASC) and state Assisting, Developing, and Evaluation of Professional Teaching (ADEPT) standards
- Evaluation of the alternative-route curriculum by participants and employing principals to assure the training provides appropriate pedagogical knowledge for the PLAS setting
- Evaluation of PACE Priority candidate's pedagogical knowledge through assessments and evaluations to assure the training provides appropriate pedagogical knowledge for the PPS setting
- Recommendation of PACE Priority candidate pedagogical coursework
- Establishment of a PACE Priority research team to create a professional development curriculum to address the challenges of teaching in high-poverty, low-performing schools
- Implementation of the specialized, targeted professional development
- Review of PACE Priority candidate's students advances and challenges in increasing student achievement

Goal 3: Create and implement a specialized training program designed to assist mentors in creating successful relationships with mentees in PLAS

Objective 3.1: Research and create a curriculum specifically designed for working in these specialized areas and schools.

Objective 3.2: Select and train mentors to work with the 20-24 alternative-route candidates who have secured employment in a PLAS.

Objective 3.3: Ensure three meetings/observations per month between each PACE Priority candidate and the trained mentor.

Activities to Attain Goal 3

- Assemble a task force to conduct a needs assessment of specialized support for PACE Priority candidates in PPS
- Develop a training module curriculum for mentors of PACE Priority candidates
- Develop a selection process for mentors of PACE Priority candidates
- Provide training opportunities for PACE Priority candidate mentors and employing principals
- Collect data regarding PACE Priority mentoring process and adjust curriculum
- Create a Mentor Symposium for all PACE Priority candidates and their mentors.

Goal 4: Retain and achieve full professional certification for 80% of effective alternative-route candidates who maintain employment in federally defined high-need, high poverty, low performing school for three academic years and who prove to be effective teachers as defined in this grant.

Objective 4.1: For teachers who are employed in a PLAS, provide financial reimbursement and staying bonuses (maximum of $5000) as they meet annual certification and training criteria.

Objective 4.2: Provide networking opportunities for PACE Priority candidates.

Activities to achieve Goal 4

- Reimburse alternative certification training costs up to $500
- Reimburse alternative certification textbook costs up to $200

- Reimburse required course costs up to $3000
- Reimburse cost of required Principles of Learning and Teaching (PLT) examination up to $300
- Provide a $1000 financial incentive at the beginning of the second year
- Provide opportunities for PACE Priority candidates to meet face-to-face beyond required training
- Provide PACE Priority candidates access to a closed Blackboard learning site with additional information about working in high-poverty, low-performing schools
- Provide PACE Priority candidates access to a closed PACE Priority candidate blog.

Target PLAS

One hundred eight (108) PLAS have been identified in 16 of the 85 public school districts in South Carolina. The school's absolute index, a numerical representation of the school's absolute rating, is used to determine progress toward meeting standards for progress in student success. Table I shows the numerical absolute indices for the past year for the PLAS. The PLAS absolute index averaged 2.44. In comparison, schools with a designation of "Average" or higher in 2008 had an absolute index between 2.65 and 5.0. These districts also reflect an average family poverty index (the percentage of students who qualify for free-reduced lunch and/or Medicaid) of 93.8% compared to the statewide average of 72%.

The table below identifies the schools, their absolute rating, AYP status, poverty index and teacher turnover percentage for the past year.

Table I

District	School	2008-09			
		Absolute Rating Index	Adequate Yearly Progress	Poverty Index (%)	Teacher Turnover
Aiken	Lloyd Kennedy Charter	2.1	NM	86.67	
Allendale 01	Allendale-Fairfax Middle	2.0	NM	97.26	24.0
Allendale 01	Fairfax Elementary	2.0	NM	97.72	22.8
Allendale 01	Allendale - Fairfax High	2.3	NM	91.67	37.2
Allendale 01	Allendale Elementary	2.2	NM	99.11	20.7
Bamberg 02	Denmark-Olar Elementary	2.4	NM	95.62	20.3
Bamberg 02	Denmark-Olar High	3.0	NM	94.87	18.9
Bamberg 02	Denmark-Olar Middle	2.1	NM	97.45	26.1
Barnwell 19	Blackville-Hilda High	2.3	NM	91.11	17.0
Charleston 01	Alice Birney Middle	2.4	NM	92.86	20.0
Charleston 01	Angel Oak	2.9	M	95.42	23.6

District	School	2008-09			
		Absolute Rating Index	Adequate Yearly Progress	Poverty Index (%)	Teacher Turnover
	Elementary				
Charleston 01	Burke High School	2.5	NM	94.66	26.0
Charleston 01	Chicora Elementary	2.5	M	99.21	18.4
Charleston 01	Corcoran Elementary	2.9	M	88.57	19.3
Charleston 01	Edith L Frierson Elementary	2.1	M	96.18	11.9
Charleston 01	Edmund A Burns Elementary	2.2	NM	99.36	23.3
Charleston 01	Greg Mathis Charter	1	NM	95.95	
Charleston 01	Haut Gap Middle	2.5	M	93.69	22.9
Charleston 01	Hunley Park Elementary	2.7	M	82.93	21.1
Charleston 01	James Simons Elementary	2.3	NM	95.76	28.3
Charleston 01	Jane Edwards Elementary	2.6	M	96.90	35.2
Charleston 01	Ladson Elementary	2.8	M	88.13	9.3
Charleston 01	Lamb Elementary	2.8	M	83.58	20.6
Charleston 01	Malcolm Hursey Elementary	2.3	M	98.11	26.3
Charleston 01	Mary Ford Elementary	2.2	NM	98.78	32.4
Charleston 01	Matilda Dunston Elementary	2.9	M	97.23	29.1
Charleston 01	Memminger Elementary	2.5	M	96.41	14.5
Charleston 01	Midland Park Elementary	2.5	M		26.6
Charleston 01	Mitchell Elementary	2.5	M	97.74	22.5
Charleston 01	Morningside Middle	2.3	NM	85.67	27.0
Charleston 01	Mt. Zion Elementary	2.8	M	96.09	27.0
Charleston 01	N. Charleston	1.4	NM	94.5	27.1

District	School	2008-09			
		Absolute Rating Index	Adequate Yearly Progress	Poverty Index (%)	Teacher Turnover
	High				
Charleston 01	North Charleston Elementary	2.3	M	96.67	30.6
Charleston 01	Pepperhill Elementary	2.7	M	94.43	11.5
Charleston 01	RB Stall High	1.6	NM	90.17	30.5
Charleston 01	Sanders-Clyde Elementary	2.3	M	99.12	16.6
Charleston 01	St James-Santee Elementary	2.7	M	96.89	24.8
Charleston 01	St Johns High School	2.2	NM	86.92	35.4
Charleston 01	Susan G. Boykin Academy	2.1	NM	99.43	
Charleston 01	W B Goodwin Elementary	2.8	M	95.76	18.8
Clarendon 02	Manning Elementary	2.6	NM	89.64	11.5
Clarendon 02	Manning Junior High	2.6	NM	88.87	15.5
Clarendon 02	Manning Primary	2.8	M	90.25	8.2
Darlington	Brockington Magnet School	2.9	NM	85.54	20.7
Darlington	Brunson-Dargan Elementary	2.6	NM	96.43	28
Darlington	Cain Elementary		M	82.16	17.3
Darlington	Darlington High	2.6	NM	83.12	22.6
Darlington	Darlington Middle	2.6	NM	83.04	24.6
Darlington	Pate Elementary		M	90.65	18.5
Darlington	Rosenwald Elementary	2.7	M	98.95	22.8
Darlington	St. Johns Elementary	3.0	M	85.45	17.8
Dillon 02	Dillon High	3.1	NM	89.05	10.3

District	School	2008-09			
		Absolute Rating Index	Adequate Yearly Progress	Poverty Index (%)	Teacher Turnover
	School				
Dillon 02	East Elementary	3.0	M	95.16	8.2
Dillon 02	Gordon Elementary	2.5	NM	95.62	9.3
Dillon 02	J.V. Martin Junior High	2.5	NM	91.63	22.3
Dillon 02	South Elementary	2.8	M	96.08	8.4
Dillon 02	Stewart Heights Elementary	2.7	M	98.42	12.5
Florence 04	Brockington Elementary	2.3	NM	97.43	31.5
Florence 04	Johnson Middle	2.4	NM	93.19	15.2
Florence 04	Timmonsville High	2.9	NM	89.58	28.8
Greenville	Alexander Elementary	2.4	NM	100	13.5
Greenville	Berea Middle	2.7	NM	87.13	14.5
Greenville	Carolina High School and Academy	2.3	NM	88.87	17.4
Greenville	Grove Elementary	2.7	NM	95.69	16.9
Greenville	Hollis Elementary	2.4	NM	98.55	31.5
Greenville	Hughes Academy	2.7	NM	68.14	18.1
Greenville	Lakeview Middle	2.3	NM	96.77	19.3
Greenville	Monaview Elementary	2.7	NM	96.49	17.1
Greenville	Tanglewood Middle	2.4	NM	94.62	13.9
Greenville	Thomas E. Kerns Elementary	2.7	NM	95.05	
Greenville	Welcome Elementary	2.7	M	95.79	12.2
Hampton 02	Estill Elementary	2.1	NM	96.71	25.1
Hampton 02	Estill High	1.5	NM	92.41	35.3
Hampton 02	Estill Middle	2.1	NM	95.80	27.1
Jasper 01	Hardeeville	2.4	NM	93.75	29.8

District	School	2008-09			
		Absolute Rating Index	Adequate Yearly Progress	Poverty Index (%)	Teacher Turnover
	Elementary				
Jasper 01	Hardeeville Middle/High	2.2	NM	85.52	
Jasper 01	Ridgeland Elementary	2.3	NM	96.49	22.9
Jasper 01	Ridgeland High School	3.6	NM	87.52	
Jasper 01	Ridgeland Middle	2.1	NM	92.27	39.3
Lee 01	Bishopville Primary	2.2	NM	97.18	12.6
Lee 01	Dennis Intermediate	2.0	NM	96.46	27.3
Lee 01	Lee Central High	2.7	NM	94.08	30.0
Lee 01	Lee Central Middle			94.08	
Lee 01	Mary L. Dinkins Higher Learning Academy	1.7	NM	96.19	42.2
Lee 01	West Lee Elementary	2.1	NM	99.49	35.1
Richland 01	Alcorn Middle School	2.1	NM	94.46	22.7
Richland 01	Arden Elementary	2.4	M	95.05	15.4
Richland 01	Bradley Elementary	2.5	M	95.76	7.2
Richland 01	Burton Pack Elementary	2.7	M	98.23	20.9
Richland 01	CA Johnson Preparatory Academy	1.6	NM	96.29	26.0
Richland 01	Carver-Lyon Elementary	2.6	M	98.68	15.4
Richland 01	E.E. Taylor Elementary	2.7	M	97.79	9.8
Richland 01	Eau Claire High	2.4	NM		16.7
Richland 01	Forest Heights Elementary	2.6	M	96.56	18.9
Richland 01	Gibbes	2.1	NM	96.40	21.8

District	School	2008-09			
		Absolute Rating Index	Adequate Yearly Progress	Poverty Index (%)	Teacher Turnover
	Middle School				
Richland 01	Hyatt Park Elementary	2.2	M	98.97	6.3
Richland 01	J P Thomas Elementary	2.4	M	98.65	15.7
Richland 01	W.A. Perry Middle	2.2	NM	98.52	21.8
Richland 01	Watkins-Nance Elementary	2.6	M	99.32	19.7
Spartanburg 07	Carver Junior High	2.4	NM	90.81	22.1
Spartanburg 07	Cleveland Elementary	2.2	NM	98.74	27.3
Spartanburg 07	Park Hills Elementary	2.4	NM	99.27	31.1
Spartanburg 07	Spartanburg High	2.9	NM	68.27	11.8
Spartanburg 07	Whitlock Junior High	2.1	NM		26.1
Williamsburg 01	Kingstree Elementary	2.4	NM	97.66	25.0
Williamsburg 01	Kingstree High	2.2	NM	93.77	25.0
Williamsburg 01	Kingstree Junior High	2.5	NM	96.80	25.9
Williamsburg 01	W.M. Anderson Elementary	3.0	M	97.49	19.2

Meeting PACE Priority Needs

Goal 1: Recruitment

Grant funds will be used to target specific audiences through combined PACE Priority Information Sessions and recruitment sessions in areas geographically located near designated PLAS. Additional job fairs will take place annually targeting individuals who qualify for PACE Priority incentives. These separate job fairs will allow for targeted recruitment of the most qualified candidates, thus streamlining the placement process for the PLAS.

The SCDE will continue to develop already established relationships with other state agencies to enhance recruitment activities that will serve this grant. Specifically, partnerships with alumni associations at state colleges and universities will be pursued to market the PACE program and the incentives available by teaching in PLAS. Relationships with the State Chamber of Commerce and Employment Security Commission "triage" team will be sought and developed. PACE Priority will assure that alternative pathways to certification and the available incentives are included in the counseling process.

Goal 1: Placement

Personnel in the SCDE Office of Educator Certification and in other SDE offices designated to work with PLAS will work together to streamline the interview and placement process for qualified candidates. Once an applicant has been identified as a qualified candidate, a certification analyst in the Office of Educator Certification will contact that individual to ensure he/she is aware of the job application process and to share information about the incentives available once admitted and teaching in a qualified school. In addition, lists of qualified applicants will be sent to the PLAS districts on a weekly basis for distribution to the specific schools based on vacancies. Additional information sessions will be held with administrators in qualifying districts and schools to share information about PACE Priority as well as the additional support that will be provided to PACE Priority participants in the designated schools. Minor modifications will be made by a contracted technician to the state's certification database to track PACE Priority participants.

Goal 2: Preparation

The second goal is to provide 20 PACE Priority candidates who meet program admission criteria and are employed in a South Carolina public school district with the training to become effective teachers. Qualified candidates will attend a 10-day, pre-service training session prior to entering the classroom. These sessions are scheduled in July and December of each academic year. Throughout the first year of teaching, participants attend four seminars. Following the first year of teaching, participants complete a second ten-day session. This is followed by two additional seminars in the fall of the second year of teaching. Successful completion of each training segment is based on passing the related training assessments. In addition to these 26 days, participants are required to complete three courses through a regionally accredited college or university.

A PACE Priority research team, consisting of the Project Director, Project Manager, Alternative Certification Coordinator, Office of Special Projects Director, Office of Special Projects Education Associate, and representatives of the designated districts and schools will create a professional development curriculum designed to address the challenges of teaching in high-poverty, low-performing schools. Focused, research-based professional development that is driven by identified instructional needs (Lashay, 2003) is a necessity in improving low-performing schools. Specific topics will include classroom management issues, information that will help participants work with culturally diverse student populations, and information that will help the teachers work with students who are not meeting state achievement standards. To be the effective teacher who can assist in improving student achievement, PACE Priority candidates complete these mandatory workshops during the first year of participation. PACE Priority candidates will also have the opportunity to share and learn from each other's experiences as a cohort through guided exercises during these mandatory sessions.

Goal 3: Mentoring and Support

Currently, PACE participants receive support and mentoring through a series of state-mandated induction and support activities. Through the current evaluation and support process, all first-year teachers are required to complete an induction program through their employing district. The state also requires that each first-year teacher have an assigned mentor. Teachers in the PLAS also receive additional support through the department liaison to the school and through the PACE training cohort experience.

PACE Priority will develop a mentoring program that is designed to serve the particular needs of alternative-route participants in PLAS that meet the federal high-need definition. Mentoring alternatively prepared participants requires a unique skill set for mentors to provide comprehensive support. Initially, a task force including representatives from South Carolina Department of Education (The Department), as well as current mentors, administrators, and PACE teachers will be assembled to conduct a needs assessment focusing on current mentor experiences as well as the needs of current teachers and administrators in the PLAS. This needs assessment will allow for the creation of a specialized training module curriculum for PACE Priority mentors in the PLAS.

PACE Priority mentors will be selected by a selection team including representatives from the Office of Special Projects, Office of Educator Certification, and other mentor-training organizations in the

state based on specific criteria including previous mentoring experience, completion of mentor training, experience working with first-year teachers, and experience with alternatively trained teachers. Preference will be given to educators with successful professional experiences in a PLAS. These individuals will complete the new training module and then be assigned a PACE Priority participant in a PLAS. The mentor will meet with the PACE Priority participant three times a month during the first year and once a month during the second year. They will also be available on a regular basis via phone or email. This mentoring relationship will be monitored by the PLAS liaison as well as personnel at the SCDE.

Goal 4: Retention

The goal of this grant is to retain 80% of the effective PACE Priority candidates in a federally defined high-need school over the three-year program completion period. By making a three-year commitment to the PLAS, PACE Priority candidates will receive financial incentives not available to teachers in other districts. This is disbursed over the three-year commitment to support and encourage the candidate who earns a lower starting wage to remain in the PLAS. These incentives will help recruit and retain effective teachers to the areas that need them the most (Peske and Haycock, 2006).

The Department will require each program participant to sign a promissory note in order to receive a stipend or other financial initiative. In the event of a default the Department may seek repayment through the Governmental Enterprise Accounts Receivable Collections (GEAR) program which is run by the South Carolina Department of Revenue and/or report the individual to a credit bureau. The GEAR program gives the South Carolina Department of Revenue all rights and powers of collection allowed it under Title 12 of the South Carolina Code of Laws for the collection of taxes and all such rights and powers authorized the governmental entity to which the liability is owed, including not only participation in the Setoff Debt Collection Program, but wage garnishments, payment agreements and payment levies.

Sample PACE Priority Candidate Timeline

Date	**Activity**
Fall 2009	The Department conducts recruitment activities
	PACE Priority candidate submits application
	PACE Priority candidate receives call from counselor
Spring 2010	PACE Priority candidate meets admission criteria
	List of qualified PACE Priority candidates sent to PLAS School District
	School districts compare qualifications to vacancies and send appropriate applications to the schools
	PACE Priority candidate attends PLAS Job Fair
	PACE Priority candidate secures employment
Summer 2010	PACE Priority candidate successfully completes pre-service training program and receives $250 reimbursement
2010–11 Academic Year	PACE Priority candidate successfully completes seminars and attends specialized professional development
	PACE Priority candidate receives specialized mentoring
Summer 2011	PACE Priority candidate successfully completes in-service training program and receives $250 reimbursement
Fall 2011	PACE Priority candidate receives $1000 incentive for second year of teaching in a PLAS
2011–12 Academic Year	PACE Priority candidate completes alternative training seminars and specialized professional development
	PACE Priority candidate continues to receive specialized mentoring
2011–12 and 2012–13 Academic Years	PACE Priority candidate completes required coursework (nine hours) and receives reimbursement upon successful completion of each class (up to $3000)
	PACE Priority candidate presents passing PLT score and receives reimbursement of up to $300 for test preparation and registration expenses
End of 2013 Academic Year	Candidate completes three-year PPS obligation and receives professional certification

Project Evaluation

PACE Priority partners have designed an evaluation plan that includes objective performance measures and annual benchmarks, produces quantitative and qualitative data, and that will yield

information for progress performance feedback and periodic assessment. This evaluation plan will be used to address performance measures established by the US Department of Education and to comply with annual, interim, and final reporting requirements.

Use of Objective Performance Measures

Goal 1: Enhance and expand state-level strategies to recruit and place alternative- route candidates in federally defined high-need, high-poverty, low-performing schools.

To determine if PACE Priority is attracting qualified individuals who will seek employment in the PLAS, analysis of quantitative and qualitative data will be vital. Such data collected and reviewed annually will include surveys of attendees at information sessions and job fairs, application data to determine if the educational experience and work experience backgrounds match the application requirements, and performance on state-required content examinations. Analyses will determine if PACE Priority is reaching the target audience. Surveys and focus groups will be conducted twice a year with the PLAS human resource personnel and principals to determine if the individuals who meet qualifications on paper are demonstrating the desired dispositions through the interview and placement process.

All feedback related to Goal 1 will be used to determine if PACE Priority recruitment initiatives are attracting qualified candidates who are securing employment in PLAS schools. Modifications to the recruitment and placement processes will be made based on the analysis of this data.

Goal 2: Enhance and expand state-level strategies to prepare individuals through an alternative route to certification who work in federally defined high-need, high-poverty, low-performing schools.

Performance of PACE Priority candidates on the alternative route training assessments will be compared with PACE Priority candidate ADEPT evaluations at the end of each academic year. This will allow for a comparison of understanding of pedagogical knowledge to application of pedagogical knowledge. An additional tool of comparison of pedagogical knowledge will be the PACE Priority candidate performance on the Principles of Learning and Teaching (PLT) examination. PACE Priority candidates are recommended to take the PLT at the beginning of their second year.

PACE Priority candidates will have the opportunity to evaluate the alternative route training process through curriculum evaluations and instructor evaluations after each training segment. In addition, PACE Priority candidates and their principals will be asked to evaluate the PACE Priority candidate's readiness for the classroom. Finally, PACE Priority candidates will evaluate the effectiveness of the specialized professional development opportunities. This data will be analyzed to determine whether the PACE Priority training and professional development components are assisting with improving student achievement in the PLAS thus improving the PLAS Absolute Ratings.

Goal 3: Create and implement a specialized mentor training program designed to assist mentors in creating successful relationships with mentees in federally defined high-need, high poverty, low-performing schools.

PACE Priority mentors will evaluate the specialized mentor training process and curriculum following each session. They will also evaluate the curriculum as it relates to their PACE Priority mentoring experience each year. PACE Priority candidates will have the opportunity to provide feedback as to the effectiveness of their mentoring experience. This data will be compared to the PACE Priority performance data collected for Goal 2. Data regarding the PACE Priority mentor training and implementation will be analyzed to determine the value of the specialized mentor training and the impact of the PACE Priority mentor/mentee relationship.

Goal 4: To retain and achieve full professional certification for 80% of alternative route candidates who maintain employment in federally defined high-need, high poverty, low performing school for three academic years.

Twice a year, the delivery process for the financial incentives will be reviewed to assure it is completed in a timely manner. Additionally, the PACE Priority candidates will be asked for feedback annually to determine if the incentives offered were beneficial to their PACE Priority process. PACE Priority candidates who do not meet their obligations will complete an exit interview to share which aspects of PACE Priority could be improved and thus improve PACE Priority retention rates.

PACE Priority Services

PACE Priority is grounded in a partnership between the Department's Office of Palmetto Priority Schools (OPPS) and the Office of Educator Certification (OEC). Each office brings expertise to the partnership that will provide the support and training to PACE Priority candidates that assures their success in the most challenging environments.

Services to Address the Needs of PACE Priority Participants

Services to PLAS Schools/Districts	Services to PACE Priority Candidates
• Provide targeted job fairs and information sessions that increase and diversify the pool of potential candidates interested in teaching in PLAS • Provide targeted information sessions • Streamline the hiring process by providing a list of qualified candidates to PLAS on weekly basis • Provide workshops to employers on selecting, interviewing, hiring PACE Priority candidates • Provide pedagogical training for PACE Priority candidates • Provide trained mentors for each PACE Priority candidate • Provide professional development for PACE Priority candidates • Support active PACE Priority candidates through financial reimbursement for program costs • Provide financial incentives and support for continued teaching in PLAS	• Provide PACE Priority Information sessions, website, and brochure to explain PACE Priority • Provide counselor and call center to assist with application process and PACE Priority questions • Provide financial incentives, including reimbursement for alternative certification training, training program supplies, PLT Praxis examination cost, three college courses, and second year signing bonus • Provide teacher preparation (pre-service, in-service, and seminars on pedagogy) • Provide an individual mentor trained to work with PACE Priority candidates • Provide specialized targeted professional development on teaching in high needs schools • Provide peer network of support • Provide reimbursement for three required college education courses

Services for PPS

Financial Incentives

Amount	**Type**	**Requirement to Receive**
$250	Reimbursement	Completion of pre-service training
$250	Reimbursement	Completion of in-service training

$200	Reimbursement	Presentation of textbook receipt
$1000	Stipend	Return for second year of teaching
$300	Reimbursement	Completion of passing
$3000	Reimbursement	Completion of each required course (Total: 9 hours)
$5000	Total provided for PACE Priority completers	

PACE Priority participants will participate in a series of professional development activities created specifically for the PACE Priority candidates. Also, PACE Priority candidates will be assigned a specially trained mentor who will work with them for the first two years of program participation.

PLAS Training and Professional Development Services

PACE Priority training and professional development is designed to provide PACE Priority candidates with the tools and additional support needed to succeed. PACE Priority candidates will complete an alternative route to certification, specialized professional development, and nine hours of recommended coursework from regionally-accredited higher education institutions. *ve Route Curriculum*

Lessons	**Texts**	**Assessments**
Pre-Service: Educational Foundations, Development Theory, Special Needs, Classroom Management, Brain-Based Learning, Developing Assessments	• *Learning to Teach (*Linda Shalaway)	• 21 assessments on theorists, classroom management, etc. • 12 major assessments on lesson plans, writing assessments, etc. • Final Unit Plan as culminating assessment
In-Service: Backward Design, Brain Research, the Six Facets of Understanding, The Theorists, the History of Education, Creating Culminating Assessments, Sequencing Instruction, Cooperative Learning, Diversity	▪ *Classroom Instruction That Works* (Robert J. Marzano, Debra J. Pickering, & Jane E. Pollock) ▪ *Understanding by Design (*Jay McTighe and Grant Wiggins) ▪ *Dreamkeepers* (Gloria Ladson-Billings) ▪ *Principles of Learning and Teaching Study Guide* (PRAXIS) ▪ The *Understanding by Design Workbook* (Jay McTighe and Grant Wiggins)	• 14 assessments on brain research, understanding by design, diversity, special education, etc. • A portfolio as the culminating assessment to include overarching and topical questions, Six Facets of Understanding, and unit plan.
Seminars: Best Practices, Differentiated Instruction, Curriculum Integration, Classroom Management, Moral Development, Standards of Conduct	▪ *101 "Answers" for New Teachers and Their Mentors (*Annette L. Breaux) ▪ *Best Practice: Today's Standards for Teaching & Learning in America's Schools* by Steven Zemelman, Harvey Daniels, and Arthur Hyde	• Professional journaling, reflection papers, book summary, • Culminating reflection assignment

PACE Priority candidates will also benefit from the peer network created through the alternative certification regional training cohorts. The curriculum and training sessions are designed to take place during the first employment year based on research about the first-year teacher cycle. The Moodle learning system is used to supplement the onsite training offered through the alternative route curriculum. Through Moodle, participants can view the training schedule, download homework assignments and templates, and to stay up to date with PACE announcements. A separate Moodle community will be created for PACE Priority candidates that includes bi-weekly tips and updates about working in a PLAS. Through this low-cost technology, participants will be able to access their PACE Priority peers beyond the scheduled training sessions.

Professional Development

While the alternative route curriculum has been successful, a PACE Priority research team, consisting of the Project Director, Project Manager, Alternative Certification Coordinator, Office of Special Projects Director, Office of Special Projects Education Associate, and representatives of the designated districts and schools will create a professional development curriculum designed to address the challenges of teaching in high-poverty, low-performing schools. Specific topics will include classroom management issues in a PLAS, information that will help participants work with culturally diverse student populations, and information that will help the teachers work with students who are not meeting state achievement standards. These research-based, professional development workshops will offer opportunities for in-depth study of the most challenging concepts faced by PACE Priority candidates.

Beyond the content covered, the professional development facilitators will follow a curriculum that allows the participants the opportunity to share individual challenges with their PACE Priority peers. Even though PACE Priority candidates will share a cohort experience within their alternative certification program, these workshops allow PACE Priority candidates to discuss their unique situations with candidates located throughout the state. These workshops will be scheduled once per semester in a centralized location during the first year and a half of program participation.

Coursework

All PACE Priority candidates will also be required to complete nine hours of coursework (at no cost). These courses are selected based on the training needs beyond the alternative route and professional development opportunities and must be completed at a regionally-accredited higher education institution. Most participants complete a course in classroom management, methods of teaching, as well as a course in exceptional children, assessment, teaching of reaching, or educational psychology while participants in special education – emotionally disabled traditionally complete a course in characteristics, methods and procedures, and behavior management of emotionally disabled students. PACE Priority candidates will have the opportunity to seek approval for other courses related to high-poverty populations.

PACE Priority Management

As partners in the South Carolina Palmetto Teacher Certification Project (PACE Priority), the Department's Office of Special Projects (OSP)and Office of Educator Certification (OEC), as well as the qualified school districts have developed a plan to enable PACE Priority candidates to complete the qualification process, secure employment, and receive the training and support to succeed in a high-poverty, low performing school.

The SCDE will be the responsible agency and fiscal agent for PACE Priority. Upon notification of funding, the SCDE will convene a PACE Priority Advisory Board that will include

the Director of Educator Certification, the Director of OPPS, the OPPS Education Associate, the Project 180 Director, the Coordinator of Alternative Certification/PACE Priority Project Director, and administrative representatives from the PLAS.

The PACE Priority Advisory Board will meet bi-annually to discuss the implementation of PACE Priority. The topics will include, but will not be limited to, implementation status; recruitment activities and results; streamlining of the placement process; enrollment in the alternative certification program; PACE Priority candidate performance in training and the classroom; creation and implementation of the specialized professional development curriculum; creation and implementation of the specialized mentor training; and the PACE Priority mentor program. The PACE Priority Advisory Board will also review the status of the PLAS student achievement. During the first year, The PACE Priority Advisory Board will meet in Columbia at the Department's OEC. Subsequent meetings will be conducted annually in the aforementioned location.

A PACE Priority research team, consisting of the Project Director, Project Manager, Alternative Certification Coordinator, OSP Director, OSP Education Associate, Project 180 Director, and representatives of the designated districts and schools will create a professional development curriculum designed to address the challenges of teaching in high-poverty, low-performing schools. Meetings will take place at the Department's OEC.

Personnel

PACE Priority Project Director/PACE Program Director, Dr. Falicia Harvey, completed extensive research on alternative certification while writing her dissertation in 2005. She currently manages alternative certification for the SCDE and has extensive experience working with school districts, professional organizations, higher education institutions, and she is knowledgeable about the regulations and structure governing existing certification procedures. As Project Director, she will devote 25% of her time and will serve as the contact between the USED and South Carolina's partners to ensure that PACE Priority goals are met.

The PACE Program Coordinator, Linda Mirabal-Pace, is a 15-year veteran of the SCDE. Her master's degree in sociology and her education career has been dedicated to assisting individuals who are changing careers to become teachers. She currently coordinates the PACE training program, directs the current alternative certification recruitment efforts and supervises the review of applicant files. Ms. Mirabal-Pace will devote 10% of her time to PACE Priority.

The Director of the Office of PPS, David Rawlinson, is a 34-year veteran educator in South Carolina. He was selected by the State Superintendent to create and implement the programs that assist South Carolina's most challenged districts in improving student achievement. Mr. Rawlinson has established procedures and a staff of highly qualified personnel to address the issues facing the Palmetto Priority Schools. Through Mr. Rawlinson's leadership, PACE Priority can be assured that the designated PPS will meet their obligations as outlined in the Memorandum of Understanding. Mr. Rawlinson will devote 15% of his time to PACE Priority.

In addition to Mr. Rawlinson, Dr. Beth Howard, an Education Associate with the Office of PPS, will devote 25% of her time to assist in managing the PACE Priority Team responsibilities associated with the Office of PPS. With experience as a teacher, guidance counselor, principal, curriculum specialist, and higher education professor, Dr. Howard will provide leadership based on personal experience as well as professional knowledge.

New SCDE Positions

Three new positions will be created through this grant. A half-time Project Manager and a three-quarters time Certification Analyst will be housed in the OEC. A half-time Administrative Assistant will be housed in the Office of PPS.

The Project Manager (50%) will coordinate grant-related recruitment activities with the Office of PPS and CERRA, including the creation and implementation of specialized professional

development; generate weekly reports of qualified applicants for the PLAS; maintain the PACE Priority applicant database; assist in developing and implementing the PACE Priority Mentors and the PACE Priority Mentor Support meetings; process all paperwork for disbursement of financial incentives; manage the PACE Priority Moodle learning system, and serve as the grant liaison to PLAS schools and districts regarding PACE Priority applicants admission and training status. The preferred qualifications for this position include a master's degree and three years of experience in administration, evidence of success in a public school setting in teaching, counseling, or administration.

The Certification Analyst (75%) will work directly with the applicant files. He/She will review and evaluate academic records and documents for PACE Priority candidates; assist in maintenance of PACE Priority candidate database; contact eligible PACE Priority candidates to further explain the PACE Priority process; process Confirmation of Employment forms to ensure qualified PACE Priority Candidates are enrolled in the appropriate training program; evaluate files and determine eligibility for alternative route certification upon completion of training program components; communicate with participants regarding program progression and success. The preferred qualifications for this position are a bachelor's degree and two years experience in teacher certification, human resources or other certification programs or five of experience in teacher certification, human resources, or other certification programs may be substituted for the bachelor's degree. The position requires strong organizational abilities as well as effective verbal and written communication skills, expertise in computer technology, including electronic databases and evidence of advocacy for teachers and the teaching profession.

UTeach started at The University of Texas at Austin in 1997 as a new way to prepare secondary science, math and computer science teachers. Its strength lies in the unique collaboration between the Colleges of Natural Sciences and Education. If you are an undergraduate who wants to teach, a college graduate who wants to return for certification, a new teacher who wants a supportive community, or an experienced teacher who wants an advanced degree, then UTeach is for you.

UTeach has proven to be so effective that it is now being replicated at universities across the United States. Read more about the replication efforts of The UTeach Institute.

All students enrolled in the UTeach Natural Sciences Program have the opportunity to participate in a paid internship . Find more information about our programs for current UTeach students including course schedules and degree plans.

News
President Obama Mentions UTeach in National Address:
"And we also need to reward states that are placing outstanding teachers in schools and subjects -- like math and science -- where they're needed most. That's one way to foster the next generation of math and science teachers. And by the way, everyone has a role to play in training these teachers. So universities and nonprofit organizations can launch programs like **UTeach at UT Austin** that allows aspiring teachers to get a math or science degree and teaching certificate at the same time. And businesses can follow the examples of Intel and Microsoft by developing the software tools and cutting-edge technologies that prepare today's students to be tomorrow's teachers..."

The UTeach Institute was created to provide direction and leadership to expand and replicate the UTeach mathematics, science, and computer science teacher preparation program at universities across the nation. The primary goal of replicating UTeach is to increase the quantity and quality of mathematics, science, and computer science teachers in schools. UTeach is a highly innovative and successful teacher preparation program, which has doubled the number of mathematics and science majors being certified at The University of Texas at Austin.

The UTeach Institute is partnering nationally with the National Math and Science Initiative (NMSI) and also in Texas with the Texas High School Project to select universities who are eligible to receive replication grants. The UTeach Institute provides support to qualified replication sites including:

- Planning for implementation of the UTeach program including budget development
- Guidance and technical assistance with the implementation of the UTeach Elements of Success
- Evaluating and monitoring to assist universities with keeping programs on track and achieving goals.

In addition, the UTeach Institute is creating a number of resources to help replication sites, including a UTeach *Operations Manual* and a framework for collecting demographic data and conducting evaluations. The UTeach Institute is also building and supporting a community and network of faculty and Master Teachers who teach the UTeach courses to facilitate the sharing of successful practices.

Appendix D3J
Teacher Cadet Description

Stewart House at Winthrop University
Rock Hill, SC 29733
800-476-2387
Fax 803-323-4032
www.cerra.org

Homegrown Recruitment

The Teacher Cadet Program is an innovative curriculum-based high school level course designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The Program seeks to provide high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.
This program has proven to be successful as more than 4,000 alumni were classroom teachers in South Carolina during the 2008-2009 school year. Meanwhile, across the country the curriculum has been adopted at the school, district, or state-level in 33 states and is expected to grow.

The curriculum's 10th edition will be unveiled this summer after being revamped by a team of Teacher Cadet instructors from across South Carolina. Each of the program's 44 standards has been aligned with standards set forth by the following organizations: Association of Teacher Educators (ATE), Interstate New Teacher Assessment and Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), and the National Council for Accreditation of Teacher Education (NCATE).

For more information or to purchase *Experiencing Education*, contact Marcella Wine-Snyder at 800-476-2387 or via e-mail at winesnyderm@cerra.org.

Experiencing Education is organized around three central themes:

Experiencing Learning

Students will be introspective and learn about themselves and others in the class through awareness and reflection. They will identify learning needs and styles as well as gain an understanding of growth and development as it relates to diversity.

Experiencing the Profession

Students will learn the history and trends of education as well as the structure and governance of schooling, especially special education. Students will be able to describe the proper steps to teacher certification and employment in their state.

Experiencing the Classroom

Students will observe teachers and prepare lessons after identifying effective teaching practices. Students will apply their instruction during an internship where they will teach in a classroom. Students are to describe, analyze, and reflect on their field experience.

The Teacher Cadet Program is a teacher recruitment program supported by the Center for Educator Recruitment, Retention, & Advancement in Rock Hill, South Carolina.

Appendix D3K
Teacher Cadet Standards Cross Walk

South Carolina's Teacher Cadet Curriculum
***Experiencing Education*, 10th Edition**

Standards Alignment Matrix

I. Experiencing Learning

SCTCC	NBPTS	ATE	INTASC
Awareness And Reflection:			
I.1.1 *Analyzing self as learners	Core Prop. 2, 4, 5	Standard 1, 3, 4	Principle 2, 9
I.1.2 *Evaluating self as individuals, learners, and community members	Core Prop. 2, 4, 5	Standard 1, 2, 4	Principle 3, 5, 6, 7, 9
I.1.3 *Examining and appreciating diversity	Core Prop. 1, 3	Standard 1, 2	Principle 3, 6, 7, 9
I.1.4 *Analyzing the role of self-esteem in learning	Core Prop. 1, 2, 3	Standard 1	Principle 1, 2, 5
Styles And Needs:			
I.2.1 *Evaluating different learning styles	Core Prop. 1, 2, 3, 4	Standard 1, 2, 3	Principle 1, 2, 3, 7
I.2.2 *Identifying special needs and exceptionalities of learners and the effects on the learning process	Core Prop. 1, 2, 3, 4, 5	Standard 1, 2, 3, 6	Principle 1, 2, 3, 5, 7
I.2.3 *Examining the physical, social, and personal challenges that impede learning	Core Prop. 1, 2, 3, 5	Standard 3, 9	Principle 1, 2, 3, 5, 7
Growth And Development:			
I.3.1 *Differentiating among the physical stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.2 *Examining the cognitive stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.3	Core Prop.	Standard	Principle

*Examining the moral stages of learners	1, 3	1	1, 2, 7
I.3.4 *Examining the psychosocial stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.5 *Examining the developmental changes of learners	Core Prop. 1, 2, 3, 4	Standard 1, 2	Principle 1, 2, 7

II. Experiencing the Profession

SCTCC	NBPTS	ATE	INTASC
History And Trends:			
II.1.1 *Tracing the history of education	Core Prop. 2, 4	Standard 3	Principle 1, 9
II.1.2 *Evaluating educational philosophies and issues	Core Prop. 4, 5	Standard 1, 3	Principle 1, 9
II.1.3 *Predicting future educational movements	Core Prop. 4, 5	Standard 8, 9	Principle 1, 9
Structure And Governance:			
II.2.1 *Comparing various types of schooling	Core Prop. 1	Standard 1	Principle 1, 2
II.2.2 *Examining the governance of local, state, and national educational systems	Core Prop. 5	Standard 1, 7	Principle 1, 9
Certification And Employment:			
II.3.1 *Exploring careers in education	Core Prop. 1, 2, 4, 5	Standard 8, 9	Principle 1
II.3.2 *Describing the process and structure of teacher certification	Core Prop. 1, 4, 5	Standard 8	Principle 1
II.3.3 *Identifying factors contributing to teacher shortages by subject and geographic areas	Core Prop. 5	Standard 8, 9	Principle 1
II.3.4 *Demonstrating effective job application and interview skills	Core Prop. 1, 2, 4, 5	Standard 1, 8	Principle 1

Ethics And Professionalism:			
II.4.1 *Analyzing the code of conduct for educators	Core Prop. 1, 5	Standard 1, 8	Principle 9
II.4.2 *Evaluating rights conferred upon teachers	Core Prop. 1, 4, 5	Standard 1, 8	Principle 9
II.4.3 *Exhibiting leadership as advocates and agents of change	Core Prop. 1, 4, 5	Standard 1, 2, 3, 4, 5, 7, 8, 9	Principle 9, 10
II.4.4 *Assessing the importance of service to community and civic responsibility	Core Prop. 1, 5	Standard 2, 3, 6, 7, 8, 9	Principle 1, 5, 9, 10
II.4.5 *Identifying the services of professional organizations	Core Prop. 5	Standard 1, 3, 4, 5, 6, 8	Principle 9, 10

III. Experiencing the Classroom

SCTCC	NBPTS	ATE	INTASC
Observation And Preparation:			
III.1.1 *Analyzing personal strengths and weaknesses as potential teachers	Core Prop. 4	Standard 1, 9	Principle 3, 9
III.1.2 *Evaluating appropriate instructional objectives based upon the developmental stages of learners	Core Prop. 2, 3, 4	Standard 1, 2	Principle 1, 2, 3, 4, 7, 8
III.1.3 *Distinguishing between desirable and undesirable teaching strategies and traits	Core Prop. 1, 2, 3, 4	Standard 1	Principle 1, 2, 4, 5, 7
III.1.4 *Analyzing the impact of a teacher's personality, disposition, and cultural competence on student learning and interactions	Core Prop. 1, 3, 4	Standard 1, 2	Principle 1, 2, 3, 4, 7
III.1.5 *Defending and applying effective teaching methodologies	Core Prop. 1, 2, 3, 4	Standard 1, 3, 9	Principle 1, 2, 3, 4, 6, 7
III.1.6 *Evaluating components of effective classroom climate, management, and discipline	Core Prop. 1, 3	Standard 1	Principle 1, 2, 5, 6, 7
III.1.7	Core Prop.	Standard	Principle

*Incorporating various technologies in planning for instruction	1, 2, 3, 4	1, 9	1, 2, 3, 4, 6, 7
III.1.8 *Evaluating various assessment techniques	Core Prop. 3	Standard 1, 9	Principle 1, 2, 4, 7, 8
III.1.9 *Designing and delivering an effective lesson (for instructor and peer feedback) that differentiates instruction to accommodate all learners	Core Prop. 2, 3	Standard 1	Principle 1, 2, 3, 4, 6, 7
Application And Instruction: The Internship With a Cooperating Teacher			
III.2.1 *Implementing developmentally appropriate learning activities for all learners	Core Prop. 1, 2, 3, 4	Standard 1, 6, 9	Principle 1, 2, 3, 4, 5, 7
III.2.2 *Accommodating physical, social, and personal challenges that impede learning	Core Prop. 1, 2, 3, 5	Standard 1, 2, 6	Principle 1, 2, 3, 4, 7
III.2.3 *Applying knowledge of learning styles, multiple intelligences, Bloom's taxonomy, brain-based strategies, and classroom management to instruction and assessment	Core Prop. 1, 2, 3, 4	Standard 1, 6	Principle 1, 2, 3, 4, 7, 8
III.2.4 *Designing and delivering an effective lesson in a classroom setting that differentiates instruction to accommodate all learners	Core Prop. 1, 2, 3	Standard 1, 2, 6	Principle 1, 2, 3, 4, 5, 6, 7

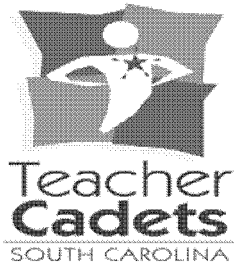
IV. Experiencing Education

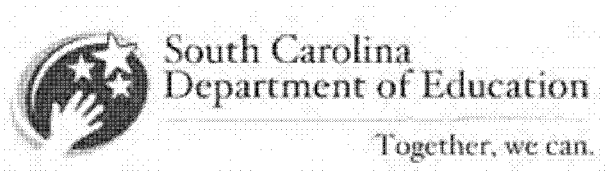
SCTCC	NBPTS	ATE	INTASC
Awareness And Reflection:			
IV.1.1 *Evaluating the positive and negative aspects of the teaching profession	Core Prop. 4	Standard 1, 8	Principle 1, 9
IV.1.2	Core Prop.	Standard	Principle

***Describing, analyzing, and thinking systematically about the practice of teaching**	**4, 5**	**1, 4, 9**	**1, 3, 4, 6, 7, 9**
IV.1.3 *Developing a personal philosophy of education	**Core Prop. 4**	**Standard 3**	**Principle 9**
IV.1.4 *Submitting requested data for program development and evaluation	**Core Prop. *****	**Standard *****	**Principle *****

~Legend~

SCTCC:	South Carolina Teacher Cadet Curriculum
NBPTS:	National Board for Professional Teaching Standards
ATE:	Association of Teacher Educators
INTASC:	Interstate New Teacher Assessment and Support Consortium
***:	Not Applicable





Appendix D3L
South Carolina Teachers for Tomorrow

South Carolina Teachers for Tomorrow Program

The Federal Race to the Top initiative provides grant funds to states in order to ensure the equitable distribution of effective teachers. The SC Department of Education, recognizing the shortage of teachers in school districts with high percentages of high minority, high poverty students, has applied for funding for the South Carolina Teachers for Tomorrow Program for South Carolina. The mission of the South Carolina Teachers for Tomorrow Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities that will enable them to return to their home communities as teachers. The program will annually provide scholarships for up to 40 high school seniors in school districts with high percentages of high minority, high poverty students who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in their home districts.

South Carolina Teachers for Tomorrow participate in advanced enrichment programs, have professional development opportunities in their home districts during summer months, and are involved with local businesses. They receive up to $32,000, in yearly scholarships (up to $8000 a year for four years) while they complete a degree leading to teacher certification. The scholarship provides up to $7700 for tuition and board and $300 for summer enrichment programs administered by CERRA. A South Carolina Teacher for Tomorrow agrees to teach in their home district one year for every year he or she receives the scholarship.

Applying for South Carolina Teachers for Tomorrow consists of two phases: the application phase, and the interview phase.

The South Carolina Teachers for Tomorrow application will be available online September 1 through November 1. A detailed process guide will be included with the application. ***Applications must be submitted online by November 1.*** In order for applications to be considered complete, a high school transcript and three (3) references on official forms must be obtained and sent to CERRA, postmarked by November 15. Applications, transcripts, and references are then assessed by an initial screening committee. Qualifying applicants are invited to a regional interview, and all applicants are notified as to whether they have been selected for this second phase of the process.

The purpose of the interview is to assess the following: communication skills, commitment to teaching, problem solving ability, originality and knowledge of world and educational processes. Applicants will be scheduled to complete a thirty (30) minute writing prompt during the interview. Scores from the interview and essay will be combined with the application score to make up a final total composite score. A maximum of 40 of the top scorers will be offered South Carolina Teachers for Tomorrow scholarships. Other qualifying applicants will be placed on an alternate list.

Appendix D4A
Policy Guidelines
for South Carolina
Teacher Education Units

Issued by the
South Carolina Department of Education

(b)(6)

Inez Moore Tenenbaum
State Superintendent of Education

March 2005

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PREFACE

Intent of the Guidelines

The accreditation process allows the state of South Carolina to ensure that all institutions with teacher preparation programs meet State Board of Education–approved performance-based standards. The process applies to all professional education units operating in South Carolina, and the shift to performance-based educator-preparation standards represents a major change in the way that educator preparation is conducted. Performance-based preparation programs will enable South Carolina to improve the state's teacher preparation programs and, ultimately, the level of student achievement in our schools.

The intent of this document is to provide guidance to South Carolina institutions in meeting the requirements of State Board of Education Regulation 43-90, titled "Program Approved Standards for South Carolina Teacher Education Institutions":

> The South Carolina State Board of Education requires that all teacher education programs meet the performance-based standards as established by the National Council for Accreditation of Teacher Education (NCATE). For State Board of Education approval, public institutions must seek and receive NCATE accreditation. Private institutions may seek NCATE accreditation or meet NCATE standards for State Board of Education approval. The State Department of Education will develop guidelines to assist teacher education programs to meet the NCATE performance-based standards. Statutory authority to determine accreditation decisions for and impose sanctions against teacher education programs is granted to the State Board of Education.

All teacher education units should use the two NCATE documents *Handbook for Accreditation Visits* (published online at http://www.ncate.org/accred/handbook/hbk_toc.htm) and *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* (published online at http://www.ncate.org/2000/unit_stnds_2002.pdf) as their primary guides for meeting the requirements of this State Board regulation. These documents set forth the policies, procedures, and standards for the accreditation of teacher education units in South Carolina. The present document, *Policy Guidelines for South Carolina Teacher Education Units*, outlines additional South Carolina requirements and clarifications.

Legal Requirements

As cited above, Regulation 43-90 gives the State Board of Education (SBE) statutory authority regarding the accreditation of teacher education units in South Carolina. In addition to meeting the NCATE unit standards and the applicable program standards, teacher education programs must adhere to all South Carolina statutes and SBE regulations, policies, and guidelines. Among these mandates are components for program admission, guidelines for field experiences and clinical practice, assessment systems, the PADEPP (Program for Assisting, Developing, and Evaluating Principal Performance) and the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) systems, annual reports, and the requirements of the School-to-Work Transition Act and Title II, Section 207 of the 1998 Higher Education Act.

While this document provides teacher education units with up-to-date policy information, all individuals responsible for preparing future teachers must also be knowledgeable of the approved state and national standards, and accreditation teams will be expected to verify that teacher preparation units are meeting all

such standards. The applicable statutes, regulations, policies, and guidelines can be found on the Division of Teacher Quality and School Leadership's Web site at http://www.scteachers.org/Educate/index.cfm.

I. TEACHER EDUCATION PROGRAM REQUIREMENTS

A. Program Admissions Requirements

All teacher preparation programs at the initial and advanced levels must ensure that candidates meet minimum admissions requirements.

Initial Teacher Preparation Programs at the Undergraduate Level

In order to be admitted to initial teacher preparation programs at the undergraduate level, the candidate must

(a) demonstrate basic academic proficiency by passing the Praxis I (passing scores on the Praxis I exams are determined by the State Department of Education),

(b) provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors, and

(c) successfully complete a minimum of 45 semester hours of college/university course work with a minimum cumulative grade point average (GPA) of 2.50 on a 4-point scale or, at the recommendation of the unit head, a cumulative GPA of 2.25 on a 4-point scale.

Initial Teacher Preparation Programs at the Graduate Level

All initial teacher preparation programs at the graduate level must have admissions requirements equivalent to those of the other graduate programs operating at the particular institution. These requirements should ensure that graduate candidates have the potential to successfully complete the program for which they are enrolled. Additional admission requirements are that the candidate

(a) demonstrate academic proficiency and

(b) provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors.

Advanced Teacher Preparation Programs

All teacher preparation programs and other school personnel preparation programs at the advanced level must have admissions requirements equivalent to the admission requirements of other graduate programs operating at the particular institution. These requirements should ensure that graduate candidates have the potential to successfully complete the program for which they are enrolled. In addition, candidates must provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors.

B. Field Experiences and Clinical Practice

All teacher preparation programs and other school personnel preparation programs must provide field experiences (also known as the *practicum*) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a *minimum* of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level. At the initial graduate level, all candidates must complete a *minimum* of 75 hours of field experiences prior to clinical practice.

Requirements for the clinical practice experience at the initial level must include the following:

(A) The clinical practice experience must provide for the candidate's intensive and continuous involvement in a public school setting.

(B) In the initial preparation program, the clinical practice teaching experience must be an equivalent of a minimum of twelve weeks or sixty full days; the candidate must teach independently a minimum of ten full days in one placement/setting.

(C) During the sixty days, candidates must adhere to the daily schedule of the cooperating teachers (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service activities, rehearsals). Assignments of candidates are not to include activities or duties for which a cooperating teacher receives an additional stipend.

(D) Candidates in traditional sixty-day clinical practice experiences may not receive monetary compensation for their work. However, candidates engaged in innovative year-long clinical practice experiences (which must be approved by the State Board of Education) may be paid as employees in an instructional role for portions of their clinical practice experiences.

(E) Each candidate must be supervised by one or more institutional clinical faculty members who have preparation both in the supervision of education and in the teaching major. A single institutional faculty member may fulfill both roles if he or she is appropriately qualified. All institutional clinical faculty supervisors must be trained in the ADEPT system. Appropriate ADEPT training also is required for faculty affiliated with programs that prepare candidates as other professional school (i.e., "special area") personnel.

(F) Each candidate must be supervised by one or more school-based clinical faculty. All school-based clinical faculty must be trained in the ADEPT system. Appropriate ADEPT training also is required for school-based clinical faculty who are affiliated with programs that prepare candidates as other professional school (i.e., "special area") personnel.

(G) Candidates must receive formative evaluations and assistance from both their institutional clinical faculty supervisors and their school-based clinical faculty in terms of the ADEPT performance standards. The formative evaluations must provide the candidate with written and oral feedback and assistance in terms of all ADEPT standards and evaluation processes, and must include a minimum of four classroom observations (i.e., at least two formative observations by the faculty supervisor and two formative observations by the cooperating teacher). Formative evaluations on the basis of appropriate ADEPT standards and evaluation guidelines also are required for candidates who are preparing to work as other professional school (i.e., "special area") personnel.

(H) Candidates must receive at least one summative evaluation in terms of the ADEPT performance standards. Both the institutional clinical faculty and the school-based clinical faculty must participate in the summative evaluation process. The summative evaluation process must be aligned with the ADEPT formal evaluation guidelines, must include all evaluation procedures (including a minimum of two classroom observations—i.e., at least one summative observation by the faculty supervisor and one summative observation by the cooperating teacher), and must ensure that the candidate receives written and oral feedback in terms of all ADEPT standards. Summative evaluations are based on appropriate ADEPT standards, and evaluation guidelines also are required for candidates who are preparing to work as other professional school (i.e., "special area") personnel.

(I) Prior to the candidate's clinical practice, appropriate background checks by the Federal Bureau of Investigation, including fingerprint submissions to the State Department of Education (SDE), must be completed and cleared.

Requirements for clinical practice experiences for other school personnel must be consistent with the requirements of applicable specialized professional associations (SPAs) or the requirements of other accrediting bodies.

Teacher education units may develop experimental and innovative field experiences and clinical practice with the recommendation of the SDE and the Professional Review Committee (PRC) and the approval of the State Board of Education (SBE). After experimental and innovative programs have been successful in meeting their stated goals for three years, they may be continued as an approved component of the teacher education program and will be reviewed as part of the state's annual reporting and program review process. Institutions may duplicate the experimental and innovative programs of another institution with the approval of the SBE.

C. Standards of Conduct

All candidates must be informed, in writing, of the standards of conduct (based on S.C. Code Ann. §§ 59-25-160, 59-25-530, and 20-7-945) required of South Carolina educators for initial certification.

D. Assessment and Diversity System

Assessment and Diversity Plan

NCATE standards require that a teacher preparation unit develop and implement "a comprehensive and integrated set of evaluation measures that provide information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators" (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education,* p. 52). The guidelines for developing this assessment system are set forth in NCATE's *Handbook for Accreditation Visits* and *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education.*

At a minimum, the following components must be a part of all unit assessment systems:

(A) A comprehensive evaluation of the conceptual framework; unit standards; program standards; state beginning teaching standards (i.e., ADEPT); and statutes, regulations, policies, and guidelines for initial and advanced teacher preparation programs. Advanced teacher preparation programs must also include a comprehensive evaluation system that addresses ADEPT, PADEPP, NBPTS (National Board for Professional Teaching Standards), or other appropriate professional standards. Preparation programs for other school personnel must have an assessment system that addresses state standards and state evaluations, NBPTS, or other appropriate professional standards.

(B) Criteria for institutional decisions about candidate qualifications and performance at program admission, at appropriate transition points (including entry and exit points, field experiences, and clinical practice), and at program completion.

(C) A procedure to use results from candidate assessments to evaluate and make improvements in the unit applicable to its programs and courses, its faculty's delivery of course material, and the field experiences and clinical practice it offers.

(D) A procedure to use results from assessments of unit operations (e.g., faculty evaluations, graduate surveys, employer surveys) to evaluate and make improvements in the unit.

(E) Performance assessments that are used to determine candidate knowledge, skills, and dispositions as well as to recommend a candidate for state certification. All performance assessments are to have been tested for accuracy, consistency, and fairness.

(F) Diversity initiatives and the unit's strategies for improving candidates' abilities to teach all students in diverse settings.

Assessment and Diversity Report

An annual assessment report is to be submitted to the SDE by July 1 each year, along with any changes made to the assessment plan currently on file with the SDE. The report should contain detailed information about the unit assessment system and an explanation of the ways that results are being used to improve teacher candidate learning outcomes and unit operations. In addition, the report must include updates to the unit's diversity plan and outcomes resulting from plan implementation. In addition to faculty and candidate diversity, these outcomes include improvements in candidates' abilities to teach all students in diverse settings.

E. Annual Reports

Beginning March 1, 2006, the submission of an annual report is a requirement for all teacher preparation units that are accredited by the SBE. The SDE relies on annual reports to monitor the capacity of units to continue preparation programs of high quality. The annual report plays a critical role in the state accreditation process. It is important that units follow directions in preparing their reports, retain a copy of each report submitted, and ensure that information submitted in the report is accurate, current, and consistent with data contained in the annual report submitted for accreditation review. If an accredited teacher education unit fails to submit an annual report, its accreditation may be revoked.

AACTE/NCATE Report

All teacher preparation units are required to submit an AACTE/NCATE report electronically to the SDE by March 1 of each year. After the SDE has screened these reports, they are sent to the PRC, whose findings are submitted to the SBE.

The following four forms must be included in the annual AACTE/NCATE report. The SDE's Division of Teacher Quality and School Leadership e-mails copies of these forms to nonmember institutions each year when AACTE makes its forms available to member institutions:

Form A. The teacher preparation unit must provide basic institutional and unit information, including the type of institution, the names of the chief executive officer and the unit head, and the levels of degrees offered. Most of this information is printed on Form A and needs only to be checked for accuracy.

Form B. The unit must provide data on enrollment; the number of graduates by program area; and information regarding student characteristics, the faculty, and the resources of the unit.

Form C. The unit must provide a narrative response *summarizing the unit accreditation changes* that have occurred. The unit must report the progress that has been made in addressing unit standards not met from the last on-site review team visit; also areas for improvement identified by the SBE must be addressed as well. The official list of those areas for improvement that must be addressed will be attached to the report form. Form C also requests information about any external evaluation activities, such as focused accreditation visits, that may have been conducted and any plans for future changes in the unit.

Form D. The unit must provide a narrative response *summarizing other changes* that have occurred and evaluations that have been conducted over the past year. The unit must report the progress that has been made in addressing program standards not met and areas for improvement

identified by the SBE. The official list of the areas for improvement that must be addressed will be attached to the report form.

The data on Forms A, B, C, and D will allow the SDE annually to monitor the quality of professional education programs. In the third year after an on-site review, the SDE will review the data for evidence that program approval is still justified. If the data suggest compelling reasons that state standards are no longer being met, a three-person team may be sent to the unit to collect appropriate data and prepare a report. Following that visit, the SDE in conjunction with the SBE's PRC will review the team's findings and make a recommendation to the SBE regarding continued program approval.

Title II Annual Report

The United States Department of Education requires all teacher education units to submit annual Title II data. The information is necessary for accurate data collection and analysis of current trends in teacher education within South Carolina. The information is also helpful for on-site review teams in evaluating teacher education programs.

Title II legislation also requires states to develop criteria for identifying institutions that are "low performing" or "at risk." In South Carolina, the designation of an institution as "low performing" or as "at risk" of being judged "low performing" is based on a combination of four factors that are considered for a two-year period:

(a) the accreditation status of the institution's teacher education unit,
(b) ADEPT formal evaluation results (annual contract year),
(c) Praxis II subject/specialty area exam results, and
(d) Praxis II Principles of Learning and Teaching exam results.

The following standards apply for the "low performing" and "at risk" classifications:

(a) accreditation status:

approval with conditions = "at risk"
probation = "low performing"

(b) ADEPT formal evaluation results:

from 90 percent to less than 95 percent pass = "at risk"
less than 90 percent pass = "low performing"

(c) Praxis II subject/specialty area exam results:

from 75 percent to less than 80 percent pass = "at risk"
less than 75 percent pass = "low performing"

(d) Praxis II Principles of Learning and Teaching exam results:

from 75 percent to less than 80 percent pass = "at risk"
less than 75 percent pass = "low performing"

If an institution is "at risk" or "low performing" in any of these areas, as defined by the standards above, that institution will be designated as *overall "at risk."*

If an institution is "at risk" or "low performing" in two or more of the areas, as defined by the standards above, the institution will be designated as *overall "low performing."*

Institutions with fewer than ten program completers per year will be judged on the basis of a three-year composite profile of their program completers.

Any institution designated *overall "at risk"* or *overall "low performing"* will have an opportunity to present data the following year to demonstrate that it no longer meets the "at risk" or "low performing" criteria.

Further information regarding the Title II reporting requirements is available online at http://www.title2.org/data.htm.

REQUIRED REPORTS			
TYPE OF INSTITUTION	**TYPE OF REPORT**	**DUE DATE**	**SUBMITTED TO**
All institutions	Assessment plan	July 1, annually (if significant changes have been made to the assessment plan)	SDE
All institutions	Diversity plan	July 1, annually (if significant changes have been made to the diversity plan)	SDE
All institutions	Assessment and diversity report	July 1 annually	SDE
AACTE members	AACTE/NCATE	March 1 annually	AACTE and SDE
Non-AACTE members	AACTE/NCATE	March 1 annually	SDE
All institutions	Title II	April 7 annually	SDE

F. South Carolina Standards for Teacher Preparation Programs

ADEPT Performance Standards

All initial teacher preparation programs must develop and implement a process that integrates the ADEPT performance standards throughout candidates' course work, field experiences, and clinical practice and that provides evidence that all candidates meet the ADEPT beginning teacher competencies. This standard applies to candidates preparing to work as general or special education teachers as well as to other professional school (i.e., "special area") personnel. ADEPT performance standards and guidelines for general and special education teachers and for special area personnel are available online at http://www.scteachers.org/Adept/index.cfm.)

PreK–12 Academic Standards

All teacher preparation candidates must know, understand, and demonstrate the use of national and state student academic achievement standards for all subject areas in which they will be certified to teach. Teacher preparation units must provide assessment data to indicate that candidates know, understand, and can apply the appropriate South Carolina preK–12 academic standards. (Copies of all current South Carolina preK–12 academic standards are available on the SDE's Web site at http://www.myscschools.com/offices/
cso/.)

School-to-Work Transition Act

All teacher preparation units must provide evidence to indicate that teacher education candidates and graduate candidates in counseling programs possess the knowledge, skills, and dispositions necessary for the candidates to be able to integrate career guidance and career planning into the preK–12 curriculum. Institutions must also prepare and assess all candidates in the use of applied methodologies in preK–12 academic courses. (More information about the School-to-Work Transition Act is available at http://www.myscschools.com/offices/cate/STWReportForms0304.htm.)

Commitment to Diversity

The SDE expects all graduates of South Carolina teacher preparation institutions to possess a strong knowledge of cultural diversity issues that include a global and multicultural perspective. Graduates must also be able to teach all students regardless of exceptionalities, backgrounds, or socioeconomic status. The SDE is committed to having a teacher population that is prepared to teach the diverse students being served in South Carolina. It is the expectation that all teacher education units will recruit teacher candidates from culturally diverse backgrounds.

Professional Development Courses

All institutions offering professional development courses must align those courses and related activities with the National Staff Development Council's standards for staff development, which were revised in 2003 and are published online at http://www.nsdc.org/standards/index.cfm.

All institutions must align their graduate degree programs for classroom teachers with the five core propositions of the National Board for Professional Teaching Standards (NBPTS), which are published online at http://www.nbpts.org/about/coreprops.cfm.

All institutions must align their degree programs as well as their courses with standards developed by the International Society for Technology in Education (ISTE) as a strategy for significantly enhancing the capacity of preservice as well as in-service teachers to incorporate technology into their teaching and their students' learning. The ISTE/NCATE standards for educational technology programs are available online at http://cnets.iste.org/ncate/.

National Board Certification

All institutions conducting advanced-level programs for classroom teachers must include the NBPTS core propositions in course work designed to deepen the candidate's understanding of high, rigorous teaching standards of practice and the behaviors of accomplished teachers. All graduates of advanced programs are expected to self-assess and reflect upon their practice through the lens of high standards related to their teaching experience. (Information about National Board certification is available online at http://www.nbpts.org and at http://www.cerra.org.)

PADEPP Performance Standards

All education administration programs must include a process that integrates the state standards for principal performance as defined in the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). All education administration candidates must demonstrate a knowledge and understanding of the standards and the performance criteria and the translation of these into everyday practice. Candidates must also demonstrate the ability to design a personal professional development plan on the basis of the state performance standards and the school strategic plan. (PADEPP standards and guidelines are published online at http://www.myscschools.com/offices/pd/ADEPP.htm.)

G. Experimental or Innovative Programs

The intent of the program approval process is to allow institutions to employ varied and innovative teacher preparation techniques while being held accountable for producing skilled and knowledgeable teachers and other school personnel. Institutions seeking approval of innovative or experimental programs leading to certification must file written notification with the SDE's Office of Teacher Preparation, Support, and Assessment indicating the specific area of certification or experimentation for which approval is sought.

With a recommendation from the SDE and the Professional Review Committee, the SBE may approve an experimental or innovative program for a maximum of three years. An on-site evaluation team may be appointed by the Office of Teacher Preparation, Support, and Assessment to review the programs and report its findings to the PRC for recommendations to the SBE.

After experimental and innovative programs have been successful in meeting their stated goals for three years, they may be continued as an approved component of the teacher education program and will be reviewed as part of the state's annual reporting and program review process and the on-site visit.

II. TEACHER PREPARATION UNIT ACTIONS

A. Overview

Every five or seven years, as applicable, an accredited teacher preparation program must be reviewed. The two-part review process involves the institution's submitting a program report for each of the subject areas in which it offers a teacher-certification program as well as a review of the unit itself, which is the body with the responsibility for managing or coordinating all programs offered for the preparation of teachers and other school personnel. All accredited units must respond to the same set of performance-based standards: the NCATE standards and applicable preconditions, which have been adopted as the state of South Carolina's standards.

B. Preconditions

All new institutions are required to meet all preconditions prior to applying for accreditation. All currently accredited institutions must maintain the preconditions at all times. If an institution fails to meet a precondition, a site visit to the institution may be required. If an institution does not maintain an 80 percent pass rate on all tests required for certification, the institution may be placed on probation.

The preconditions, as set forth by NCATE, are the following:

Precondition #1. The institution recognizes and identifies a professional education unit that has responsibility and authority for the preparation of teachers and other professional education personnel.

Precondition #2. A dean, director, or chair is officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation.

Precondition #3. Written policies and procedures guide the operations of the unit.

Precondition #4. The unit has a well developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

Precondition #5. The unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its graduates.

Precondition #6. The unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit.

Precondition #7. The unit's programs are approved by the appropriate state agency or agencies, and, in states with educator licensing examinations and required pass rates, the unit's summary pass rate meets or exceeds the required state pass rate.

Precondition #8. If the institution is located in a non-partner state or in a partner state that requires the submission of program reports for national review through NCATE, the unit has commited

[*sic*] to submitting program reports for each program for which NCATE has approved program standards one year prior to the visit.

Precondition #9. The institution is accredited, without probation or an equivalent status, by the appropriate institutional accrediting agency recognized by the U.S. Department of Education.

(Source: http://www.ncate.org/institutions/preconditions.asp?ch=42#list)

C. Unit Review Process

Review Team Members

The unit review process for all public institutions of higher education in South Carolina is carried out by a tripartite team composed of representatives from NCATE, the state of South Carolina, and the South Carolina Commission on Higher Education (CHE). All NCATE- and state-appointed team members are preK–12 and university educators and other qualified educators who have received training in using the NCATE standards and the state standards to assess education units. Consultants selected by the CHE also serve as voting members of the team. In addition, the SDE and the CHE provide liaisons to assist in all aspects of the team visit.

The unit review process for all NCATE-accredited private colleges and universities in South Carolina is carried out by a trained team of NCATE- and state-appointed educators only. The process for those institutions not seeking NCATE accreditation is carried out by a trained team of exclusively state-appointed members. The SDE provides liaisons to assist in all aspects of the team visit.

The expenses of state team members participating on an on-site accreditation review are reimbursed by the SDE. Subsistence expenses based on per-meal limits up to a maximum per diem will be reimbursed. Lodging expenses will be billed directly to the SDE, and mileage will be paid at the applicable state rate. Team members also should bring additional resources to cover tips, meals exceeding the per diem allowance, and other incidentals.

NCATE-Accredited Institutions

The current NCATE unit accreditation standards are published in the document *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, which is available online at http://www.ncate.org/2000/unit_stnds_2002.pdf.
Once an institution is granted NCATE accreditation, that institution is visited by a review team on a seven-year cycle. These teacher preparation units must send copies of the institutional report (IR) to the team members at least sixty days prior to the actual on-site team visit. This report must outline how the unit is addressing the six standards and the conceptual framework outlined in NCATE's *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*. The team visits the campus for approximately five days and collects evidence that the unit meets NCATE and state standards.

Prior to the team's leaving the campus, the team submits to the institution a written summary of the basic findings of its on-site visit, reporting the team's recommendations on whether the standards were met or were not met and specifying any areas that are in need of improvement. The team also conducts an exit conference with representatives from the institution to present a summary of these recommendations. Within thirty days following the visit, the review team prepares a detailed written report on the visit and forwards it to the institution, which is asked to clarify and/or correct any problems regarding factual information. Having received the institution's feedback, the team chair makes appropriate corrections and submits the finalized accreditation report to NCATE, the SDE, and the institution.

The institution has thirty days to develop a rejoinder, if it so chooses, in which it furnishes any information it feels the visiting team may have overlooked. In such case, the team report and the institution's rejoinder are reviewed by NCATE's Unit Accreditation Board (UAB), which makes a decision that may or may not be the same decision reached by the visiting team. The UAB's accreditation decision is then sent to the SDE, which informs the PRC of that decision. The PRC in turn makes a recommendation to the SBE regarding the decision. The SBE itself has the final authority to determine the accreditation status of an institution and to grant program approval.

State-Accredited Institutions

The same review process applies to state-accredited institutions, except that all review team members are state-appointed. The state team's report and the institution's rejoinder are sent to the PRC, which makes a recommendation to the SBE.

D. Program Review Process

The accreditation process requires the submission of reports for the cyclical review of all existing programs as well as reports for new programs, existing programs that have undergone substantive changes, and recently approved programs that have graduates and corresponding data. Program reports are due in the Office of Teacher Preparation, Support, and Assessment twice a year on two specific dates: February 1 and September 15. The SPA or state review team determines if the SBE-approved performance-based standards are met, met with weakness, or not met.

PROGRAM REVIEWS			
PROGRAM	**TYPE OF INSTITUTION**	**REVIEWER**	**WHEN IMPLEMENTED**
New program	All institutions	State review team	Before program begins
Recently approved programs with graduates and data	Non-NCATE institutions	State review team	One semester after the graduation of the first ten program completers or after the next cyclical visit, whichever occurs first
Recently approved programs with graduates and data	NCATE institutions	SPA	One semester after the graduation of the first ten program completers or after the next cyclical visit, whichever occurs first
Programs with substantive changes	All institutions	State review team	Before changes are implemented
Existing programs	Non-NCATE	State review team	Six months to one year prior to the cyclical on-site accreditation visit
Existing programs	NCATE	SPA	Six months to one year prior to the cyclical on-site accreditation visit
Existing programs where no SPA exists or middle-level education program	NCATE	State review team	Six months to one year prior to the cyclical on-site accreditation visit

Institutions seeking NCATE accreditation must submit a program report to the appropriate SPA when a recently approved program has graduates and corresponding data and when an existing program requires a cyclical review. If the program has areas that need improvement, the institution may write a rejoinder report addressing the areas cited and explaining what has been done to bring about improvement in each area.

New Programs

Any NCATE- and/or state-accredited teacher preparation unit must request approval of new programs or program changes through the Office of Teacher Preparation, Support, and Assessment prior to implementation. The unit must submit a proposal detailing how they plan to meet all applicable program standards concerning the new program or program changes and must provide evidence that they have the capacity to offer a new program or to make the changes . A new or revised program may not be implemented until approval has been granted by the SBE. Public institutions must meet CHE-approved program capacity standards.

All institutions beginning new educator preparation programs must complete and submit a program proposal form which is published by NCATE online at http://www.ncate.org/public/programStandards.asp. The form will call for information related to program goals and capacity:

- The unit must provide evidence of its having the personnel, facilities, equipment, and so forth necessary to conduct a program of high quality.

- Since new programs will be evaluated on the basis of standards that are applicable to all teacher preparation programs and are consistent with approved SBE policies, procedures, and regulations, the institution should address the performance-based standards for each program being considered. (These standards are published online at http://www.scteachers.org/Educate/index.cfm. Click either the "PDF Format" link or the "Word Document" link in the "**Approved Teacher Education Program Standards"** box.)

- Each performance standard requires that the institution include evidence that plans are in place to meet that standard. For example, rubrics for course assignments or interviews need to be designed and submitted. Other evidence indicators that could be submitted include all relevant syllabi, portfolio components, and grading scales. Review teams must be provided with specific, convincing information that the unit has taken the proper steps to meet the standards.

Recently Approved Programs

Teacher preparation units are required to submit program reports to the appropriate SPA (if the unit is NCATE accredited) or to the SDE the semester immediately following the graduation of their first ten completers in a recently approved program. Reports reviewed by state-review teams must be based on the SBE standards and must use the same forms and procedures as those required by the SPAs. Teams at on-site visits use the results of the program reviews as evidence of the quality of the individual programs offered by the unit (NCATE Standard 1).

Existing Programs

The accreditation process requires the submission of program reports for all existing teacher preparation programs for which the SBE has approved standards. These reports must be submitted at least six months to one year prior to the on-site accreditation visit to either an NCATE-SPA team of reviewers or a state-only team. Program reviews may be submitted to a SPA only after the program has graduates and data are available. Reports reviewed by state review teams must be based on the SBE standards and must use the same forms and procedures as those required by the SPAs. Teams at on-site visits use the results of the program reviews as evidence of the quality of the individual programs offered by the unit (NCATE Standard 1).

Rejoinder Process for New and Existing Programs

Teacher education programs under review by an NCATE-approved SPA (discipline specific) or by the SDE's Office of Teacher Preparation, Support, and Assessment must complete the process and obtain approval by the end of the semester two years after an institution's on-site accreditation visit. The failure of any program to obtain approval through the rejoinder process within the given time period will result in termination of the program by the SBE. Once a program is terminated by the SBE, no new students can be admitted into it, and the existing students have one year to complete the program. If existing students do not complete the program within one year after the termination of the program, they must transfer to another program or they will be denied certification by the SDE's Office of Teacher Certification.

Sanctions for Noncompliance for New and Substantially Changed Programs

By January 1, 2006, all programs started prior to January 1, 2004, must earn the approval of either the SPA, the SDE, or another accrediting body. Teacher education units with existing programs not submitted for cyclical review in conjunction with the on-site visit will be terminated at the end of the semester two years after the on-site visit. In such a circumstance, all institutions must notify all current and potential candidates of the noncompliance status of their programs.

A unit failing to submit program reports for recently approved programs within one semester following the graduation of its first ten completers or its next cyclical visit (whichever occurs first) will have its future completers deemed ineligible for certification. In such a circumstance, all institutions must notify all current and potential candidates of the noncompliance status of their programs.

Programs under review by an NCATE-approved specialty organization (discipline specific) or by the SDE's Office of Teacher Preparation, Support, and Assessment must complete the process and obtain approval within two years of the end of the semester of the institution's on-site accreditation visit. The failure of any program to obtain approval through the rejoinder process within the given time period will result in termination of the program by the SBE. In such a circumstance, all institutions must notify all current and potential candidates of the noncompliance status of their programs.

Additionally, existing programs with substantial changes that occur in the middle of review cycles and that constitute a substantial shift in the purpose and outcome of the program or the certificate area for which the person is eligible will be subject to an off-cycle program review. The proposed changes must be approved by the SBE before they are implemented. Failure by the

institution to request a review will result in candidates' ineligibility for certification. In such a circumstance, all institutions must notify all current and potential candidates of the noncompliance status of their programs. All program-status decisions made by the SBE are final.

Withdrawal of Programs

Requests from units that a program be withdrawn must be made in writing to the Office of Teacher Preparation, Support, and Assessment. With the recommendation of the PRC, the SBE may approve the withdrawal of a program. The request from the institution should include the date when a program will officially cease to exist and thus that the SDE should not longer consider its graduates for certification. After the effective date of program closure, the teacher preparation unit may no longer recommend candidates from that program for certification. Institutions will be ineligible to submit a request for the reestablishment of a withdrawn program for a period of one year after the date of the original termination.

III. STATE BOARD OF EDUCATION ACTIONS

A. Professional Review Committee

The PRC is responsible for recommending to the SBE the accreditation status of teacher education programs and units in South Carolina. The Committee recommends accreditation decisions at meetings held at least twice a year. (The dates for the PRC meetings are published on the Division of Teacher Quality and School Leadership's Web site at http://www.scteachers.org/educate/calendar.cfm.) In most cases, accreditation recommendations are rendered at the PRC meeting in the semester that follows the on-site team review.

The PRC consists of fourteen members appointed by the SBE upon the recommendation of the State Superintendent of Education. PRC members elect a chair and a vice chair annually. All members serve staggered terms of four years.

The following individuals are included among the appointed members of the PRC:

- one appointed representative of the Teacher Recruitment, Training, and Certification Committee of the SBE;
- two appointed representatives of the SDE;
- one district-level school administrator;
- one building-level school administrator;
- one classroom teacher;
- one National Board–certified teacher;
- three representatives of state-supported institutions of higher education;
- three representatives of private institutions of higher education; and
- one representative of the South Carolina Commission on Higher Education

The composition of the total committee includes specialists in elementary education, middle-level education, secondary education, and educational administration at both the public school and college levels. Members of the PRC should have the same training or experience in program and unit review procedures that is required for members of state teams.

The primary duty of the PRC, based on the report of the visiting state team and the rejoinder of the institution, is to ensure that appropriate standards are met and that identified areas for improvement are documented and addressed in recommendations to the SBE.

The PRC considers all information pertinent to an institution's initial application for accreditation, continuing accreditation, and/or program approval and prepares recommendations for the SBE.

At the PRC meeting, the chair of the SDE on-site team presents a report on the comprehensive and specific findings made during the on-site visit, including details of areas identified for improvement. Each institution having units reviewed by the PRC presents at this meeting a report on the institution's response to the evaluation.

PRC members may ask questions during and after the preparation of reports for purposes of explanation or clarification. Minor changes that can be evaluated without a return visit are considered. SDE materials and supportive documents are made available for reference. After due consideration of all documents and information, the PRC makes written recommendations to the SBE, and a copy of this report is mailed to the institution. Recommendations are based upon the

extent to which the teacher education program under evaluation has complied with established standards.

The PRC also considers all information pertinent to institutions that are candidates for accreditation, programs that are new or substantively changed, state-reviewed programs that have been recently approved and have graduates and data, and those programs for which the state is responsible for their cyclical review, and all programs that are voluntarily being withdrawn by the institution. The PRC then makes its recommendations to the SBE.

To avoid conflict of interest, PRC members do not participate on state-accreditation review teams during the time of their service on the PRC and do not participate in the deliberations or vote on the Committee's recommendation for institutions where they are currently employed or from which they have recently graduated. PRC members do not serve as in-state accreditation consultants during their service on the Committee.

The SBE may replace any PRC member who misses two consecutive meetings.

B. Accreditation Decisions

Continuing-Accreditation Visits: Units Currently Accredited

Upon the recommendation of the PRC, the SBE renders separate accreditation decisions for the initial and advanced teacher preparation programs in each currently accredited professional education unit. Those decisions will be one of the following:

- **Accreditation**

  The decision of *accreditation* indicates that the unit meets each of the six standards for unit accreditation. Areas for improvement may be cited, indicating concerns warranting the institution's attention. In its subsequent annual reports, the unit may describe the progress it is making in addressing the areas for improvement cited in the NCATE or SDE program-accreditation letter in preparation for the next visit. The next on-site visit occurs seven years following the semester of the continuing-accreditation visit.

- **Accreditation with Conditions**

  The *accreditation with conditions* decision indicates that the unit has not met one or more of the standards. When NCATE's UAB and/or the SBE renders this decision, the unit maintains its accredited status but must satisfy conditions by meeting the previously unmet standard(s) within an established time period. If accreditation with conditions is granted, the UAB or the SBE will require the submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or a focused visit on the unmet standard(s) within two years of the accreditation decision. (Beginning in fall 2006, the focused visit must occur within eighteen months of the semester of the accreditation decision.)

  When the SBE renders a conditional accreditation decision, the SBE will have two options: it may choose to request documentation to address the unmet standards, or it may choose to send a team to conduct a focused visit. The institution may choose the focused visit in lieu of submitting documentation. If documentation is submitted under the terms specified in the above paragraph, the SBE may continue accreditation or require a focused visit within one year of the semester in which the documentation is reviewed by the UAB and/or the SBE. After a focused visit, the SBE will either continue accreditation or revoke accreditation. If accreditation is continued, the next on-site visit will occur seven years following the semester in which the continuing-accreditation visit occurred (not the focused visit). This scheduling maintains the unit's original accreditation cycle.

- **Accreditation with Probation**

  The *accreditation with probation* decision indicates that the unit does not meet one or more of the unit standards and has pervasive problems limiting its capacity to offer quality programs that adequately prepare candidates. If accreditation with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. (Beginning in fall 2006, the focused visit must occur within eighteen months of the semester of the accreditation decision.) The unit must address all standards in effect at the time of the probationary review.

  A unit placed on probation by the SBE is approved for a period of time not to exceed two years following the SBE action and is subject to reevaluation of all unit standards by a visiting team appointed by the Office of Teacher Preparation, Support, and Assessment. Programs will be limited to one such approval during an accreditation period.

  During the time of probation, the unit will be ineligible to admit new candidates for purposes of certification. Students who have not been admitted to the teacher education unit may not take courses or fulfill other program requirements that lead to program completion. Following the on-site review, the SBE will either continue accreditation or revoke accreditation. If accreditation is continued, the next on-site visit will occur seven years following the semester in which the continuing-accreditation visit occurred (not the probationary visit). This scheduling maintains the unit's original accreditation cycle.

- **Revocation of Accreditation**

  A unit's failure to strengthen areas identified for improvement within the specified period or to meet annual assessment criteria for continuation or approval will result in accreditation revocation.

  The *revocation of accreditation* decision indicates that the unit does not meet one or more of the unit standards and has pervasive problems limiting its capacity to offer quality programs

that adequately prepare candidates. This decision also indicates that the identified areas for improvement are of sufficient importance and consequence to impair the ability and competence of prospective teachers and that the program lacks the effectiveness to meet the established standards for professional education.

Revocation of accreditation will have been preceded by an on-site visit that was conducted as a result of a UAB and/or SBE decision to accredit with probation or to accredit with conditions. Revocation will be recommended for a period of not less than one year, beginning the semester following the revocation decision by the SBE, during which time completion of program requirements is not valid for meeting certification requirements, and the program is not eligible to admit new candidates. Program requirements completed prior to the date of revocation are valid for meeting certification requirements. At the end of the probation period, institutions may apply for initial accreditation if all preconditions are met.

First Visits: Units Not Yet Accredited

Any baccalaureate or graduate degree-granting institution wishing to establish a teacher preparation unit and offer programs for the preparation of classroom teachers and/or other school personnel in South Carolina must be reviewed on the basis of the performance-based standards adopted by the state.

To establish its eligibility for the first accreditation review, an institution must submit *all* of the following (public institutions must submit to both the SDE and the CHE):

(a) a letter seeking to establish a professional education unit two years prior to the establishment of the program,

(b) documentation that all preconditions have been met,

(c) program reviews (by February 1 or September 15—i.e., approximately two semesters before the on-site visit), and

(d) applicable components of the AACTE/NCATE annual reports.

All preconditions must be met, and the accreditation candidacy of institutions seeking state accreditation must be approved by the PRC; the candidacy of institutions seeking NCATE accreditation must be approved by NCATE's UAB and subsequently the PRC. Public institutions must be accredited by NCATE within five years of their implementing a new teacher education unit. The Commission on Higher Education may impose additional requirements for public institutions seeking accreditation for new teacher education units.

The SBE will render one of the following decisions for a unit undergoing its first accreditation visit:

- **Accreditation**

  The decision of *accreditation* indicates that the unit meets each of the NCATE standards for unit accreditation. In the NCATE or SDE program-approval letter, areas for improvement may be identified as problems that warrant the institution's attention. In subsequent annual reports, the unit must describe its progress in addressing the areas for improvement in

preparation for its next on-site visit, which will occur five years following the semester of the accreditation visit.

- **Provisional Accreditation**

  The *provisional* accreditation decision indicates that the unit has not met one or more of the standards. When the SBE renders this decision, the unit has accredited status but must meet the unmet standard(s) within a time period established by the SBE or by NCATE's UAB. If provisional accreditation is granted, the SBE will require either the submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or a focused visit on the unmet standard(s) within two years of the semester of the accreditation decision. (Beginning in fall 2006, the focused visit must occur within eighteen months of the semester of the accreditation decision.) When the SBE renders a provisional accreditation decision, the SBE will have two options: it may choose to request documentation to address the unmet standards, or it may choose to send a team to conduct the focused visit. The institution may choose the focused visit in lieu of submitting documentation.

  If documentation is submitted under the terms specified in the above paragraph, the SBE may grant accreditation or require a focused visit within one year of the semester in which the documentation was reviewed by the SBE. After a focused visit, the SBE will either grant accreditation or revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the first accreditation visit occurred. This scheduling establishes and maintains the unit's accreditation cycle.

- **Denial of Accreditation**

  The *denial of accreditation* decision indicates that the unit does not meet one or more of the unit standards and has pervasive problems limiting its capacity to offer quality programs that adequately prepare candidates. A teacher preparation program denied accreditation by the SBE must wait a period of one year to reapply for accreditation. NCATE's accreditation policies and procedures are published on the Internet at http://www.ncate.org/accred/initial/initial_decisions.htm.

- **Revocation of Accreditation**.

  The *revocation of accreditation* decision indicates that even after a focused visit that has occurred as a result of a provisional accreditation decision, the unit has still not sufficiently addressed the unmet standard(s). This decision indicates that identified areas for improvement are of sufficient importance and consequence to impair the ability and competence of prospective teachers and that the effectiveness of the program is unacceptable for meeting established standards for professional education. Revocation will be recommended for a period of not less than one year, beginning the semester following the action by the SBE, during which time program requirements are not valid for program completion, and the program is not eligible to admit new candidates. Program requirements completed prior to the date of revocation are valid for program completion.

C. Unfavorable Accreditation Decisions: Appeals

If the PRC makes an accreditation recommendation that is unfavorable to the unit, the institution may address the recommendation at the SBE meeting at the time that the recommendation is being considered.

An *adverse accreditation decision* is either *denial* of accreditation or *revocation* of accreditation. NCATE-accredited institutions that receive an adverse accreditation decision may appeal that decision. The NCATE appeal procedures are published online at http://www.ncate.org/accred/initial/initial_decisions.htm. State-accredited institutions that receive an adverse accreditation decision may appeal that decision as well. Appeals of these accreditation three additional decisions are limited to *written* appeal, however.

Appeals Policies and Procedures for State-Accredited Institutions

Private institutions may appeal an adverse accreditation decision and decisions for accreditation with provisions, accreditation with conditions, and accreditation with probation on one of the following grounds:

(a) NCATE-state performance standards were disregarded by the review team;

(b) stated procedures were not followed by the review team;

(c) evidence favorable to the institution was provided to the review team but was not considered by the team, or

(d) evidence favorable to the institution and provided to the PRC as a part of the rejoinder was not considered by the PRC.

Although a private institution may appeal an adverse accreditation decision and decisions for accreditation with provisions, accreditation with conditions, and accreditation with probation if the review team lacked the full number of its members due to last-minute emergencies, that factor alone is not sufficient to uphold an appeal. The institution must convincingly demonstrate that this circumstance itself made a difference in the accreditation decision. In other words, the institution must show two things: that actual prejudice was done to it by the absence of certain team members and that such prejudice itself changed the accreditation decision. The fact that the institution itself did not recommend canceling the visit would be evidence that it believed—before the visit, at least—the assembled team would be sufficient to conduct a fair and complete visit.

An appeal is heard by a review panel consisting of the chair of the SBE's PRC (or a designee if the chair has a conflict or is otherwise unable to participate), the chair of the Teacher Recruitment, Training, and Certification Committee of the SBE (or a designee if the chair is also a member of the PRC or is otherwise unable to participate), and the chair of the review team (or a designee if the chair is unable to participate). The findings of this review panel are communicated to the institution in a written report that explains the basis of the panel's recommendations of the panel. This written report is also submitted to the Division of Teacher Quality and School Leadership to be presented to the SBE at its next scheduled meeting.

In the case of accreditation decisions overturned or modified on appeal by the SBE, subsequent action will be based on the grounds for appeal and can include such actions as assigning another accreditation review team to revisit an institution or reviewing the case again and rendering a second accreditation decision, which may be the same as or different from the original decision.

The status of the appellant at the time of the visit remains unchanged until the appeals process has been exhausted.

The following provisions govern the appellate process for state-accredited colleges and universities in South Carolina:

(A) Within thirty days of receiving notice of an appealable decision, the institution, electing to appeal that decision, must present written notification of its intention to appeal to the SDE's Division of Teacher Quality and School Leadership, along with a brief that sets forth the specifics of its appeal and includes full documentation.

(B) No later than thirty days after submission of the appellant's brief, a review panel is convened to hear and act on the appeal. Prior to the hearing itself, the panel members are trained by SDE staff in the process and procedures for hearing an appeal, including the decisions that must be made by the review panel.

(C) If the subject of the appeal is the decision to deny or revoke accreditation, the appellant will have the right to appear before the review panel to present an oral argument on its brief. The oral argument must not exceed thirty minutes in length. The appellant shall also have the right to representation by counsel during the appeal, but it may not call witnesses or introduce new evidence on its own behalf.

(D) If the subject of the appeal is the decision to grant provisional, conditional, or probationary accreditation, the appellant's right to appeal is limited to the submission of *written* documentation.

(E) In the case of an accreditation decision review, all evidence presented in the appellant's brief and considered by the review panel must be confined to conditions existing at the time of the review team's on-site visit.

Following its deliberations, the review panel prepares a written report that conveys the basis of its findings and recommendations. Within two days after making its decision, the panel submits its report to the institution. The panel also submits its report to the Division of Teacher Quality and School Leadership for presentation to the SBE at the next scheduled meeting. If the appeal is denied by the SBE, the accreditation decision becomes final. If the accreditation decision is overturned or modified by the SBE, the institution will be so notified.

GLOSSARY

Terms in **boldface type** in the text of the definitions have glossary entries of their own.

accreditation. A process for assessing and enhancing academic and educational quality through peer review. **SBE** accreditation informs the public that an institution has a professional education **unit** that meets state, professional, and institutional standards.

accreditation with conditions. A decision rendered by the **SBE** following a five- or seven-year continuing-accreditation visit indicating that the **unit** is granted continuing accreditation but that it has significant weaknesses related to one or more standards. For the conditions to be removed, a focused accreditation visit must take place within two years after the conditional accreditation decision is rendered.

accreditation with probation. A decision rendered by the **SBE** following a five- or seven-year continuing-accreditation visit indicating that the **unit** is granted continuing accreditation but that it has significant weaknesses overall that place the unit's accreditation in jeopardy if they are left uncorrected. An accreditation visit that follows the protocol for an initial visit must take place within two years of the semester in which the probationary decision is rendered.

advanced teacher preparation. Programs at postbaccalaureate levels for the continuing education of teachers who have previously completed initial preparation or for the preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as nondegree certification programs offered at the graduate level.

annual report. The report that is required of all **SBE**-approved institutions as a condition of **accreditation**. A compilation of these reports serves as primary documentation for teams as they prepare for on-site accreditation visits.

area(s) for improvement. A statement written in the review team's report indicating that a **unit** has not met expected levels of achievement in one or more elements of a standard. The team members may cite an area for improvement and still make the recommendation that the standard is met. Units must report on progress made toward correcting area(s) for improvement in their annual reports to the **SDE**.

assessment system. A comprehensive and integrated set of evaluation measures that provide information for use in monitoring candidate performance and managing and improving **unit** operations and programs for the preparation of professional educators.

candidate. An individual admitted to or enrolled in programs for the initial or advanced preparation of teachers; a teacher or other education professional such as a school principal, reading specialist, school library media specialist, school psychologist, school superintendent, or instructional technology specialist who is continuing his or her professional development. A *candidate* is distinguished from a student in preK–12 schools.

clinical faculty. School and higher education faculty responsible for the instruction, supervision, and assessment of candidates during field experiences and clinical practice.

clinical practice. Internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. See **student teaching.**

conceptual framework. An underlying structure in a professional education **unit** that gives conceptual meanings through an articulated rationale to the unit's operation and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

continuing accreditation. The accreditation decision rendered by the **SBE** following a successful accreditation visit five years after an institution's professional education **unit** has been accredited. Accreditation continues for as long as the unit continues to satisfy **SBE** standards and requirements.

cultural diversity. The context of one's life experience as shaped by membership in groups based on ethnicity, race, language, religion, socioeconomic status, gender, geographical background, and **exceptionalities**.

denial of accreditation. This accreditation decision indicates that the **unit** does not meet one or more of the **NCATE** standards and has pervasive problems that limit its capacity to offer programs that adequately prepare candidates.

dispositions. The values, commitments, and professional ethics that influence an educator's behaviors toward students, families, colleagues, and communities and that affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice—for example, the belief that all students can learn, a vision of high and challenging standards, or the commitment to a safe and supportive learning environment.

diversity. Differences among groups of people and individuals based on ethnicity, race, language, religion, socioeconomic status, gender, geographical background, and **exceptionalities**.

exceptionalities. Physical, mental, or emotional conditions, including gifted and talented abilities that require individualized instruction and/or other educational support or services.

experimental or innovative programs. Special programs approved by the **SBE** that involve a waiver of current policies and procedures for teacher education programs.

focus visit. An on-site visit to a unit that has been requested by the Unit Accreditation Board or the **SBE** and is conducted in response to an unmet standard or standards.

initial teacher preparation programs. Programs at baccalaureate and postbaccalaureate levels that prepare candidates for the first license to teach.

multicultural perspective. An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, language, religion, socioeconomic status, gender, geographical background, and **exceptionalities.**

National Board for Professional Teaching Standards (NBPTS). An organization of teachers and other educators that has developed standards as well as a system for assessing the performance of experienced teachers seeking national certification.

National Council for Accreditation of Teacher Education (NCATE). An organization made up of **policy makers**, teachers, teacher organizations, and representatives of specialty organizations who are dedicated to improving teacher education through the application of a common set of standards.

NCATE unit standards. A common set of performance-based standards developed by **NCATE** that makes use of assessment information to describe the proficiencies of candidates or the actions of professional education units. These standards—which are used by teacher preparation institutions to make program improvements and satisfy state accountability requirements—are published in the document *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* and are available online at http://www.ncate.org/2000/unit_stnds_2002.pdf.

policy makers. Representatives of public and governmental agencies with public education responsibility at the national, state, or local level.

Professional Review Committee (PRC). The **SBE**-appointed committee charged with the responsibility of reviewing the reports of the **accreditation** review teams, as well as the **rejoinders** submitted by the institutions, and recommending to the **SBE** the appropriate accreditation decision for teacher education units and appropriate approval decision for teacher education programs in accredited institutions.

program approval process. The procedure that the **SDE** applies in reviewing a professional education program to determine if it meets the state's standards for the preparation of education professionals.

provisional accreditation. An accreditation decision rendered by the **SBE** following an initial visit indicating that the **unit** is provisionally accredited and has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the provisional status within two years of the time the decision was rendered.

rejoinder. The written response that a **unit** is required to submit following receipt of the **accreditation** team's report. The rejoinder may take the form of a letter that acknowledges receipt of the report or a document that substantively responds to the report or the conducting of the team visit.

revocation of accreditation, continuing visit. Following a comprehensive on-site visit that occurs as a result of an **SBE** decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the **unit** does not meet one or more of the **NCATE** standards and has pervasive problems that limit its capacity to offer programs that adequately prepare candidates.

revocation of accreditation, first visit. Following a focused visit that occurs as a result of a provisional accreditation decision, this accreditation decision indicates that the **unit** has not sufficiently addressed the unmet standard(s).

specialized professional associations (SPAs). Those national organizations that represent teachers, professional education faculty, and other school personnel who teach a specific subject matter (e.g., mathematics, social studies), teach students at a specific departmental level (i.e., early childhood, elementary, middle, or secondary), teach students with specific needs (e.g., bilingual education, special education), administer schools (e.g., principals, superintendents), or provide services to students (e.g., school counselors, school psychologists). Many of these associations are constituent members of NCATE and have standards for both students in schools and candidates preparing to work in schools.

State Board of Education (SBE). The state governing body that has the authority for the certification of teachers and other school personnel, certification renewal/revocation, and teacher education program approval within South Carolina.

State Department of Education (SDE). The state agency responsible for implementing and overseeing the program approval process for teacher education institutions.

student teaching. Preservice **clinical practice** for candidates who are preparing to teach in the public school system.

team report. The report prepared by the team that conducts the on-site **accreditation** review of a **unit**. The report describes how the unit meets the **NCATE unit standards** and cites any weaknesses in relation to the standards.

Title II data. Annual data on teacher education institutions mandated by the federal government and the **SBE**.

unit head. The individual officially designated to provide leadership for the **unit** (e.g., dean, director, chair) with the authority and responsibility for its overall administration and operation.

unit. The institution, college, school, department, or other administrative body with the responsibility of managing or coordinating all programs offered for the initial and continuing preparation of teachers and other professional school personnel, regardless of where these programs are administratively housed. Also known as professional education unit, teacher education unit, and education unit.

Appendix D4B Clemson Fact Sheet

Report prepared by the South Carolina Department of Education, Office of Education Preparation Support and Assessment
3700 Forest Drive, Suite 320, Columbia, SC 29204, (803)734-4065, www.scteachers.org

Print Form | Submit by Email | Date: 2009-03-26

Last NCATE visit: 2005

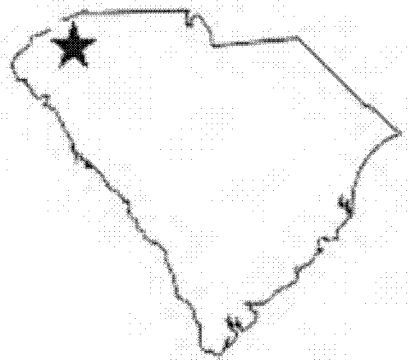
Institution Name: Clemson University

Institution Type: Public

President: James F. Barker

Dean of Education: Dr. Michael Padilla

Address: 102 Tillman Hall
Clemson, SC 29634-0702



Website: www.clemson.edu

Institutional SAT Average: 1222

Praxis:

2006-07 PRAXIS I
Content:
- Pass Rate: 96%
- State Pass Rate: 96%

Special Populations (Special Education, ESL, etc.):
- Pass Rate: 95%
- State Pass Rate: 99%

Summary:
- Pass Rate: 94%
- State Pass Rate: 94%

Tuition:

Academic Year 2007-08

$10,370 In-State Full-Time Students

$22,300 Out-of-State Full Time Students

(includes UG required tuition and fees IPEDS institution characteristics survey; excludes medicine, law, and health professions)

Remarks: N/R indicates that no data were reported to U.S. Department of Education since institution had fewer than 10 program completers.

Degrees Awarded: 2007-08

UNDERGRADUATE:
- 28 - Special Education & Teaching, General
- 76 - Elementary Education & Teaching
- 56 - Secondary Education & Teaching
- 60 - Early Childhood Education & Teaching
- 11 - Agricultural Teacher Education
- 10 - Technology Teacher Education/Industrial
- 6 - Mathematics Teacher Education
- 8 - Science Teacher Education/General Science

GRADUATE:
- 3 - Curriculum & Instruction
- 49 - Educational Leadership & Administration
- 3 - Special Education & Teaching, General
- 71 - Counselor Education/

Unit Enrollment:

Unit Enrollment Headcount: 1323
(2007 Data Reported by SC Commission on Higher Education)

UNDERGRADUATE:	786	(59.4%)
Full-Time Students	762	(96.9%)
Part-Time Students	24	(3.1%)
From SC at entry	621	(79%)
Minority	54	(6.9%)
Men	152	(19.3%)
Women	634	(80.7%)
GRADUATE:	537	(40.6%)
Full-Time Students	221	(41.2%)
Part-Time Students	316	(58.8%)
From SC at entry	435	(81%)
Minority	48	(8.9%)
Men	173	(32.2%)
Women	364	(67.8%)
Full-Time Faculty	14	
Part-Time Faculty	25	

The total number of full-time faculty (defined as individuals employed by a higher education institution with full-time assignments within the professional education unit. The total number of part-time faculty is defined as individuals employed by the unit to

Program(s):

UNDERGRADUATE:
- Early Childhood
- Elementary
- Secondary:
  - Agriculture
  - Biology
  - Chemistry
  - English
  - Industrial Technology Education
  - Mathematics
  - Physics
  - Science
  - Social Studies

Appendix D4C
Clemson Value Added Study

I. Introduction and Limitations

The data analysis in this report was requested by Clemson University in 2009 using data from the previous 2 years with qualitative and quantitative data. Currently, the only schools capable of providing usable qualitative and quantitative data for their teachers are schools involved in the South Carolina Teacher Advancement Program (SCTAP) and schools used as a reference for the SCTAP schools.

The Value-Added Data are calculated by Dr. Bill Sanders from SAS Institute with an algorithm using a student's prior achievement levels coupled with a reference group of similar students. SCTAP used SPSS analyze the Value-Added and observational data.

The qualitative scores are derived from SCTAP's nineteen indicators on the instructional rubrics via observation by multiple trained observers. The TAP rubrics were designed by Charlotte Danielson and correlated with student achievement by John Schacter.

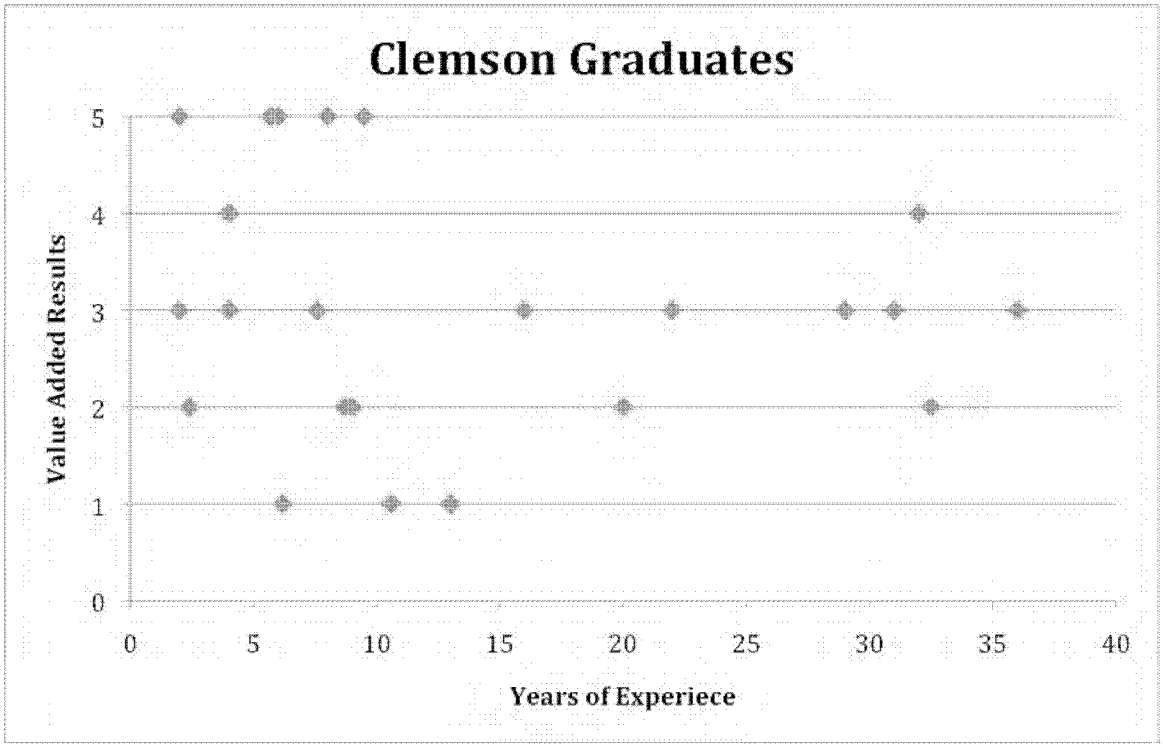
The main limitations of this study revolve around the sample size of Clemson graduates who have Value-Added student achievement data. Most of the schools implementing SCTAP are not in close geographic proximity to Clemson University and neither is the reference district (Beaufort County School District). For the current school year 2008 -2009, first year TAP schools in Anderson School District 4 and AR Lewis Elementary in Pickens will add twenty-three teachers to our count using 2009 state test data. The final number of Clemson University graduates with Value Added numbers is twenty-three. Because of the small sample size, the group was separated once using the eleventh year of experience.

When interpreting the data below, please keep the following variables and limitations in mind:

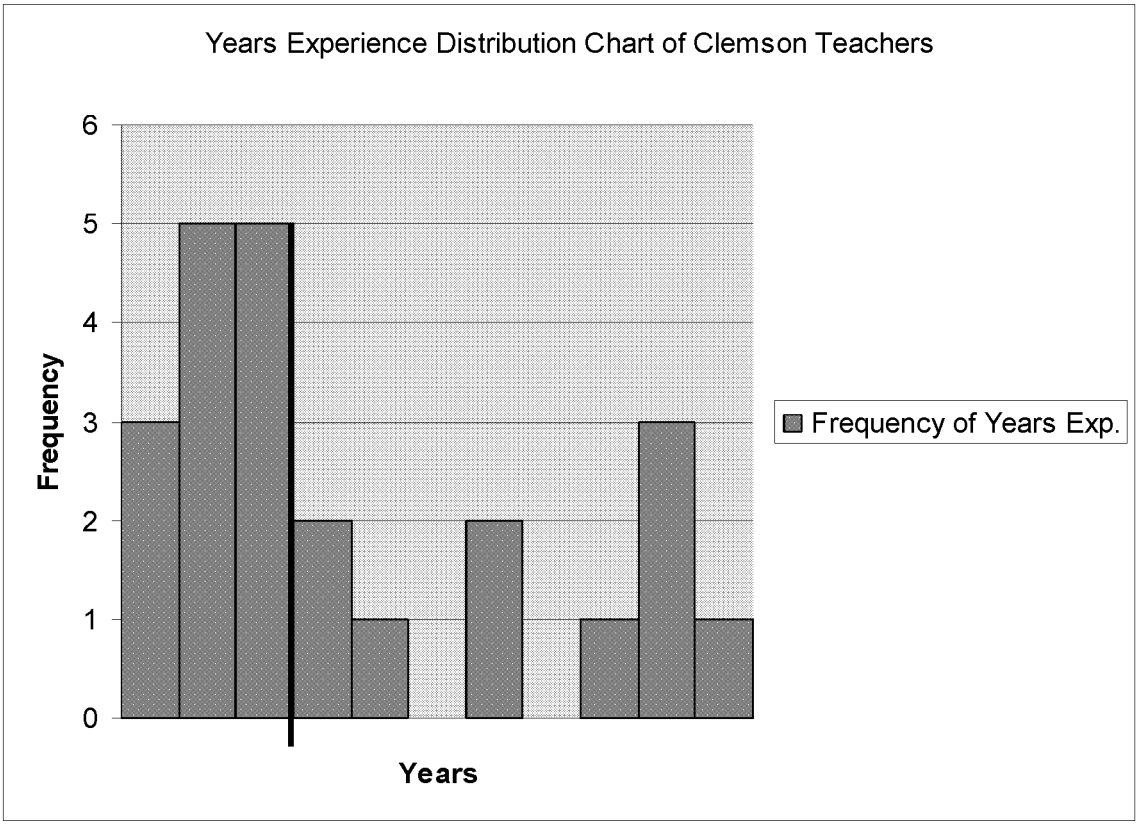
- Small sample size
- Sample only divided once with the 11th year of experience
- SCTAP schools are mostly rural, hard-to-staff locations
- Reference group has no TAP observational data
- The Clemson and reference group only includes elementary and middle school teachers.

II. Clemson Graduates

The scatter plot below illustrates the initial variability and latter homogenization of the Clemson graduates with Value-Added student achievement results.



The frequency chart below illustrates the heavy representation of early career Clemson graduates.



The table below delineates the Means for Clemson Teachers with observational scores from 2007 – 2008 by levels of experience.

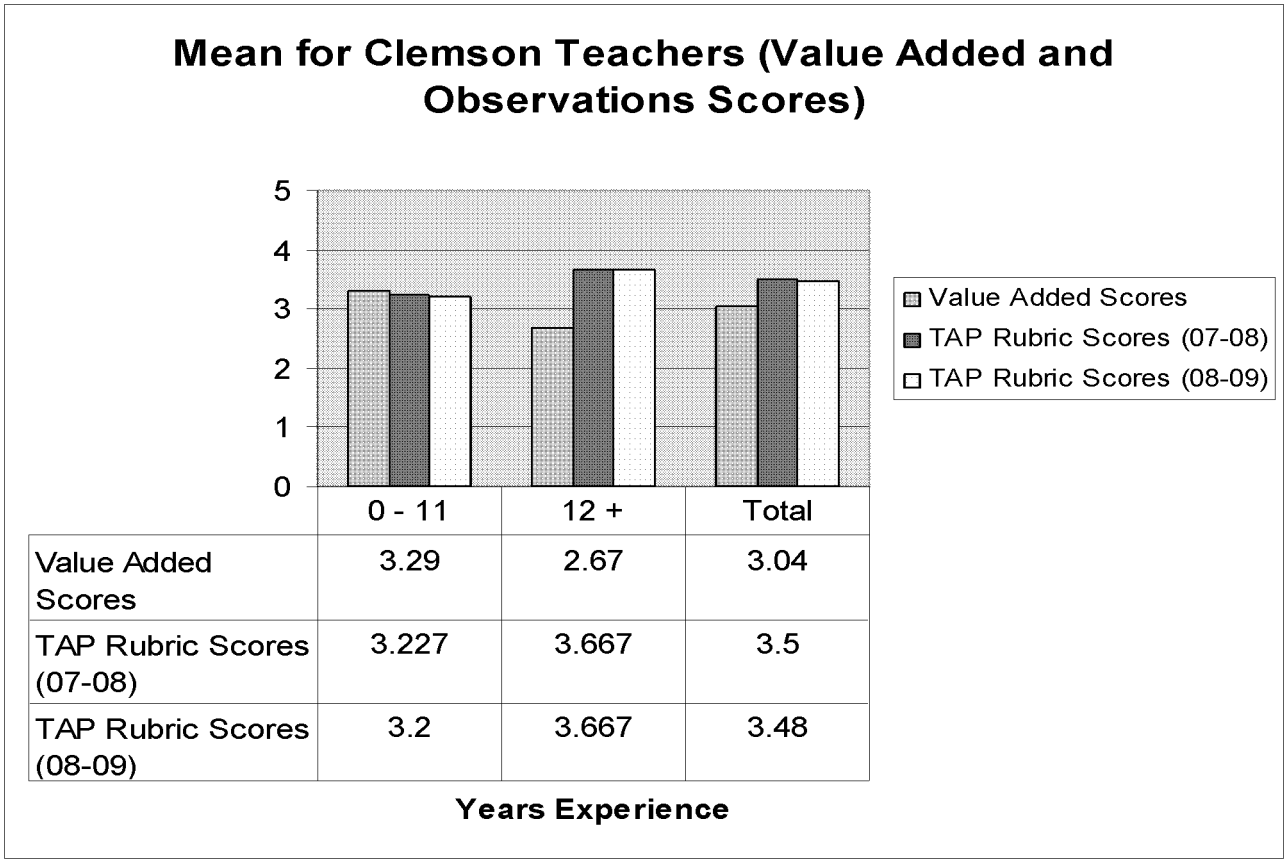
Years exp.	Mean (07-08)	N	Std. Dev.
0 -11	3.227	11	0.4671
12+	3.667	18	0.4537
Total	3.5	29	0.5

The table below delineates the Means for Clemson Teachers with observational scores from 2008 – 2009 by levels of experience.

Years exp.	Mean (08-09)	N	Std. Dev.
0-11	3.2	10	0.483
12+	3.667	15	0.4499
Total	3.48	25	0.5099

The table below delineates the means for Clemson Teachers with Value Added scores from 2007 – 2008 by levels of experience.

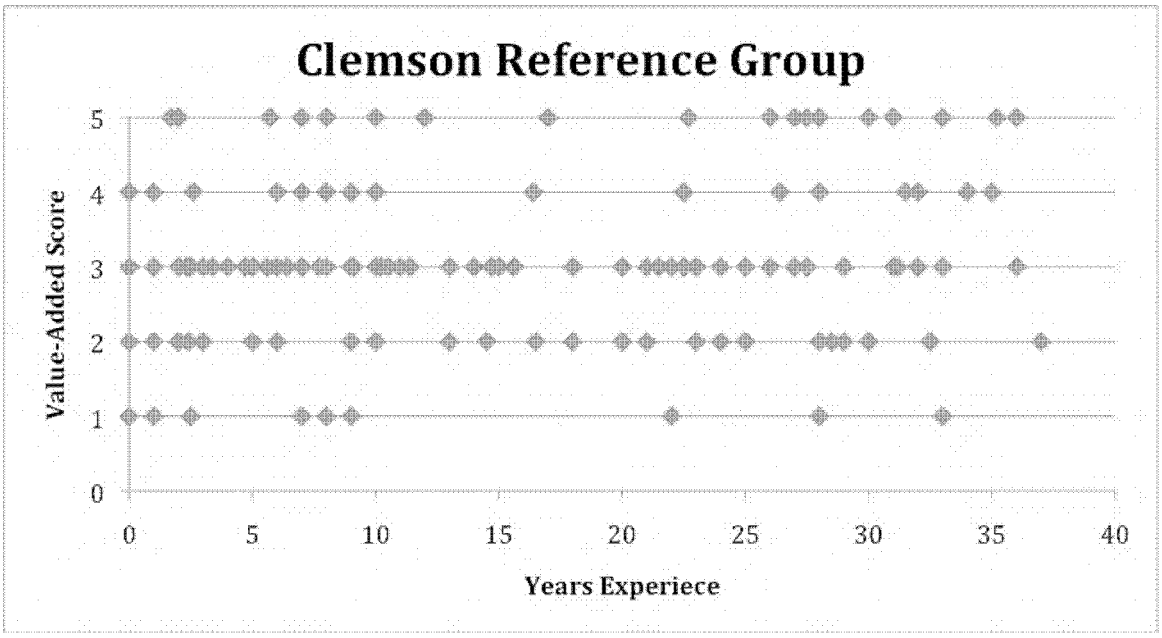
Years exp	Mean	N	Std. Dev.
0 - 11	3.29	14	1.541
12 +	2.67	9	0.866
Total	3.04	23	1.331

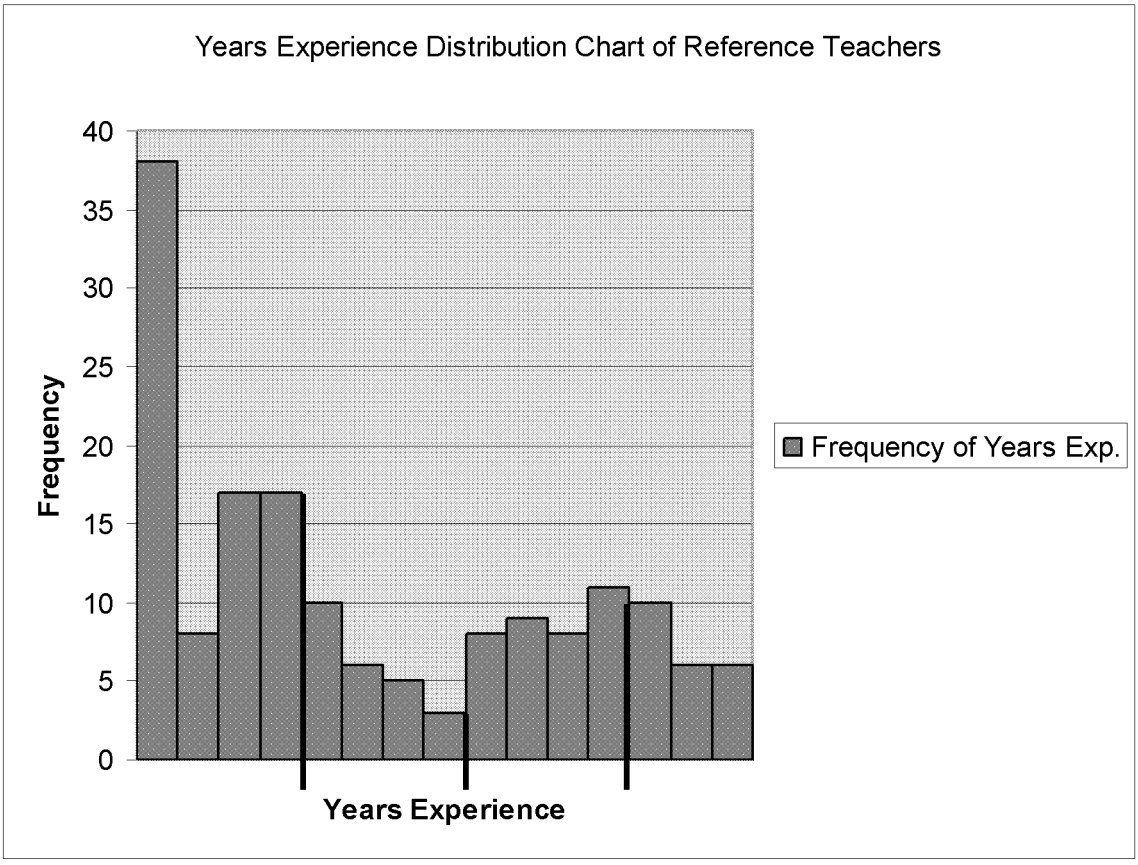


	0 - 11	12 +	Total
Value Added Scores	3.29	2.67	3.04
TAP Rubric Scores (07-08)	3.227	3.667	3.5
TAP Rubric Scores (08-09)	3.2	3.667	3.48

III. Reference Group

The reference group was selected randomly using a statistical program from existing SCTAP and the SCTAP Value-Added reference district to generate 162. These teachers are only from elementary and middle schools.



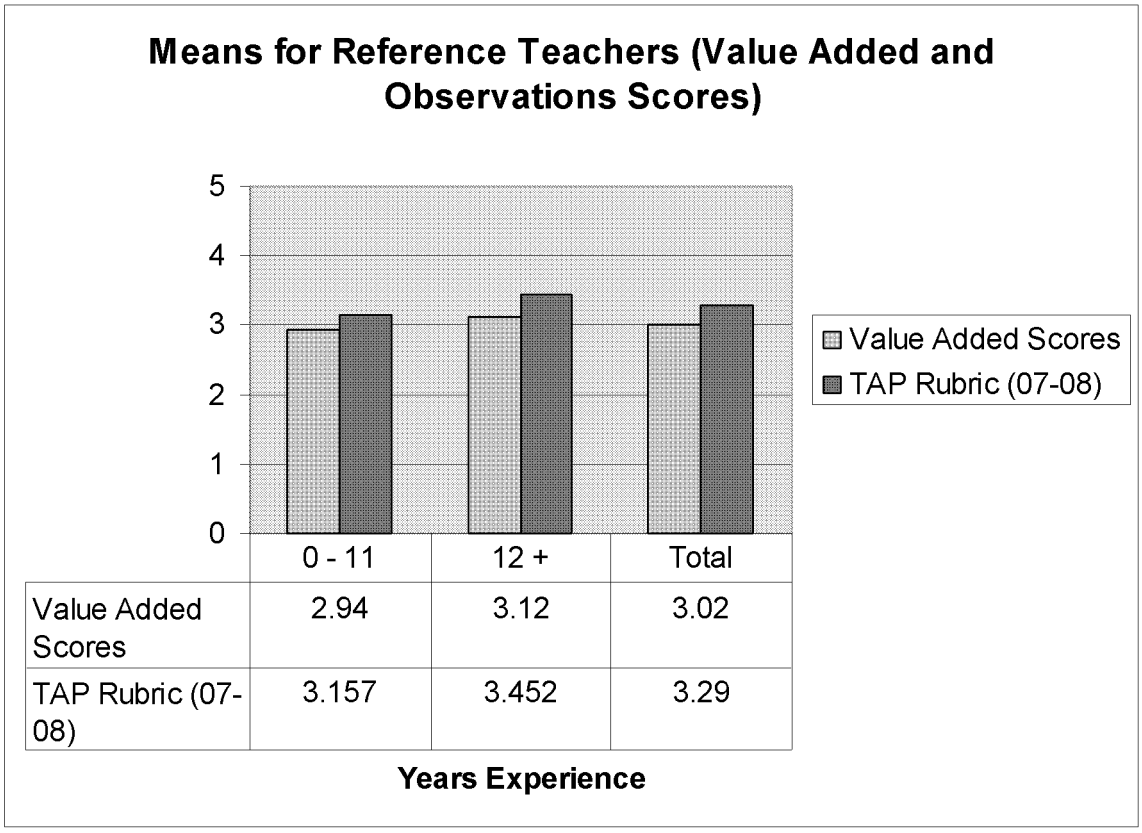


The table below delineates the means for the reference teachers with Value-Added scores from 2007 – 2008 by levels of experience.

Years exp	Mean	N	Std. Dev.
0 - 11	2.94	89	0.993
12 +	3.12	73	1.079
Total	3.02	162	1.033

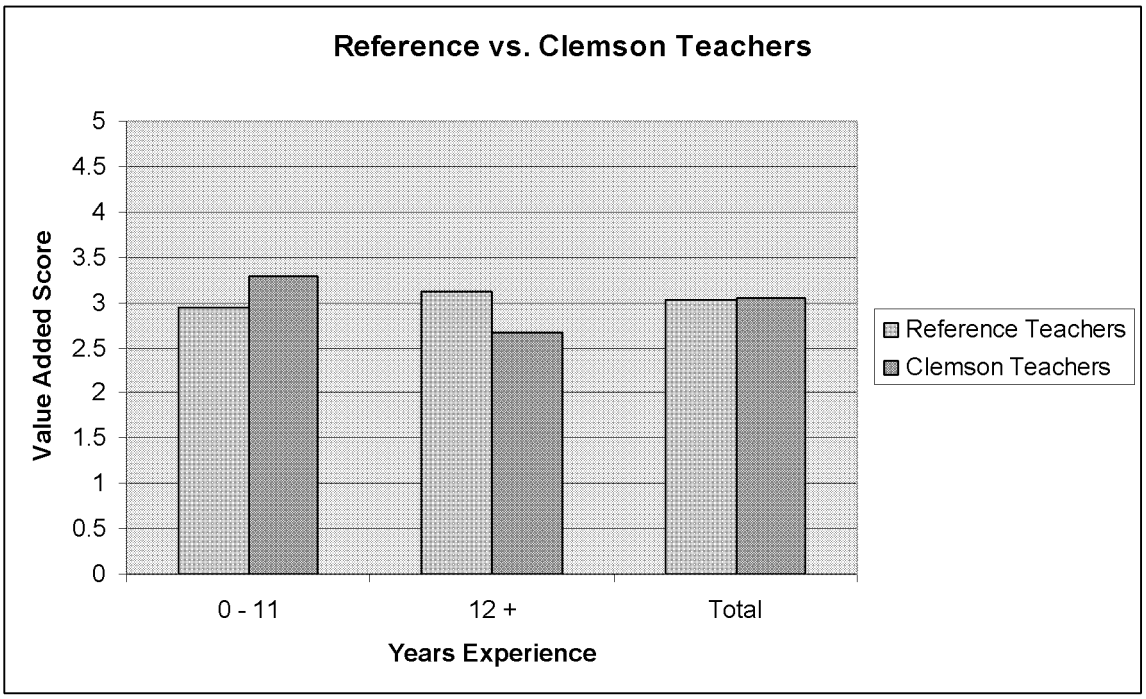
The table below delineates the means for the reference teachers with observational scores from 2007 – 2008 by levels of experience.

Years exp.	Mean (07-08)	N	Std. Dev.
0 -11	3.157	89	0.5916
12+	3.452	73	0.6133
Total	3.29	162	0.6174



Conclusions:

Due to the small sample size of Clemson graduates who have Value-Added data, concrete conclusions should not be made; however, there are certainly trends within the data of the Clemson graduates which run counter to the reference group.


Reference vs. Clemson Teachers
Value Added Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
0 - 11
12 +
Total
Years Experience
Reference Teachers
Clemson Teachers

Appendix D5A
National Staff Development Council
Standards

National Staff Development Council
Standards for Staff Development
(Revised, 2001)

Context Standards
Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards
Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards
Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Appendix D5B

(D)(2) POSITION DESCRIPTIONS

ADEPT Evaluation Specialist (Contracted)

For Value-Added Assessments (VAAs) and Project-Based Learning and Assessments (PBLAs)

The ADEPT evaluation specialist for value-added assessments (VAAs) and project-based learning and assessments (PBLAs) will devote 100 percent of his or her time during the grant period to the design, implementation, management, and evaluation of the VAA model and the PBLA models. Specifically, the responsibilities of this ADEPT evaluation specialist will include

- collaborating with the national consultants in value-added assessment models;
- facilitating the ADEPT key stakeholder group meetings;
- disseminating the VAA recommendations of the stakeholder group for statewide field review, and making appropriate changes based on input received from the field;
- coordinating the VAA pilot project in 5 LEAs;
- reviewing the results of the VAA pilot project and making appropriate changes based on the results of the pilot project;
- coordinating the statewide phase-in of the VAA model as part of the ADEPT system;
- collaborating with the Office of Assessment to assist in the development and implementation of project-based learning and assessments (PBLAs) and to include these data as part of the teacher and principal effectiveness ratings;
- developing and implementing an ongoing system for receiving PBLA submissions from groups of teachers, selecting annual award winners, and recognizing and issuing the awards to the selected groups of teachers; and
- evaluating the teacher and principal effectiveness ratings (including VAA and PBLA data) to determine the validity and impact of these ratings..

Qualifications for this position include a master's degree and five years of educational experience, a knowledge of statewide student assessments (e.g., PACT, PASS, MAP), and a knowledge of the ADEPT system.

ADEPT Evaluation Specialist

For Special Areas, Including
Teachers in Virtual/Cyber School Settings
and School Psychologists

The ADEPT evaluation specialist for special areas (including teachers in virtual/cyber school settings and school psychologists) will devote 100 percent of his or her time during the grant period to developing, implementing, and evaluating state performance standards and evaluation models for teachers in virtual/cyber school settings and for school psychologists, respectively, and for making certain that effectiveness ratings are appropriately determined for all special-area educators. Specifically, the responsibilities of this ADEPT evaluation specialist will include

- determining and involving appropriate key stakeholders throughout the state;
- researching national performance standards through the respective related professional organizations;
- networking (e.g., electronically and, if necessary, through face-to-face meetings) with the selected key state stakeholders to
  - determine the appropriate standards and the operations definitions for each;
  - determine the appropriate methods for collecting evidence regarding the performance of the educators, including the impact of the educators on student performance (i.e., *effectiveness*);
- conducting statewide field reviews;
- designing and overseeing pilot project implementation and data collection;
- developing and conducting training for educators and evaluators;
- collaborating with IT staff to integrate data collection for these special areas into the ADEPT Data System (ADS);
- phasing in implementation of these models on a statewide basis;
- conducting ongoing training for administrators and educators relative to these models; and
- designing and conducting program evaluations to determine the effectiveness of the models.

Qualifications for this position include a master's degree and five years of educational experience, a knowledge of (teacher) performance assessments and design, and a knowledge of the ADEPT system, including the ADEPT special areas.

(D)(3) POSITION DESCRIPTIONS

Program Developer

For SCTeacherVillage.com

The Web Application Developer will devote 100 percent of his or her time during the grant period to the design, implementation, and management of SCTeacherVillage.com. The applicant will be responsible for building the system on a specified platform as well as developing new technologies for the network. Specifically, responsibilities will include:

- developing new Web applications as identified by supervisor and management through packaged and customized applications;
- creating a company-wide Intranet, allowing data manipulation for specified SCDE employees;
- maintaining and enhancing existing Web applications and all internal systems that are integrated;
- performing complete testing of Web applications–unit and system, engaging users as necessary;
- conducting all user acceptances testing, and report results;
- designing and implementing user-driven templates, databases and interfaces for ease of use;
- developing database-driven Web interfaces for rapid, real-time information sharing;
- developing external Web portals allowing users to input and retrieve accurate information;
- participating in dynamic priority setting sessions as the summer season unfolds;
- displaying excellent written and oral skills with demonstrated interpersonal and organization abilities;
- ability to work in a varied, fast paced environment;
- willing to travel to provide assistance to school districts as necessary; and
- candidate must be a team player and willing to teach and to learn.

Qualifications for this position include a Bachelors degree in computer science, MIS, or related experience, superior skills in ColdFusion, Object Oriented ColdFusion Development, Microsoft SQL Server 2005, SQL, and Flash video/animation experience is a plus.

Teaching Incentives Coordinator

For Teacher Recruitment Projects and Initiatives

The Teaching Incentives Coordinator will devote 100 percent of his or her time during the grant period to the management and distribution of funds for teaching incentives established within the Division of Educator Quality and Leadership. Specifically, the responsibilities of the *Teaching Incentives Coordinator* will include:

- ensuring grant money for teaching incentives are handled properly;
- maintaining budget reports for established initiatives;
- communicating regularly with CERRA and school district staff to ensure initiatives are carried out effectively;
- monitoring initiatives and providing regular data reports of success;
- working closely with the Teacher Recruitment and Retention Coordinator;
- researching programs related to recruiting and retaining certified teachers;
- providing professional support and technical assistance to institutions of higher education and public school districts;
- collecting and evaluating data related to identified teacher recruitment needs and program effectiveness;
- coordinating selection centers for teacher housing projects such as the SC Teacher Villages;
- collaborating with constituents to distribute grant funding to enhance recruitment initiatives;

Qualifications for this position include a master's degree and five years of budget and educational experience.

Teacher Cadet/ProTeam Community Coordinator

The Teaching Incentives Coordinator will devote 100 percent of his or her time during the grant period to coordination of Teacher Cadet and ProTeam community inititatives, and reporting and monitoring of participating schools. The Coordinator will be part of the CERRA staff at Winthrop University. Specifically, the responsibilities of the *Teacher Cadet/ProTeam Community Coordinator* will include:

- ensuring grant money for Teacher Cadet and ProTeam inititatives are handled properly;
- maintaining budget reports for established initiatives;
- communicating regularly with school district staff to ensure initiatives are carried out effectively;
- monitoring initiatives and providing regular data reports of success;
- working closely with the Teacher Recruitment and Retention Coordinator at SCDE;
- providing professional support and technical assistance to public school districts;
- collecting and evaluating data related to and program effectiveness and
- coordinating Teacher Cadet and ProTeam sites;

Qualifications for this position include a master's degree and five years of budget and educational experience.

South Carolina SITE Project Director

POSITION DESCRIPTION: The SITE Director will devote 100 percent of their time on working with existing districts across the state to implement new salary schedules that are incentive based. This project director will be responsible for detailing the value-added assessment model as well as presenting the new salary alternatives to all teachers and districts within South Carolina. Likewise, this position will also be responsible for the data management of student achievement data as it relates to salary and other factors that effect teachers' salary. This person will also collaborate with other in-state and national performance pay personnel and work with the USDOE to research and evaluate the effects of performance pay and salary adjustments to student achievement.

PROFESSIONAL QUALIFICATIONS SOUGHT
Qualities and attributes of the successful candidate include:

- South Carolina certification and experience with K-12 education;
- Excellent instructional leadership and administrative skills;
- A clear vision for improvement of P-20 Education;
- Experience with budgets at district or state level;
- Exceptional interpersonal and communication skills;
- Sophisticated understanding of Data using a Value Added Analysis Process;

PERSONAL CHARACTERISTICS

- Desired personal characteristics of the candidate include the following:
- Strong leadership skills, confident leader with the ability to educate others;
- Collaborative leadership style, a team builder, consensus builder;
- Well-developed technology skills;
- Good listening skills, an ability to delegate, and good organizational skills;
- Good Data Analysis Skills with the ability to disseminate information and discuss in multiple levels of comprehension;
- Approachable, friendly, visible, sensitive, and politically aware;
- Commitment to excellence;
- Flexible;
- High energy level, proactive, and an enthusiastic advocate of public education.

South Carolina Project HEAT

POSITION DESCRIPTION: The HEAT Director will be 100 percent responsible for the value-added analysis of colleges of education graduates. Specifically, the director will work with all 30 teacher and principal preparatory programs and their stakeholders. The director will be responsible for start up meetings by informing all key stakeholders within the colleges of education as well as districts to ensure full transparency with the details of the student achievement analysis. The director will also be responsible for analyzing the value-added results for each preparatory program and disseminating that information to the colleges and the general public. Additionally, the director will work with other SCDE and USDOE personnel with researching and evaluating all teacher and principal preparatory programs.

PROFESSIONAL QUALIFICATIONS SOUGHT
Qualities and attributes of the successful candidate include:

- South Carolina certification and experience with P-20 education;
- Excellent instructional leadership and administrative skills;
- A clear vision for improvement of P-20 Education;
- Outstanding ability to motivate, inspire and challenge faculties and administrators;
- Experience with budgets;
- Strong team-building skills with exceptional interpersonal and communication skills;
- Sophisticated understanding of Data using a Value Added Analysis Process;

PERSONAL CHARACTERISTICS

Desired personal characteristics of the candidate include the following:

- Strong leadership skills, confident leader with the ability to inspire others;
- Collaborative leadership style, a team builder, consensus builder;
- Well-developed technology skills;
- Good listening skills, an ability to delegate, and good organizational skills;
- Good Data Analysis Skills with the ability to disseminate information and discuss in multiple levels of comprehension;
- Approachable, friendly, visible, sensitive, and politically aware;
- Commitment to excellence;
- Flexible;
- High energy level, proactive, and an enthusiastic advocate of public education.

(D)(5) POSITION DESCRIPTIONS

State Coordinator for ADEPT Support Services

The state coordinator for ADEPT support services will devote 100 percent of his or her time during the grant period to the design, implementation, management, and evaluation of the educator support system. The purpose of this support system is to engage all educators in learning with and from one another to, in turn, help design/discover, implement, and share effective practices for our next generation of learners. Specifically, the responsibilities of the state coordinator for ADEPT support services will include

- researching effective designs for communities advancing professional practice (CAPPs) that focus on
  - professional collaboration and shared learning;
  - the use of formative assessments to guide instruction;
  - the use of data to inform program improvements;
  - the use of coaching and mentoring to help build effective practices; and
  - the use of applied research models to acquire new knowledge, field test applications, and derive appropriate implications;
- collaborating with LEAs to develop feasible mechanisms for enabling and supporting CAPPs;
- developing and maintaining current knowledge of—and related links to—effective state and national professional development initiatives;
- collaborating with state agency and related resources to develop and maintain a dynamic Professional Practices Network;
- developing and maintaining partnerships with selected institutions of higher education (IHEs) to enhance professional development opportunities for both practicing teachers and teacher candidates;
- identifying mentoring and coaching skills that promote educator effectiveness;
- identifying and applying effective practices from the field of organizational psychology in order to enhance educator effectiveness and satisfaction/retention; and
- facilitating and evaluating the work of the three ADEPT regional coordinators.

Qualifications for this position include a master's degree and five years of educational experience, a knowledge of professional development, knowledge of coaching and mentoring strategies, a knowledge of the ADEPT system, a knowledge of program evaluation, and a knowledge of—or a willingness to acquire knowledge in—the area of organizational psychology.

ADEPT Regional Coordinators

Each of the three ADEPT regional coordinators will devote 100 percent of his or her time during the grant period to providing direct assistance and support to LEAs and teachers in order to enhance the instructional, leadership, and organizational practices that promote student learning. Specifically, the responsibilities of each ADEPT regional coordinator will include

- helping to determine and leverage the support to obtain the resources necessary to develop, implement, sustain, and network Communities Advancing Professional Practice (CAPPs);
- working with groups of educators to help them understand, develop, and implement CAPPs;
- working with CAPPs to assist them in developing and expanding Project-Based Learning and Assessments (PBLAs);
- working with CAPPs to examine the impact of specific programs and initiatives on variables such as student achievement, attendance, suspensions, graduation rates, and the like;
- helping educators align their work in CAPPs with their professional growth and development plans and certificate renewal requirements;
- assisting educators in developing and using the communication, mentoring, and coaching skills that are necessary for effective collaboration;
- enhancing statewide induction and mentoring initiatives, including membership in CAPPs, to ensure that beginning educators receive the support necessary to become effective practitioners;
- serving as members of Regional Support Teams, as assigned;
- assisting educators in contributing resources to the Professional Practices Network;
- collaborating with partnering institutions of higher education to promote effective professional development for practicing educators and for teacher candidates; and
- engaging in applied research designed to enhance the effectiveness and satisfaction of educators.

Qualifications for these positions include a master's degree and five years of educational experience; a knowledge of professional development practices, including coaching and mentoring; a knowledge of program evaluation; and a knowledge of the ADEPT system.

Appendix E
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Appendix E1A
Proviso 1A.39 (SDE-EIA: Technical Assistance) —excerpts

http://www.scstatehouse.gov/cgi-bin/query.exe?first=DOC&querytext=1A.39&category=Budget&year=2009&version_id=0&return_page=http://www.scstatehouse.net/html-pages/budgetsearch.html&version_title=General%20Appropriations&conid=5192831&result_pos=0&keyval=18694

….The department will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. 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.

Reconstitution means the redesign or reorganization of the school, which includes the declaration that all positions in the school are considered vacant. Certified staff currently employed in priority schools must undergo a formal evaluation in the spring following the school's identification as a priority school and must meet to be rehired or continue employment at that school. Student achievement will be considered as a significant factor when determining whether to rehire existing staff. Educators who were employed at a school that is being reconstituted prior to the effective date of this proviso and to whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school LEA they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators who are employed in the LEA and assigned to the priority schools after the effective date of this proviso, in the event of a reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff. Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who are currently on an induction or annual contract, that subsequently are offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal and/or principal mentor, the school board of trustees, and the LEA superintendent. The decision to reconstitute a school shall be made by April 1, at which time notice shall be given to all employees of the school. The department, in consultation with the principal and LEA superintendent, shall develop a staffing plan, recruitment and performance bonuses, and a budget for each reconstituted school.

Upon approval of the school renewal plans by the department and the State Board of Education, a newly identified school or a currently identified school with an absolute rating of below average or at-risk on the report card will receive a base amount and a per pupil allocation based on the previous year's average daily membership as determined by the annual budget appropriation. No more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended in the current fiscal year for strategies outlined in the school's renewal plan. Schools must use technical assistance funds to augment or increase, not to replace or supplant local or state revenues that would have been used if the technical assistance funds had not been available. Schools must use technical assistance funds only to supplement, and to the extent practical, increase the level of funds available from other revenue sources."

Appendix E1B
Definition of Expected Progress

Any school which does not meet expected progress will be given the option to become a Palmetto Priority School, which will allow them to participate in a collaborative partnership with the South Carolina Department of Education and other partners and receive tiered levels of support to assist them in turning their schools around and making improved progress in student achievement.

One or more of the following criteria must be met to demonstrate expected progress.

- Criterion One: Meet Adequate Yearly Progress (AYP).
- Criterion Two: Increase the school's absolute value .1 point.
- Criterion Three: Improve the absolute rating at least one level.

Schools must continue to increase .1 point for each two-year period until the absolute rating is higher than the at-risk category.

Since report card ratings released each year are based on the prior year's data, the initial application of the two-year gain of .1 point is made on the absolute value calculated for the third report card following the at-risk rating. This allows the school two full instructional years with the technical assistance provided through the South Carolina Department of Education to impact student achievement. The first monitoring of schools rated as at-risk on the April 2009 report card will use the absolute value from the 2012 report card.

- Schools that meet at least one criterion will meet expected progress for the first monitoring period.
- Schools must continue to gain .1 point every two years, or until they improve the absolute rating at least one level.

Monitoring will cease once a school has attained an absolute rating higher than the at-risk category for two consecutive years.

Appendix E2A
Overview of South Carolina's School Improvement Council

The History of SICs

How SICs Began:

- School boards were required to establish School Improvement Councils (then called School Advisory Councils) in 1977.
- The Education Improvement Act (the EIA) of 1984 changed the name to School Improvement Councils.
- The EIA focused the role of School Improvement Councils on improving education quality in South Carolina.

How SICs Grew:

- The Early Childhood Development and Academic Assistance Act (Act 135) became law 1993.
- Act 135 extended the role of SICs and required that they participate in strategic planning.
- Act 135 designated responsibility for the annual Report to the Parents to the SIC.
- The Education Accountability Act (the EAA) became law in 1998.
- The EAA called upon the entire community, from the Governor to individual students, to be held accountable for student achievement.
- The EAA increased SIC responsibilities to include review and adjustment of the School Improvement Plan if the school is rated unsatisfactory.
- The EAA mandated that the SIC participate in the preparation of the School Report Card narrative.

Who is Eligible to Serve on a Council?

Almost anyone is eligible to serve on a School Improvement Council, including:

- Parents
- Teachers
- Business partners
- Community members who are not teachers or parents with children at the school
- Students in grades 9 - 12

SIC Ex-Officio Members

The school principal MUST ALWAYS serve as an Ex-Officio member of the council. Other people may also serve as Ex-Officio by virtue of their relationship with the school, including:

- PTA/O president
- Volunteer coordinator
- Business partner
- Booster Club president
- Teacher of the Year
- The previous year's SIC Chair

The numbers and types of Ex-Officio members depend upon the school's needs.

SIC Membership Requirements

How are Councils Constructed?

Councils must include a minimum of:

- 2 parents elected by parents
- 2 teachers elected by teachers
- 2 students elected by students (in schools with grades 9 - 12)

The Elected to Appointed Ratio (2/3 Elected to 1/3 Appointed)

- There must be twice as many elected members as appointed members.
- There must be one-half as many appointed members as elected members.

- If a council has an odd number of elected members the number of appointed members must be adjusted by rounding up or down by 1 member.
- Ex-Officio members DO NOT COUNT in the 2/3 ELECTED TO 1/3 APPOINTED ratio. Appointed members SHOULD NOT BE TEACHERS or PARENTS WITH CHILDREN AT THE SCHOOL.
- Appointed members are community members that represent the NON-PARENT TAXPAYER.

SIC Responsibilities

What Do School Improvement Councils Do?

- SICs work with the school administration to develop and implement the Five-Year School Improvement Plan (sometimes called the School Renewal Plan).
- SICs monitor and evaluate success in reaching the Plan's goals and objectives.
- SICs write the Annual Report to the Parents about the progress of the plan.
- SICs assist the principal in writing the narrative for the School Report Card.
- SICs advise on the use of school incentive awards.
- SICs provide other assistance as requested by the principal.

School Improvement Councils do not have any of the powers and duties reserved by the local school board.

Appendix E2B
1. List of Persistently Lowest Achieving Schools (PLAS)

LEA	School
Aiken	Lloyd Kennedy Charter
Allendale	Allendale-Fairfax Middle
Allendale	Fairfax Elementary
Bamberg 2	Denmark-Olar Middle
Bamberg 2	Denmark-Olar High
Charleston	Burke High School
Charleston	St Johns High School
Charleston	Morningside Middle
Charleston	Greg Mathis Charter
Charleston	RB Stall High
Charleston	N. Charleston High
Charleston	Susan G. Boykin Academy
Clarendon 2	Manning Junior High
Darlington	Darlington High
Dillon 2	J.V. Martin Junior High
Florence 4	Johnson Middle
Greenville	Carolina High School and Academy
Hampton 2	Estill High
Hampton 2	Estill Middle
Jasper	Hardeeville Middle/High
Jasper	Ridgeland Middle
Lee	Mary L. Dinkins Higher Learning Academy
Lee	West Lee Elementary
Richland 1	CA Johnson Preparatory Academy
Richland 1	Eau Claire High
Spartanburg 7	Carver Junior High
Spartanburg 7	Whitlock Junior High
Williamsburg	Kingstree Junior High

2. List of Persistently Lowest Achieving Feeder Schools

LEA	SIG Feeder Schools	Title I Improvement Levels (ESEA)	Eligible for SC INSPIRED Application
Allendale 01	Allendale Elementary	Restructuring	Yes
Allendale 01	Allendale - Fairfax High		No
Bamberg 02	Denmark-Olar Elementary	Restructuring	No
Charleston 01	Alice Birney Middle	Restructuring	No
Charleston 01	Angel Oak Elementary		No
Charleston 01	Chicora Elementary	Newly Identified-Delay	Yes
Charleston 01	Corcoran Elementary		No
Charleston 01	Edith L Frierson Elementary	Newly Identified-Delay	No
Charleston 01	Edmund A Burns Elementary	Planning to Restructure	Yes
Charleston 01	Haut Gap Middle	Restructuring-Delay	No
Charleston 01	Hunley Park Elementary		No
Charleston 01	James Simons Elementary	Continued School Improvement	No
Charleston 01	Jane Edwards Elementary	Continued School Improvement-Delay	No
Charleston 01	Lamb Elementary		No
Charleston 01	Ladson Elementary		No
Charleston 01	Malcolm Hursey Elementary		No
Charleston 01	Mary Ford Elementary	Continued School Improvement	Yes
Charleston 01	Matilda Dunston Elementary		No
Charleston 01	Memminger Elementary	Newly Identified-Delay	No
Charleston 01	Midland Park Elementary	Restructuring-Delay	Yes
Charleston 01	Mitchell Elementary	Restructuring-Delay	No
Charleston 01	Mt. Zion Elementary		No
Charleston 01	North Charleston Elementary	Restructuring-Delay	Yes
Charleston 01	Pepperhill Elementary		No
Charleston 01	Sanders-Clyde Elementary		No
Charleston 01	St James-Santee Elementary	Continued School Improvement	No
Charleston 01	W B Goodwin Elementary	Planning to Restructure-Delay	Yes
Charleston 01	Zucker Middle School		No
Clarendon 02	Manning Elementary	Restructuring	Yes
Clarendon 02	Manning Primary	Newly Identified-Delay	Yes
Darlington	Brockington Magnet School		No
Darlington	Brunson-Dargan Elementary		No
Darlington	Cain Elementary		No
Darlington	Pate Elementary		No
Darlington	Rosenwald Elementary		No
Darlington	St. Johns Elementary		No
Darlington	Darlington Middle		No
Dillon 02	Gordon Elementary	Planning to Restructure	Yes
Dillon 02	East Elementary		No
Dillon 02	South Elementary		No
Dillon 02	Stewart Heights Elementary		No
Dillon 02	Dillon High School		No
Florence 04	Brockington Elementary	Planning to Restructure	No

Florence 04	Timmonsville High	Newly Identified	No
Greenville	Alexander Elementary		No
Greenville	Grove Elementary		No
Greenville	Hollis Elementary		No
Greenville	Hughes Academy		No
Greenville	Monaview Elementary		No
Greenville	Welcome Elementary		No
Greenville	Thomas E. Kerns Elementary		No
Greenville	Lakeview Middle		No
Greenville	Tanglewood Middle		No
Greenville	Berea Middle		No
Hampton 02	Estill Elementary	Corrective Action	Yes
Jasper 01	Hardeeville Elementary	Restructuring	Yes
Jasper 01	Ridgeland Elementary	Restructuring	Yes
Jasper 01	Ridgeland High School		No
Lee 01	Bishopville Primary	Continued School Improvement	No
Lee 01	Dennis Intermediate	Restructuring	No
Lee 01	Lee Central Middle		No
Lee 01	Lee Central High		No
Richland 01	Arden Elementary		No
Richland 01	Bradley Elementary		No
Richland 01	Burton Pack Elementary	Continued School Improvement-Delay	No
Richland 01	Carver-Lyon Elementary	Continued School Improvement-Delay	No
Richland 01	Hyatt Park Elementary	Planning to Restructure-Delay	No
Richland 01	E.E. Taylor Elementary		No
Richland 01	J P Thomas Elementary	Restructuring-Delay	No
Richland 01	Watkins-Nance Elementary	Newly Identified-Delay	No
Richland 01	Forest Heights Elementary		No
Richland 01	Gibbes Middle School		No
Richland 01	W.A. Perry Middle		No
Richland 01	Alcorn Middle School		No
Spartanburg 07	Cleveland Elementary	Corrective Action	Yes
Spartanburg 07	Park Hills Elementary	Planning to Restructure	Yes
Spartanburg 07	Spartanburg High		No
Williamsburg 01	Kingstree Elementary	Restructuring	Yes
Williamsburg 01	W.M. Anderson Elementary		No
Williamsburg 01	Kingstree High	Restructuring	No

School Improvement Key

Newly Identified
The school missed adequate yearly progress (AYP) for two years.
Sanction: Offer school choice.

Continuing School Improvement
The school missed AYP for three years.
Sanctions: Continue school choice and implement supplemental services.

Corrective Action
The school missed AYP for four years.
Sanctions: Continue school choice and supplemental services.
The school district takes a corrective action.

Plan to Restructure
The school missed AYP after one full year of corrective action.
Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.

Restructure
The school missed AYP after two years of corrective action.
Sanctions: Implement the restructuring plan.
Continue school choice and supplemental services.

Delay The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."

Hold The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Appendix E2C
Race to the Top
Application for Phase 2 Funding
CFDA Number: 84.395A

SCHOOL INTERVENTION MODELS
(Appendix C in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)

There are four school intervention models referred to in Selection Criterion (E)(2): turnaround model, restart model, school closure, or transformation model. Each is described below.

Turnaround Model.
(1) A turnaround model is one in which an LEA must--
(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
(ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
(A) Screen all existing staff and rehire no more than 50 percent; and
(B) Select new staff;
(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
(iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
(vi) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;
(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
(ix) Provide appropriate social-emotional and community-oriented services and supports for students.
(2) A turnaround model may also implement other strategies such as—
(i) Any of the required and permissible activities under the transformation model; or
(ii) A new school model (*e.g.*, themed, dual language academy).

Restart Model
A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation"

services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

School Closure Model

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Transformation Model

A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must—

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and (2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
(D) Using and integrating technology-based supports and interventions as part of the instructional program; and
(E) In secondary schools--
(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
(2) Improving student transition from middle to high school through summer transition programs or freshman academies;
(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
(3) Increasing learning time and creating community-oriented schools.
(i) Required activities. The LEA must--
(A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
(B) Provide ongoing mechanisms for family and community engagement.
(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--
(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.
(4) Providing operational flexibility and sustained support.
(i) Required activities. The LEA must--
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and outcomes and increase high school graduation rates; and
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Appendix E2D
Job Descriptions for the Turnaround Team:
Director, Coordinator, Regional Specialist, and Program Assistant

Director Position Description

Job Purpose:
Under limited supervision, directs the programs under the Title I 1003(g) School Improvement Funds (SIG) and provides related oversight, monitoring, professional development and technical assistance to funded LEAs and schools.

Job Function:
Directs the Title I school improvement funds (SIF) program, including but not limited to filing and amending applications to the U.S. Department of Education, preparing requests for proposals from eligible LEAs and schools, directing scoring and awarding of funds.

Oversees the implementation of approved programs and budgets. Verifies the fidelity of implementation of SIF grants.

Conducts technical assistance with LEAs and consults with LEAs on the provision of technical assistance to SIG schools. Provides technical assistance to SIG schools through coordination with LEAs.

Directs the actions of, and provides guidance to, the SIG PRoject Council and the third party evaluator.

Other duties as required.

Minimum Requirements:
Master's degree and four (4) years of experience; or a bachelor's degree and five (5) years experience in education management, or business.

Preferred: Computer knowledge. Experience in the administration of Title I programs at the state, LEA, or school level.

Coordinator Position Description

Job Purpose:
Under supervision from the Project Director, coordinates programs under the Title I 1003(g) School Improvement Grant (SIG) program and provides related monitoring, professional development and technical assistance to funded LEAs and schools.

Job Function:
Coordinates the Title I 1003(g) School Improvement Grant (SIG) program, including but not limited to: assisting in preparing requests for proposals from eligible LEAs and schools, and coordinating scoring and awarding of funds.

Monitors the implementation of approved programs and budgets. Verifies the fidelity of implementation of SIG grants. Verifies quarterly reporting from SIG project LEAs and schools.

Provides technical assistance to SIG schools through coordination with LEAs.

Works with SIG Project Council and third party evaluators to coorindate project services and on-site visits.

Other duties as required.

Minimum Requirements:
Master's degree and four (4) years of experience; or a bachelor's degree and five (5) years experience in education management, or business.

Preferred: Computer knowledge. Experience in the administration of Title I programs at the state, LEA, or school level.

Regional Specialist Position Description

Job Purpose:
Under the direction of the Project 180 Director, the Regional Manager will enhance the ability of school LEAs to implement one of the four region interventions in the identified lowest performing schools. The employee will provide technical assistance and engage LEAs in professional development related to effective instructional practices, using data to drive instruction, and other identified needs related to school turnaround.

Job Function:
Engage LEAs and schools in job embedded, ongoing professional development related to the use of data to drive instruction to include the identification of students who are at risk, response to intervention models, development of individual learning plans, selection of instructional resources, implementation of effective instructional practices, management of fiscal and human resources, revision of LEA policies related to teaching and learning, and other relevant topics.

Provide on-site technical assistance to schools involved in one of the four intervention models.

Assist schools and LEAs in the selection of an intervention model, lead partner and effective strategies, in the development and implementation of a community involvement partnership plan; in the implementation of the intervention model plan and strategies, and in the formative and summative evaluation processes.

Facilitate systematic processes for measurement, goal setting and frequent targeted reporting of progress of schools.

Minimum Requirements:
Master's Degree in Education. Three years experience in turning around low achieving schools. Extensive experience in at least two of the following areas: data management and analysis, leadership, instruction for exceptional population, Math or ELA content expertise, or technical assistance for low performing schools.

Program Assistant Position Description

Job Purpose:
Providing content and technical assistance to SIF staff and public school personnel, professional staff, and administrators in the use of SIF grant funds and the editing of grant proposals and reports to support the Office of Federal and State Accountability, School Improvement Fund program mission to provide SC public schools in improvement with the skills and knowledge necessary to increase student achievement.

Job Function:
Meets and communicates with prospective clients (SDE staff and public school personnel, administrators, and professional staff) to review particular grant workplans, checklists, and particular grant criteria and components. Works with office staff and clients to prepare grant reports and responds to client inquiries

concerning grants. Reviews grant proposals against selection criteria to assess quality of content; recommends or revises to improve quality. Member of collaborative writing team that drafts, edits, revises, and proofreads grant applications to meet application requirements.

Monitors the SIF Grant program budget, purchasing, and procurement records and daily operations.

Schedules and coordinates SIF meetings and workshops for technical assistance and professional development. Answers the telephone and greets clients. Assists with design, creation, data entry, management, and refinement of hard-copy and electronic grant files that track grant initiatives, grant applications, and funded proposals.

Conducts research on grant programs, funders, and trends; keeps current with grant application rule changes; posts current information to SIF Grant program web page.

Knowledge, skills, and abilities needed by an employee upon entry to this job:
Knowledge of Title 1 1003(g) grant regulations, policies, procedures, and guidelines; the ability to communicate effectively, especially in writing; the ability to exercise judgment and discretion working with varied organizations and constituents; the ability to establish and maintain effective working relationships with clients; the ability to interpret financial data; organizational and planning skills, research, Internet, and web-design skills.

With minimal supervision, gathers data, analyzes facts, and makes accurate decisions. Organizes and maintains written documentation for state and federal reporting. Must be able to read, comprehend, and apply federal and state government guidelines, SDE policy and funding manuals, and SIF grant guidelines.

Minimum Requirements:
Currently serving as a program assistant or an administrative assistant in the South Carolina Department of Education.

South Carolina
Department of Education

Together, we can.

Race to the Top
School Improvement Grant
Formula Subgrant

Request for Proposals (RFP)
Application Package

Deadline for Receipt of Applications:
TBD

Jim Rex
State Superintendent of Education

Contact Information:

Courtney J. Foster, Project Director

Office of Federal and State Accountability

Division of Accountability

South Carolina Department of Education

1429 Senate Street, Suite 701A

Columbia, SC 29201

803.734.2721 or cjfoster@ed.sc.gov

PART I: General Information

A. Introduction/Background

SC INSPIRED funds in South Carolina are to be focused on LEAs schools that feed into Tier I and Tier II schools. These schools were identified by SIG at " These categories of schools are defined in the following:

Tier I

- Using the three-year average, the lowest 5% of Title I schools in Improvement.
- Title I high schools that do not have a graduation rate of at least 60% for a three-year period.

Tier II

- Using the three-year average, the lowest 5% of non-Title I secondary schools (junior high and high schools) eligible to receive but not receiving Title I funds.
- Non-Title I High schools (that are eligible for Title I) that do not have a graduation rate of at least 60% for a three-year period.
- Title I secondary schools that were not included in Tier I but have a proficiency rate within the range of Tier II.
- Inclusion of schools using the newly eligible criteria waiver.

Feeder school

- Any LEA with a Tier I or Tier II school may identify a Tier III school as a Title I school that is in improvement, corrective action, or restructuring; that is not a Tier I school; and that serves as a feeder to a Tier I or Tier II school in that LEA. LEAs will identify Tier III schools in their applications.

In the feeder schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Funds are used for the purpose of strengthening the capacity of LEAs to carry out their rigorous interventions. The USED requires that 95% of the total funding allocation to the state be provided to LEAs and schools; the SCDE is permitted to retain 5% for support and administration of the grant program.

Definition of Terms Used

Feeder school : A feeder school is a Title I school that is identified as in improvement, corrective action, or restructuring and is not a Tier I school. These schools may receive consideration if they are schools that feed into Tier I or Tier II schools and their plans have a direct impact on student achievement at the Tier I and Tier II school.

Greatest need: An LEA with the greatest need for a School Improvement Grant must have one or more schools in one of the identified Tiers.

Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that

provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school. The LEA may apply to 'start over' in the improvement process with this intervention.

Rigorous Interventions: Schools must choose one of four rigorous interventions, which are: turnaround model, restart model, school closure, or transformation model.

School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Strongest Commitment: An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of four rigorous interventions in each Tier I and Tier II school that the LEA commits to serve.

Tier I school**:** A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of "persistently lowest-achieving schools."

- Using the three-year average, the lowest 5% of Title I schools in Improvement were identified.
- Title I high schools that do not have a graduation rate of at least 60% for a three-year period were identified.

Tier II school: A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of "persistently lowest-achieving schools."

- Using the three-year average, the lowest 5% of non-Title I secondary schools (junior high and high schools) eligible to receive but not receiving Title I funds were identified.
- Non-Title I High schools (that are eligible for Title I) that do not have a graduation rate of at least 60% for a three-year period were identified.
- Title I secondary schools that were not included in Tier I, but have a proficiency rate that falls within the range of those identified as Tier II were identified.
- Inclusion of schools using the newly eligible criteria waiver

Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) *Developing and increasing teacher and school leader effectiveness*

(i) Required activities. The LEA must--

(A) Replace the principal who led the school within the last two years prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—

1. Take into account data on student growth (as defined in the notice) as a significant factor as well as other factors such as a multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
2. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and

identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) *Comprehensive instructional reform strategies*

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a school-wide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

1. Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

2. Improving student transition from middle to high school through summer transition programs or freshman academies;

3. Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
4. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) *Increasing learning time and creating community-oriented schools*

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) *Providing operational flexibility and sustained support*

(i) Required activities. The LEA must—

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Turnaround Model: A turnaround model is one in which an LEA must--

(1) Replace the principal and rehire no more than 50% of staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to improve student achievement outcomes and increase high school graduation rates substantially;

(2) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;

(3) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(4) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure

that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(8) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(9) Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies such as--

(1) Any of the required and permissible activities under the transformation model; or

(2) A new school model (e.g., themed, dual language academy).

C. Eligible Applicants

The chart below provides the list of LEAs with eligible Tier I and Tier II schools that applied for for the 2010-2011 cycle of subgrants under the SIG program. Also included are the feeder schools that are eligible to apply for SC INSPIRED funds.

Schools and LEAs Eligible for SIG Funds

LEA	SIG Feeder Schools	Title I Improvement Levels (ESEA)	Eligible for SC INSPIRED Application
Allendale 01	Allendale Elementary	Restructuring	Yes
Allendale 01	Allendale - Fairfax High		No
Bamberg 02	Denmark-Olar Elementary	Restructuring	No
Charleston 01	Alice Birney Middle	Restructuring	No
Charleston 01	Angel Oak Elementary		No
Charleston 01	Chicora Elementary	Newly Identified-Delay	Yes
Charleston 01	Corcoran Elementary		No
Charleston 01	Edith L Frierson Elementary	Newly Identified-Delay	No
Charleston 01	Edmund A Burns Elementary	Planning to Restructure	Yes
Charleston 01	Haut Gap Middle	Restructuring-Delay	No
Charleston 01	Hunley Park Elementary		No
Charleston 01	James Simons Elementary	Continued School Improvement	No
Charleston 01	Jane Edwards Elementary	Continued School Improvement-Delay	No
Charleston 01	Lamb Elementary		No
Charleston 01	Ladson Elementary		No
Charleston 01	Malcolm Hursey Elementary		No
Charleston 01	Mary Ford Elementary	Continued School Improvement	Yes
Charleston 01	Matilda Dunston Elementary		No

Charleston 01	Memminger Elementary	Newly Identified-Delay	No
Charleston 01	Midland Park Elementary	Restructuring-Delay	Yes
Charleston 01	Mitchell Elementary	Restructuring-Delay	No
Charleston 01	Mt. Zion Elementary		No
Charleston 01	North Charleston Elementary	Restructuring-Delay	Yes
Charleston 01	Pepperhill Elementary		No
Charleston 01	Sanders-Clyde Elementary		No
Charleston 01	St James-Santee Elementary	Continued School Improvement	No
Charleston 01	W B Goodwin Elementary	Planning to Restructure-Delay	Yes
Charleston 01	Zucker Middle School		No
Clarendon 02	Manning Elementary	Restructuring	Yes
Clarendon 02	Manning Primary	Newly Identified-Delay	Yes
Darlington	Brockington Magnet School		No
Darlington	Brunson-Dargan Elementary		No
Darlington	Cain Elementary		No
Darlington	Pate Elementary		No
Darlington	Rosenwald Elementary		No
Darlington	St. Johns Elementary		No
Darlington	Darlington Middle		No
Dillon 02	Gordon Elementary	Planning to Restructure	Yes
Dillon 02	East Elementary		No
Dillon 02	South Elementary		No
Dillon 02	Stewart Heights Elementary		No
Dillon 02	Dillon High School		No
Florence 04	Brockington Elementary	Planning to Restructure	No
Florence 04	Timmonsville High	Newly Identified	No
Greenville	Alexander Elementary		No
Greenville	Grove Elementary		No
Greenville	Hollis Elementary		No
Greenville	Hughes Academy		No
Greenville	Monaview Elementary		No
Greenville	Welcome Elementary		No
Greenville	Thomas E. Kerns Elementary		No
Greenville	Lakeview Middle		No
Greenville	Tanglewood Middle		No
Greenville	Berea Middle		No
Hampton 02	Estill Elementary	Corrective Action	Yes
Jasper 01	Hardeeville Elementary	Restructuring	Yes
Jasper 01	Ridgeland Elementary	Restructuring	Yes
Jasper 01	Ridgeland High School		No
Lee 01	Bishopville Primary	Continued School Improvement	No
Lee 01	Dennis Intermediate	Restructuring	No
Lee 01	Lee Central Middle		No
Lee 01	Lee Central High		No
Richland 01	Arden Elementary		No
Richland 01	Bradley Elementary		No
Richland 01	Burton Pack Elementary	Continued School Improvement-Delay	No
Richland 01	Carver-Lyon Elementary	Continued School Improvement-Delay	No

Richland 01	Hyatt Park Elementary	Planning to Restructure-Delay	No
Richland 01	E.E. Taylor Elementary		No
Richland 01	J P Thomas Elementary	Restructuring-Delay	No
Richland 01	Watkins-Nance Elementary	Newly Identified-Delay	No
Richland 01	Forest Heights Elementary		No
Richland 01	Gibbes Middle School		No
Richland 01	W.A. Perry Middle		No
Richland 01	Alcorn Middle School		No
Spartanburg 07	Cleveland Elementary	Corrective Action	Yes
Spartanburg 07	Park Hills Elementary	Planning to Restructure	Yes
Spartanburg 07	Spartanburg High		No
Williamsburg 01	Kingstree Elementary	Restructuring	Yes
Williamsburg 01	W.M. Anderson Elementary		No
Williamsburg 01	Kingstree High	Restructuring	No

School Improvement Key

Newly Identified
The school missed adequate yearly progress (AYP) for two years.
Sanction: Offer school choice.

Continuing School Improvement
The school missed AYP for three years.
Sanctions: Continue school choice and implement supplemental services.

Corrective Action
The school missed AYP for four years.
Sanctions: Continue school choice and supplemental services.
The school district takes a corrective action.

Plan to Restructure
The school missed AYP after one full year of corrective action.
Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.

Restructure
The school missed AYP after two years of corrective action.
Sanctions: Implement the restructuring plan.
Continue school choice and supplemental services.

Delay The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."

Hold The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

D. Estimated Available Funds

At this time, approximately is available for formula subgrants for the 2010-2014 funding period.

E. Estimated Number, Range, and Average Size of Awards

The average award per Enrollment and scope of services will be included in funding-level considerations.

According to the USED, the SCDE must award SC INSPIRED subgrants to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. LEAs should be prudent and thorough in determining budget requests. The SCDE reserves the right to negotiate budgets with the applicant before a funding decision is made.

Grant Funding Period

The funding period for Year 1 is to be determined. Applicants should understand that funding is guaranteed for Year 1 only. If this waiver is approved, continuation funding for the next two years will be granted only if the LEA has complied with all subgrant requirements and satisfactory progress is being made with intervention activities.

Statutory and Program Requirements

The USED requires an LEA to implement one of the four rigorous intervention models—turnaround model, transformation model, school closure, and school restart—in each feeder school. Please see Definitions of Terms for required components of each rigorous intervention model.

Only those LEAs that demonstrate the strongest commitment and capacity to implement fully and effectively one of the four rigorous interventions in each feeder school that the LEA commits to serve will be considered for funding.

The SCDE will conduct monitoring activities and provide technical assistance to ensure that funds are used effectively. Subgrantees are required to comply with these oversight activities.

Subgrantees must provide evidence of a strong commitment to implementing the SIG rigorous interventions accurately and effectively. Such commitment may be demonstrated by selecting highly effective, research-proven reform models and programs. LEAs can find summaries and reports of such models and programs on web sites such as the Best Evidence Encyclopedia at www.bestevidence.org.

Each subgrant application must contain an appropriate GEPA statement. Instructions are included in this RFP package.

Authorized Activities

SC INSPIRED subgrant funds must be used to implement one of the rigorous interventions in each school for which the LEA is seeking funding. Only activities that are required components or are justified components will be considered as fundable activities. Only those activities discussed and approved in the application will be considered authorized activities. Subgrantees must obtain prior approval from the SCDE before changing activities, plans, or scope of services, or before using grant funds to support any changed activities, plans, or scope of services.

Unauthorized Activities

Grant funds may not be used to support any activities that are not aligned with the rigorous interventions identified above, that are not based on the needs of the LEAs, and that are not supported by data and evidence. Grant funds must be used to support activities for the targeted school(s).

Supplement, Not Supplant

Funds from this program must be used to supplement, not supplant, the level of services and the level of funding from other sources currently available. Grant funds may not "replace" other funds currently used to support services. Subgrantees must maintain documentation clearly demonstrating the supplementary nature of the funds. The SCDE cautions against using funds solely for salaries or personnel as funding is not guaranteed from year to year.

Required Reporting

Subgrantees must submit quarterly and annual reports for each year of the grant funding period. A report template will be provided to each LEA awarded a SC INSPIRED subgrant. Reports will be used to determine implementation and progress toward student achievement. Implementation fidelity and progress toward student achievement are necessary components for continuation of funding. Schools will not be compared to each other because each school will begin the process at different levels of proficiency and realistic expectations must be taken into account.

If problems with implementation or progress are noted during site visits or in required reporting, the Project Director, along with the Project 180 Council, will meet with each LEA to discuss the problems and determine a course of action.

Due dates for these reports will be provided in the grant award information. Each report will provide fiscal and programmatic data regarding the effects of grant funds on student achievement and school progress. The year-end report must include, but is not limited to, data on the following measurable outcomes:

1. The total number and percentage of students who are proficient in reading/language arts and mathematics by subgroup as measured by state assessments and whether that number and percentage increased from the prior year.
2. Evidence that the subgrantee used data to make decisions about the use of SIG funds and created a system of continuous feedback and improvement.
3. Evidence indicating the selected school improvement strategy was effective in contributing to increased student achievement and the school's progress toward making adequate yearly progress and exiting improvement status.

Review and Selection Process

An advisory panel with members from the Office of Federal and State Accountability at the SCDE and other school and community leaders will review each application for completeness and accuracy. The rubric included in this RFP will be used to determine the capacity of the LEA to carry out the rigorous interventions. The SCDE may request clarification and additional information before approving any application or application budget. Failure to fully respond to any request by the deadline provided in the request will disqualify the application.

Mandatory Technical Assistance Session for Applicants

Four mandatory technical assistance sessions will be held. Dates and locations will be determined based on announcement of SC INSPIRED. Participants may attend in person or through Elluminate. LEA personnel must attend all of these sessions to apply for funds. Any application submitted by an LEA that did not attend a session will not be considered for funding.

Date/Time	Topic	Location
TBD	Needs Assessment and Using Data for Needs Assessment	TBD
TBD 9–4 p.m.	Core Components Annual Goals and Outcomes and Research-proven Practices	TBD
TBD	Management, Resources, Budgeting, and Implementation Plans AND Overview of the Subgrant RFP	TBD
TBD	Completing the Subgrant Application	TBD

Deadline and Submission Procedures

1. All applicants must submit a Notice of Commitment to Apply .This Notice of Commitment to Apply should be an e-mail sent to cjfoster@ed.sc.gov, with copy to grants@ed.sc.gov, and the subject line should read: "[name of LEA] will apply for SC INSPIRED subgrant." In the message, please list the name of the schools that the LEA will serve.
2. Applications will be received at a date to be determined. Only complete application packets that adhere to these guidelines will be reviewed or considered for funding.
3. Applications will not be returned. Retain a complete copy for your records before submitting the application.
4. Applications must be submitted as one attachment to an e-mail. Applications that are faxed or mailed will not be accepted.
5. To submit the application as an e-mail attachment:
   a. All required documents must be combined into one Word (.doc) or Adobe (.PDF) file. Signed forms must be included in the combined file (see below).
   b. The subject line must read "SC INSPIRED Formula Grant Application for [insert LEA name]."
   c. The e-mail must be sent to cjfoster@ed.sc.gov, with copy to grants@ed.sc.gov.
   d. The Cover Sheet, Assurances, and Terms and Conditions documents must be included in the one file and contain all the authorized official representatives' signatures (sign the form *in blue ink* and scan for submission). Electronic signatures will not be accepted. Without the appropriate signatures, an application will be considered incomplete and will not be reviewed or considered for funding. Please retain the original copies of these documents for your files. Schools that are unable to scan the completed forms for submission with the electronic application file should mail the signed forms, postmarked by (TBD), deadline to:

Courtney J. Foster, Project Director
Office of Federal and State Accountability
Division of Accountability
South Carolina Department of Education
1429 Senate Street, Suite 701A
Columbia, SC 29201

PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

Each LEA must submit one application, regardless of the number of schools served. The application consists of two parts: Section I, delineating the LEA's experience, capacity, and plans from the SIG application as amended; and Section II, delineating the intervention plan for each school to be served. A LEA must submit a complete Section II for each school it proposes to serve.

A. Application Overview

The application must be organized in the following order:

- ☐ Application Cover Page (page 25)
- ☐ School(s) to be Served Table (page 26)
- ☐ Table of Contents
- ☐ Application Narrative
  - Section I Narrative amendment (LEA)
  - Section II Narrative (for each school to be served by LEA)
    - ☐ Narrative
    - ☐ Implementation Plan (page 33; not included in Section II page limit)
    - ☐ Mapping Worksheets: Needs/Initiatives, Policies/Practices, Core Components (pages 34-36; not included in Section II page limit)
- ☐ Budget
  - Combined Total Budget Summary Form (adjusted)
  - LEA-level Expenditures Budget Summary Form (adjusted)
  - LEA Budget Summary Form of Schools to be Served (adjusted)
  - School-level Budget Summary Form (one for each school)
  - Budget Narrative/Justification
    - For LEA level expenditures (adjusted)
    - For each school
- ☐ Required Forms and Attachments
  - Assurances
  - Terms and Conditions
  - Program Specific Terms and Conditions
  - Waiver
  - GEPA Statement

B. Application Format

Length of Proposal Narrative:	Section I (A, B, C) limited to 3 pages for amendment; Section I.D. limited to two pages per school; Section II (A, B, C) limited to 9 pages. No page limit for Implementation Plan, Mapping Worksheets, or Budget Narrative/Justification
Required Font/Size:	Times New Roman/Size 11 or 12
Margins:	1" on all sides
Page Numbers:	Insert at top right for application narrative.
Spacing:	Double space narrative; charts and tables may be single spaced.

Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

C. Selection Criteria

Selection Criteria	**Maximum Points**
Section I: LEA Narrative (from SIG application)	
A. Effectiveness of Current Initiatives at the LEA Level	10 points
B. Policies and Procedures at the LEA Level	15 points
C. Coordination and Alignment of Resources at the LEA Level	15 points
D. Schools to be Served	10 points
Total Points for Part I Score from SIG	**50 points Rescore for amendment** (adding points to add up to 50
Section II: School Narrative (for each school to be served)	
A. Statement of Need and Situation	15 points
B. Core Components, Annual goals, and Outcomes	20 points
C. Resources and Management	15 points
Total Points for Part II	**50 points**
Total Points Per Application	**100 points**

D. Application Narrative Content

Section I: LEA Narrative (50 points) Oringinal SIG score:_____ + Amended score =

A. Effectiveness of Current Initiatives at the LEA Level (10 points)

- Identify current improvement initiatives at LEA and school levels, including
  - how the need for each initiative was determined
  - how each initiative has been developed (including the role of stakeholders), selected, implemented, and evaluated
  - the cost effectiveness of each initiative

- the results/outcomes of each initiative
- Ensure that any programming that will contradict or contravene intervention programming will be terminated.

B. Policies and Procedures at the LEA Level (15 points)

- Identify current policies and procedures that advance implementation of the intervention and progress at the LEA and school levels AND that hinder implementation of the intervention model and progress at the LEA and school levels
- Explain changes/flexibility in policy and procedures that will be necessary and forthcoming (including steps to be taken and when) to remove obstacles for the school to implement the intervention and programs successfully
- Describe current hiring, recruitment, evaluation, and retention efforts for personnel at the school level (and LEA level if relevant), including turnover rates and factors affecting turnover; staffing of leadership and critical-needs teachers; measures to ensure transition of novice teachers, and any changes in personnel or job descriptions at the LEA or school level that may be necessary to ensure effective implementation
- Explain the LEA's processes and procedures for due diligence to identify and procure providers/consultants including:
  - the scope of work to be performed by the third party
  - the mandatory qualifications of the third party
  - the criteria and process, including who is involved, for judging external bids
  - request for references for third-party providers
  - the contract or template for the contract
  - assurances of partners being held accountable for results
  - resources available to advertise opportunities
- Ensure any processes and procedures that need to be amended to ensure smooth, prompt delivery of services for the school in implementing the intervention will be implemented.

C. Coordination and Alignment of Resources at the LEA Level (15 points)

- Explain how the LEA will ensure effective use of resources, especially if it has more than one intervention model to be implemented
- Identify the LEA resources (funds, personnel, infrastructure) necessary to support the effective implementation of the intervention and programs effectively and whether these resources currently exist at the school or LEA level or if they must be acquired
- Identify how resources (including those listed above and diverse funding streams) will be aligned to ensure effective implementation of the selected intervention and progress toward goals and objectives
- Describe the LEA's established practice in identifying and involving stakeholders in LEA- and school-level decisions, including how stakeholders were involved in selecting and implementing the new intervention, and what and how information was shared with stakeholders.

D. Schools to be Served (10 points)

- If all feeder schools eligible for SC INSPIRED will not be served by the LEA, explain the reason(s) why the school will not be served and how the LEA determined this decision.
- Identify each school to be served and summarize the LEA's perspective on each school's persistent low performance (this should be different from the school's need statement)
- Explain the LEA's involvement in the selection of the intervention model, core components, and programs
- Provide annual goals for student achievement in ELA and mathematics

- Describe how the LEA will sustain progress, commitment to the intervention model and reform, and success at the school beyond the grant funding period
- Describe how changes, progress, and turnaround at the school(s) to be served will be shared and will affect other schools in the LEA and the entire LEA
- Provide a statement of agreement that the SCDE may provide direct services to the school(s).

LEA Budget Justification and Summary

- Provide details about and justify the total funds requested for each school
- Itemize and explain LEA-level expenditures to support each school to be served
- Explain in-kind or match LEA resources or other revenues to support the intervention model.

Section II: School Narrative (one per school) (50 points total)

A. Statement of Need and Situation (15 points)

1) Use appropriate data to identify the problem(s) that the selected intervention will enable the school to resolve. *Also identify the impact on Tier I and Tier II schools and the programs selected to resolve those issues.)*
2) Provide a clear explanation of the school's data that demonstrates or indicates problems or issues to be addressed.
3) Explain current programs and initiatives to address the problems or issues at the school level, including how programs and initiatives were identified; what programs and initiatives are working (and are not working); how effectiveness has been determined; and how cost-effectiveness has been determined.
4) Explain policies and procedures that advance AND that hinder interventions and progress at the school level.
5) Describe changes that are necessary and will be made to remove obstacles for successful implementation of the intervention and core components and to turn the school around.

B. Core Components, Annual Goals, and Outcomes (20 points)

1) Identify the selected rigorous intervention, its specific components, and the particular researched-based programs within the intervention that the school will implement; explain how the intervention was selected and who was involved in the selection.
2) Identify the specific core components of the intervention and the research-base for each program within each component.
3) Identify any additional programs or elements to be included (e.g. modifying LEA practice and policies, evaluating external service providers, sustainability of reform after grant funding ends).
4) Provide exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention.
5) Establish realistic and ambitious annual goals for student achievement in mathematics and English language arts.
6) Establish clear outcomes (short-term and intermediate) for each core component and program (outcomes should include, but are not limited to, changes in knowledge, awareness, behaviors, practice, and student achievement).
7) Explain what results and outcomes are expected at the school and LEA levels after the funding period (such as changes in culture, climate, and infrastructure).

8) Identify, for each feeder school the LEA commits to serve, the services the school will receive or the activities the school will implement. The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its feeder schools that receive SC INSPIRED funds. Explain how the feeder school fits into the LEA's overall turnaround plan and impacts student achievement at the Tier I or Tier II school it feeds into.
9) Provide a thorough Implementation Plan (see template on page 33) for each core component and program.
10) Provide a Mapping Worksheet (see templates on pages 34-36) for each of the following areas: Current Needs and Initiatives, Policies and Procedures, and Core Components.

C. Resources and Management (15 points)

1) Identify the resources (fiscal, staff, space, equipment, etc.) necessary for implementation of the model, the core components, and specific program; whether these resources are currently in place or if grant funds are necessary to obtain the resources; and how existing and grant funds and resources will be aligned to ensure effective implementation of the selected intervention model and progress toward goals and objectives.
2) Identify resources that must be obtained from external (third-party) providers, including assistance from the South Carolina Department of Education; and how providers will be identified and selected.
3) Explain the management structure for the project, including lead personnel or teams, the qualifications of such personnel to lead the intervention team, and how the management structure will ensure accountability.
4) Explain how the school will include stakeholders in the intervention process (selection, implementation, monitoring, and evaluation of the intervention).
5) Describe the steps the school will take to sustain commitment to reform, progress, and turnaround beyond the grant funding period.

Implementation Plan

Implementation Plans for Years 1, 2, 3, and 4 must be included for each core component of the intervention model to be implemented. Implementation Plans for Years 2, 3, and 4 will be subject to change based on the progress of each school.

A legal-sized template for creating an Implementation Plan is included is this application package. The Implementation Plans do not count toward the page limit for the narrative, and all text within the Plans may be single spaced. Include all stakeholders and partners in the Plans as appropriate.

Mapping Worksheets

An applicant must submit Mapping Worksheets for Current Needs and Initiatives, Policies and Procedures, and Core Components. These worksheets culminate and advance the needs assessment process. The mandatory technical assistance sessions will enable applicants to complete these worksheets accurately for submission.

E. Budget

While the budget is not scored, no application will be funded without a complete and accurate budget. Applicants must submit a complete budget with their application.

. The SCDE reserves the right to negotiate line items with the LEA and for the school(s).

The budget consists of

- Combined Total Budget Summary Form (in this RFP)(adjusted)
- LEA-level Expenditures Budget Summary Form (in this RFP) (adjusted)
- LEA Budget Summary of Schools to be Served Form (in this RFP) (adjusted)
- School-level Budget Summary Form for each school (in this RFP)
- Budget Narrative/Justification
    - For LEA level expenditures (adjusted)
    - For each school to be served

The Combined Total Budget Summary Form reflects the total request for SIG and SC INSPIRED funds, including the LEA's and each school's expenditures for all three years.

The LEA-level Expenditures Budget Summary Form is a summary of the LEA's expenditures ONLY for funding period of both SIG and SC INSPIRED for the four-year period. The totals on this summary form should match the totals on the LEA's budget narrative/justification. The LEA may expend up to 10% of this SC INSPIRED total award for LEA-level expenditures to support the schools in implementing the intervention models

The LEA Budget Summary of Schools to be Served Form(adjusted) is a summary of the total request and inkind/match for the three year period for each school to be served.

The School-level Budget Summary Form reflects the total requested and inkind/match funds for each school for the three-year period. The totals on this summary form must match the totals on the school's budget narrative/justification.

Each applicant must also submit a budget narrative justification for LEA-level expenditures (adjusted) and a budget narrative justification for each school. A thorough budget justification provides detailed expenditures to accomplish the stated objectives that are appropriate for the proposed activities and provides costs that are reasonable and appropriate given the nature and scope of the project and core components.

The Budget Justification Narrative (preferably an Excel spreadsheet; no page limit) must be provided for each year of the full grant period (three years). Years 2, 3, and 4 may be amended as needed after Year 1. Clearly label the spreadsheet and include the LEA's name and the appropriate school's name. Include all formulas used to calculate the cost for each line item. Be sure to include all required budget items for the required and additional core components and programs.

F. Required Forms and Attachments

This RFP includes the forms and attachments that must be completed, signed, and included in the application.

- Assurances
- Terms and Conditions
- Program Specific Terms and Conditions
- Waiver

Instructions for the required GEPA Statement are included on page 31.

G. Reviewer's Scoring Rubric

Section I: LEA Narrative (50 points) Original SIG score + Amended score =

A. Effectiveness of Current Initiatives (10 points)	_____/10

The extent to which the LEA
• identifies current improvement initiatives at LEA and school levels, including
  o how the need for each initiative was determined
  o how each initiative has been developed (including the role of stakeholders), selected, implemented, and evaluated
  o the cost effectiveness of each initiative
  o the results/outcomes of each initiative
• ensures that any programming that will contradict or contravene intervention programming will be terminated.	

B. Policies and Procedures at the LEA Level (15 points)	_____/15

The extent to which the LEA
• identifies current policies and procedures that advance implementation of the intervention and progress at the LEA and school levels AND that hinder implementation of the intervention and progress at the LEA and school levels
• explains changes/flexibility in policy and procedures that will be necessary and forthcoming (including steps to be taken and when) to remove obstacles for the school to implement the intervention and programs successfully.
• describes current hiring, recruitment, evaluation, and retention efforts for personnel at the school level (and LEA level, if relevant), including turnover rates and factors affecting turnover; staffing of leadership and critical-needs teachers; measures to ensure transition of novice teachers, and any changes in personnel or job descriptions at the LEA or school level that may be necessary to ensure effective implementation
• explains the LEA's processes and procedures for due diligence to identify and procure providers/consultants, including:
  o the scope of work to be performed by the third party
  o the mandatory qualifications of the third party
  o the criteria and process, including who is involved, for judging external bids
  o request for references for third party providers
  o the contract or template for the contract
  o assurances of partners being held accountable for results
  o resources available to advertise opportunities
• ensures any processes and procedures that need to be amended to ensure smooth, prompt delivery of services for the school in implementing the intervention will be implemented.	

C. Coordination and Alignment of Resources at the LEA Level (15 points) The extent to which the LEA • explains how it will ensure effective use of resources, especially if it has more than one intervention model to implement • identifies the LEA resources (funds, personnel, infrastructure) necessary to support the effective implementation of the intervention and programs effectively and whether these resources currently exist at the school or LEA level or must be acquired • identifies how resources (both those identified previously and diverse funding streams) will be aligned to ensure effective implementation of the selected intervention(s) and progress toward goals and objectives • describes their established practice in identifying and involving stakeholders in LEA- and school-level decisions, including how stakeholders were involved in selecting and implementing the new intervention, and what and how information was shared with stakeholders.	_____/15
D. Schools to be Served (10 points)	_____/10
The extent to which the LEA • identifies any eligible school that will NOT be served and explains the rationale for	

determining not to serve the school • identifies all schools to be served and explains, for each school to be served, the LEA's perspective on the school's persistent low performance (and this differs from the school's need statement) • explains its involvement in the selection of the intervention model, core components, and programs • provides annual goals for student achievement in ELA and mathematics • describes how it will sustain progress, commitment to the intervention, and success at the school beyond the grant funding period • describes how changes, progress, and turnaround at the school(s) to be served will be shared and will affect other schools in the LEA and the entire LEA • provides a statement of agreement that the SCDE may provide direct services to the school(s).	
Total Points	_____/50
LEA Budget Justification and Summary (0 points) • Provides details about and justifies the total funds requested for each school • Itemizes and explains LEA-level expenditures to support each school to be served • Explains in-kind or match LEA resources or other revenues to support the intervention model	

Section II: School Narrative (one per school) (50 points)

(A) Statement of Need and Situation (15 points)	_____/15
The extent to which the applicant 1) Uses appropriate data to identify the problem(s) that the selected intervention will enable the school to resolve. *(Also identify the impact on Tier I and Tier II schools and the programs selected to resolve those issues.)* 2) Provides a clear explanation of the school's data that demonstrates or indicates problems or issues to be addressed. 3) Explains current programs and initiatives to address the problems or issues at the school level, including how programs and initiatives were identified; what programs and initiatives are working (and are not working); how effectiveness has been determined; and how cost-effectiveness has been determined. 4) Explains policies and procedures that advance AND that hinder interventions and progress at the school level. 5) Describes changes that are necessary and will be made to remove obstacles for successful implementation of the intervention and core components and to turn the school around.	
(B) Core Components, Annual Goals, and Outcomes (20 points)	_____/20
The extent to which the applicant 1) Identifies the selected rigorous intervention, its specific components, and the particular researched-based programs within the intervention that the school will implement, explains how the intervention was selected and who was involved in the selection 2) Identifies the specific core components of the intervention and the research-base for each program within each component 3) Identifies any additional programs or elements to be included (e.g. modifying LEA practice and policies, evaluating external service providers, sustainability of reform after funding ends). 4) Provides exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. 5) Establishes realistic and ambitious annual goals for student achievement in mathematics and English language arts. 6) Establishes clear outcomes (short-term and intermediate) for each core component and program (outcomes include but are not limited to changes in knowledge, awareness, behaviors, practice, and student achievement). 7) Explains what results and outcomes are expected at the school and LEA levels beyond the funding period (such as changes in culture, climate, and infrastructure). 8) For each feeder school the LEA commits to serve, identifies the services the school will receive and the activities the school will implement; describes the goals for the school set	

by the LEA (subject to approval by the SEA) to hold accountable its feeder schools that receive school improvement funds; and explains how feeder schools fit into the LEA's overall turnaround plan and impacts student achievement at the Tier I or Tier II school it feeds into. 9) Provides an Implementation Plan for each core component and program. 10) Provides Mapping Worksheets for Needs/Initiatives, Policies and Practices and Core Components.	
(C) Resources and Management (15 points)	
The extent to which the applicant 1) Identifies the resources (fiscal, staff, space, equipment, etc.) necessary for implementation of the intervention model, the core components, and specific program; whether these resources are currently in place or if grant funds are necessary to obtain the resources; and how existing and grant funds and resources will be aligned to ensure effective implementation of the selected intervention and progress toward goals and objectives. 2) Identifies resources that must be obtained from external (third-party) providers, including assistance from the SCDE, and how providers will be identified and selected. 3) Explains the management structure for the project, including lead personnel or teams, the qualifications of such personnel to lead the intervention team, and how the management structure will ensure accountability. 4) Explains how the school will include stakeholders in the intervention process (selection, implementation, monitoring, and evaluation of the intervention). 5) Describes the steps the schools will take to sustain reform, progress, and turnaround beyond the grant funding period.	
Points for Section II: School Narrative	_____/50
SIG Points for Section I: LEA narrative + SC INSPIRED Amended points	_____/50
Total Points	_____/100
Budget Narrative (0 points; applicants must submit a budget summary and budget narrative that is approved before funds will be released) 1) Provides detailed expenditures to accomplish the stated objectives and appropriate for the proposed activities. 2) Provides costs that are reasonable and appropriate given the nature and scope of the project and core components (using federal cost principles, state procurement requirements, market value, and actual cost estimates). 3) Costs per student are reasonable.	
Council/Reviewer Comments:	

Application Cover Page

Applicant Information			
Name of LEA			
Mailing Address			
City, State, Zip Code			
Contact Person (who receives information, inquiries, etc)			
Title/Position			
E-mail Address			
Office Telephone		Fax	

Total Funds Requested:	$ _____	
Funds Requested for Year 1:		$_____
☐Yes ☐No	This LEA claims a lack of capacity to manage or support the implementation of the intervention models l	
☐Yes ☐No	This LEA will identify and serve all feeder Schools	

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and attests that the applicant will comply with the attached assurance if the grant is awarded.

Signature of Superintendent	Date	Signature of School Board Chair	Date

The principal of each school to be served must sign below. Insert rows as needed.

Name of school	Signature of Principal	Date
Name of school	Signature of Principal	Date
Name of school	Signature of Principal	Date

Schools to Be Served

Name of LEA: _____

SCHOOL NAME	NCES ID #	SIG TIER I	SIG TIER II	SC INSPIRED Feeder				
					turnaround	restart	closure	transformation

Contact Information for Schools
(add rows as needed)

School Name	Principal Name	Contact Person	Position	Phone and Email

Assurances

As the duly authorized representative of _____ ,
I certify that this applicant (Please print or type name of applicant.)

A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.

B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principals for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.

C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.

D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.

E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.

F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2009)).

G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2009)) if the amount of this award is $50,000 or more.

_____ _____
Signature of authorized official Date

_____ _____
Signature of authorized financial official Date

Program-Specific Assurances

As the duly authorized representative of _____ ,
I certify that this applicant will (Please print or type name of applicant)

1. Use its SC INSPIRED to implement fully and effectively an intervention in each feeder school that the LEA commits to serve consistent with the final requirements;

2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each feeder school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its feeder schools that receive school improvement funds;

3. If it implements a restart model in a feeder school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the SEA the school-level data required under section III of the final requirements.

5. Permit the SCDE or its agent to provide direct services to the school as appropriate.

_____ _____
Signature of authorized official Date

_____ _____
Signature of authorized financial official Date

Terms and Conditions

(Page 1 of 2)

A. **Completeness of Proposal**. All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.

B. **Termination**. The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.

C. **Travel Costs**. Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.

D. **Honoraria**. Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.

E. **Obligation of Grant Funds**. Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.

F. **Use of Grant Funds**. Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.

G. **Copyright**. The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

H. **Documentation**. The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.

I. **Reports**. The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the

- Applicant and/or any of its principals, subgrantees, or subcontractors
  - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
  - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or

Terms and Conditions
(Page 2 of 2)

state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and

- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.

- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. **Audits**

- Entities expending $500,000 or more in federal awards:
  Entities that expend $500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than $500,000 in federal awards:
  Entities that expend less than $500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

L. **Records**. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

M. **Reduction in Budgets and Negotiations**. The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

N. **Amendments to Grants**. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

_____ _____
Signature of authorized official Date

_____ _____
Signature of authorized financial official Date

Instructions for GEPA Statement

The purpose of this enclosure is to inform you about a new provision in the U.S. Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

South Carolina Department of Education Together, we can.	School Improvement Grant (2010–2011) **Implementation Plan Template**

Implementation Plan
For _____(insert Name of School)
In _____(insert Name of LEA)

Intervention Model: _____

Need Summary (one sentence):

Action Summary (one sentence):

Add additional rows and lines as needed.

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure

Mapping Worksheet: Current Needs and Initiatives

LEA Name: _____ School Name: _____

Data/Current Situation (what data? (be specific by subgroups if appropriate); what needs?	What programs have been implemented to address the need?	Cost of Programs	Required Resources to Implement Programs	Results and Conclusions: Have previous programs worked? What does data reveal?

Add rows as needed.

Mapping Worksheet: Policies and Procedures

LEA Name: _____ School Name: _____

Existing Policies and Practices that will affect implementation of intervention model	Will these policies and practices advance or hinder the implementation of the intervention	How?	Recommendation if hinder	Action Steps (plan to remove or modify policies and practices that hinder implementation)

Add rows as needed.

South Carolina Department of Education Together, we can.	School Improvement Subgrant Application (2010–2011) **Mapping Worksheet: Core Components**

Conceptual Framework: Core Components

LEA Name: _____ School Name: _____

Need	Activity/Task Core Component to Address Need	Resources Required to Implement	Immediate result (Year 1) of implementing core component/program element	Intermediate (Years 2-3) results of implementing

Add rows as needed.

South Carolina Department of Education Together, we can.	School Improvement Subgrant Application (2010–2011) **Budget Summary**

Combined Total Budget Summary Form (LEA and all schools to be served)

Name of LEA: _____

This form should reflect the total application of SIG and SC INSPIRED funds, including LEA- and school-level activities.

Object Category (total for all schools in each category)	**Year 1 Requested**	**Year 1 Match or In-kind (or Resources)**	**Year 2 Requested**	**Year 2 Match or In-kind**	**Year 3 Requested**	**Year 3 Match or In-kind**	**Year 4 Requested**	**Year 4 Match or In-kind (or Resources)**	**Total Requested**
Salaries/Stipends (100)									
Employee Benefits (200)									
Purchased Services (300)									
Supplies and Materials (400)									
Capital Outlay (500)									
Other (600)									
Total Direct Costs									
Indirect Costs (700)									
Total									

South Carolina Department of Education Together, we can.	School Improvement Grant Subgrant Application (2010–2013) **LEA-level Expenditures Budget summary form**

LEA-level Expenditures (LEA) Budget Summary for _____ (Insert name of LEA)

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Year 4 Requested	Year 4 Match or In-kind (or Resources)	Total Requested
Salaries/Stipends (100)									
Employee Benefits (200)									
Purchased Services (300)									
Supplies and Materials (400)									
Capital Outlay (500)									
Other (600)									
Total Direct Costs									
Indirect Costs (700)									
Total									

South Carolina Department of Education Together, we can.	School Improvement Grant Subgrant Application (2010–2013) **LEA budget summary form of schools to be served**

LEA (LEA) Budget Summary for Schools to be served in _____ (insert name of LEA)

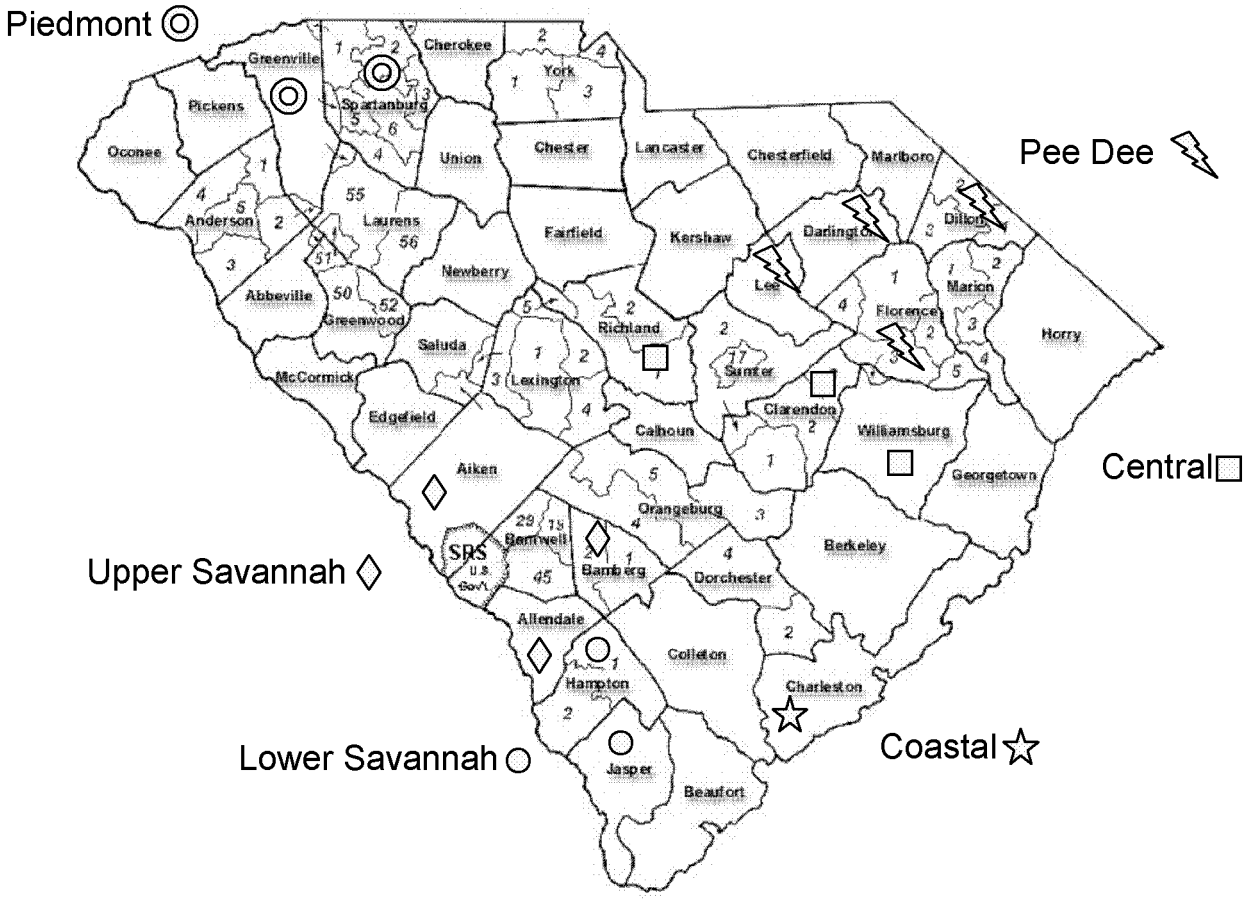
Summary of Funds for each school to be Served and which tier	**Year 1 Requested**	**Year 1 Match or In-kind**	**Year 2 Requested**	**Year 2 Match or In-kind**	**Year 3 Requested**	**Year 3 Match or In-kind**	**Year 4 Requested**	**Year 4 Match or In-kind (or Resources)**	**Total Requested**
Name of School #1 to be Served and Tier									
Name of School #2 to be Served and Tier									
Name of School #3 to be Served and Tier									
Name of School #4 to be Served and Tier									
Total Direct Costs									
Indirect Costs (700)									
Total									

School-level Budget Summary Form

Name of School _____ Name of LEA _____

Object Category	**Year 1 Requested**	**Year 1 Match or In-kind (or Resources)**	**Year 2 Requested**	**Year 2 Match or In-kind**	**Year 3 Requested**	**Year 3 Match or In-kind**	**Year 4 Requested**	**Year 4 Match or In-kind (or Resources)**	**Total Requested**
Salaries/Stipends (100)									
Employee Benefits (200)									
Purchased Services (300)									
Supplies and Materials (400)									
Capital Outlay (500)									
Other (600)									
Total Direct Costs									
Indirect Costs (700)									
Total									

Appendix E2F
South Carolina Map with Project 180 Turnaround Specialist Proximity Areas for the Assignment of Schools and LEAs



Appendix E2G
SC INSPIRED and SIG Project 180 Implementation and Process Evaluation Questions with Data Sources

Primary Evaluation Questions	Evaluation Data Sources	Timeline
SC INSPIRED and SIG Project 180 Implementation and Process		
What criteria did the Department use to evaluate the commitment to and willingness to implement transformative processes to improve student outcomes and teacher and leader effectiveness?	Interviews with Department personnel	Year 1
How effective was the Department in determining the capacity of the LEAs and schools and the assistance needed from the Department?	Interviews with Department personnel	Year 1
What processes did the Department and LEAs use to assign tier status to their schools?	Interviews with Department and LEA personnel	Year 1
Which of the four school reform models were implemented by LEAs? How did this align with schools' tier status?	Interviews with LEA personnel and Project records	Year 1
To what extent have chosen school intervention models been implemented as planned?	a) Interviews with Department and LEA personnel b) Project records c) School case studies	Annually
What factors appear to facilitate or hinder school reform models?	a) Interviews with Department and LEA personnel b) Project records c) School case studies	Annually
To what extent have Department and LEA support structures been put in place to assist schools with implementation and monitoring?	a) Interviews with Department and LEA personnel b) Project records c) School case studies	Annually
SC INSPIRED and SIG Project 180 Outcomes		
Compared to similar schools that did not implement one of the four school reform models, to what extent has student achievement been impacted by school reform models?	State-wide matched student-teacher-leader data	Annually, as data becomes available
Comparing the four reform models, which are more strongly related to improved student achievement?	State-wide matched student-teacher data	Annually, as data becomes available
What are the unexpected or unintended impacts (positive or negative) of the project, if any?	All data sources	Annually

Appendix F Table of Contents

Selection Criteria	Reference Name	Title	Page
(F)(1)	Appendix F1A	ARRA SFSF Letter of Award and Excerpts on Revenue and Amounts	F-1
(F)(1)	Appendix F1B	October 2009 EFA Summaries	F-10
(F)(1)	Appendix F1C	Excerpts from the SC Funding Manual Relating to the Education Finance Act	F-12
(F)(1)	Appendix F1D	Excerpts from the SC Funding Manual Relating to the EAA Technical Assistance	F-16
(F)(1)	Appendix F1E	Example Memoranda of Agreement for Palmetto Priority Schools	F-18
(F)(1)	Appendix F1F	Excerpts from the SC Funding Manual Relating to Students At Risk of School Failure	F-36
(F)(1)	Appendix F1G	Excerpts from the SC Funding Manual Relating to the Early Childhood Program	F-39
(F)(2)	Appendix F2A	Charter Schools Act	F-43
(F)(2)	Appendix F2B	Listing of Current Charter Schools Act	F-56
(F)(2)	Appendix F2C	State Board of Education Regulations R43-601 Procedures and Standards for Review Charter School Applications	F-58
(F)(2)	Appendix F2D	Charter School Applications Submitted 2005-09	F-70
	Appendix F2E	Charter Schools Program and Professional Development Partnerships	F-71
(F)(2)	Appendix F2F	2009-10-11 SC Appropriations Acts, SCBCSD Provisos	F-77
(F)(2)	Appendix F2G	H. 4243 to amend the Charter Schools Act	F-78
(F)(2)	Appendix F2H	SC School Building Allocations	F-90
(F)(2)	Appendix F2I	Magnet Schools in South Carolina	F-93
(F)(3)	Appendix F3A	Office of Public School Choice and Innovation Roster by District	F-94

Appendix P Table of Contents

Selection Criteria	Reference Name	Title	Page
Priority 3	Appendix P3	Montessori Task Force Report	P3-1

Appendix A1A
ARRA SFSF Letter of Award and Excerpts on Revenue and Amounts

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

The Honorable Mark Sanford
Office of the Governor
P.O. Box 12267
Columbia, SC 29211

Dear Governor Sanford:

I am pleased to provide the enclosed grant award notification (GAN) for the remainder of your State's Education Stabilization funds under the State Fiscal Stabilization Fund (SFSF) program. These funds, which supplement the Education Stabilization funds previously awarded to your State, are being awarded on the basis of your approved phase two application under the program.

The phase two Education Stabilization funds, like the phase one funds, must be awarded to local educational agencies (LEAs) and public institutions of higher education (IHEs) in accordance with the restoration calculations provided in Part 5 of your Application for Initial Funding under the SFSF program. No portion of the funds may be reserved for State use. The funds are subject to the same rules and requirements as the Education Stabilization funds that the U.S. Department of Education awarded to your State in SFSF phase one.

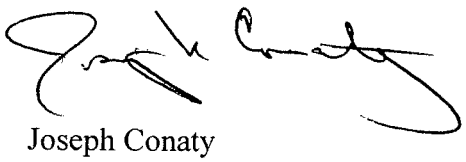
States, LEAs, and public IHEs are not required to maintain records that track separately the Education Stabilization funds awarded in SFSF phase two from the funds awarded in SFSF phase one. However, States, LEAs, and public IHEs are required to maintain records that track separately Education Stabilization funds from other Federal, State, and local funds.

As you know, as part of the conditions of receiving SFSF funding, each State has assured that it will maintain its levels of State support for elementary and secondary education and for public higher education for each of fiscal years 2009, 2010, and 2011 as least at the respective levels of such support for fiscal year 2006. The maintenance-of-effort requirement applies in fiscal years 2010 and 2011 even if all of a State's SFSF funds are expended prior to those periods. If the State fails to meet the statutory MOE requirement, it must meet the criterion for an MOE waiver.

Furthermore, each State has assured that it will take steps to achieve equity in the distribution of highly qualified teachers, enhance the quality of standards and assessments, and support its persistently lowest-achieving schools. In addition, each State has assured that it will establish a longitudinal data system that included the elements of the America COMPETES Act. We look forward to seeing your State's progress in each of these areas.

If you have any questions concerning your phase two SFSF award, please contact Jim Butler at james.butler@ed.gov or at (202) 260-9737.

Sincerely,



Joseph Conaty

Director of Academic Improvement
And Teacher Quality Programs

Enclosure : Revised Grant Award Notification with Attachments

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME:

Office of the Governor
P.O. BOX 12267
COLUMBIA, SC 29211

2 PROJECT DESCRIPTION
84.394A
STATE FISCAL STABILIZATION FUND - EDUCATION GRANTS, RECOVERY FUNDS

3 EDUCATION STAFF

RECIPIENT STATE DIRECTOR
Jeff Schilz (803) 734 - 2100
EDUCATION PROGRAM CONTACT
James Butler (202) 260 - 9737
EDUCATION PAYMENT CONTACT
GAPS PAYEE HOTLINE (888) 336 - 8930

4 KEY PERSONNEL

N/A

5 AWARD INFORMATION

PR/AWARD NUMBER S394A090052A
ACTION NUMBER 03
ACTION TYPE Revision
AWARD TYPE Formula

6 AWARD PERIODS

FEDERAL FUNDING PERIOD 06/22/2009 - 09/30/2010

7 AUTHORIZED FUNDING

CURRENT AWARD AMOUNT	$56,774,130.00
PREVIOUS CUMULATIVE AMOUNT	$510,967,172.00
CUMULATIVE AMOUNT	$567,741,302.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN 786543020
REGULATIONS CFR PART .
EDGAR AS APPLICABLE
ATTACHMENTS N/A

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY: PL 111-5 AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009
PROGRAM TITLE: STATE FISCAL STABILIZATION FUND - EDUCATION GRANTS, RECOVERY FUNDS

CFDA/SUBPROGRAM NO: 84.394A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
1909M	2009	2009	ES000000	B	DP1	000	394	4101A	$56,774,130.00

er. 3
D-GAPS001 (01/98)

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: S394A090052-09A

RECIPIENT NAME: Office of the Governor

TERMS AND CONDITIONS

(1) THIS ACTION IS TO INCREASE THE GRANT AWARD IN THE AMOUNT SHOWN IN BLOCK 7.

(2) The State will cooperate with the U.S. Department of Education in providing additional information in response to the descriptors and indicators in the Phase II State Fiscal Stabilization Fund applications and making the information more readily available to the public, as appropriate.

(3) This award is subject to the terms and conditions (if any) identified in Attachment N, Attachment U, and Attachment V.

(4) This award is subject to the terms and conditions (if any) identified in Attachment T dated February 5, 2010.

Thelma Meléndez — APR 0 7 2010

AUTHORIZING OFFICIAL — DATE

Ver. 3
ED-GAPS001 (01/98)

STATE FISCAL STABILIZATION FUND APPLICATION

PART 1: APPLICATION COVER SHEET
(CFDA Nos. 84.394 and 84.397)

Legal Name of Applicant (Office of the Governor): Mark Sanford	Applicant's Mailing Address: Post Office Box 12267 Columbia, South Carolina
State Contact for the Education Stabilization Fund (CFDA No. 84.394) Name: Jeff Schilz Position and Office: Policy Director and Staff Attorney Contact's Mailing Address: Post Office Box 12267 Columbia, South Carolina Telephone: 803-734-2100 Fax: 803-734-5167 E-mail address: jschilz@gov.sc.gov	State Contact for the Government Services Fund (CFDA No. 84.397) *(Enter "same" if the same individual will serve as the contact for both the Education Stabilization Fund and the Government Services Fund.)* Name: **-SAME-** Position and Office: Contact's Mailing Address: Telephone: Fax: E-mail address:

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

Governor or Authorized Representative of the Governor (Printed Name): Mark Sanford Jeff Schilz	Telephone: 803-734-2100
Signature of Governor or Authorized Representative of the Governor:	Date: May 20, 2010

Recommended Statement of Support from the Chief State School Officer *(Optional)*:

The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name): Jim Rex	Telephone: 803-734-8491
Signature of the Chief State School Officer:	Date: May 20, 2010

Request for a Waiver of the Maintenance-of-Effort (MOE) Requirements Governing the State Fiscal Stabilization Fund Program

The State of South Carolina requests a waiver of the following Stabilization program MOE requirements (check applicable lines):

_____ The FY 2009 elementary and secondary education MOE requirement.

__X__ The FY 2009 public IHE MOE requirement.

__X__ The FY 2010 elementary and secondary education MOE requirement.

__X__ The FY 2010 public IHE MOE requirement.

_____ The FY 2011 elementary and secondary education MOE requirement.

_____ The FY 2011 public IHE MOE requirement.

In support of this request, the State provides the following data:

1. For waivers of a FY 2009 MOE requirement:

$ 3,166,665,580 (8+9) The aggregate level of State support for elementary, secondary, and public higher education for FY 2009.

$ 6,492,177,188 (10+11+12) The total revenues available to the State (for education and other purposes) for FY 2009.

$ 3,621,349,436 (3+4) The aggregate level of State support for elementary, secondary, and public higher education for FY 2008.

$ 7,554,311,306 (5+6+7) The total revenues available to the State (for education and other purposes) or FY 2008.

2. For waivers of a FY 2010 MOE requirement:

$ 3,115,472,123 The aggregate level of State support for elementary, secondary, and public higher education for FY 2010.

$ 6,373,219,453 The total revenues available to the State (for education and other purposes) for FY 2010.

*See footnote 8+9

$ 3,166,665,580 The aggregate level of State support for elementary, secondary, and public higher education for FY 2009.

$ 6,492,177,188 10+11+12 The total revenues available to the State (for education and other purposes) for FY 2009.

3. For waivers of a FY 2011 MOE requirement:

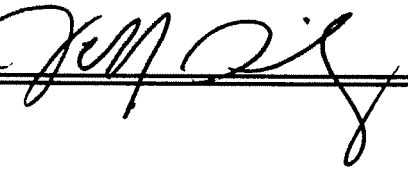
$ N/A The aggregate level of State support for elementary, secondary, and public higher education for FY 2011.

$ N/A The total revenues available to the State (for education and other purposes) for FY 2011.

$ N/A The aggregate level of State support for elementary, secondary, and public higher education for FY 2010.

$ N/A The total revenues available to the State (for education and other purposes) for FY 2010.

I assure that (1) the State of South Carolina has available for inspection documentation that demonstrates that these data are accurate, valid, and reliable; and (2) to the best of my knowledge and belief, any subsequent revisions to the data would not affect the State's ability to meet the criterion for an MOE waiver.

Governor or Authorized Representative of the Governor (Printed Name): Jeff Schulz (Authorized Representative)	
Signature: 	Date: 5/19/10

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	**$ 2,525,689,106/**	**$2,526,775,906** updated May 2010 (1)
FY 2009	**$ 2,573,002,107/**	**$2,569,354,024** updated May 2010 (8)
FY 2010*	**$ 2,527,430,660**	**(FY 2009-10 Appropriation Act)**
FY 2011*	**$ Unknown**	

(* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

FY 2006	**$ 671,345,807** (2)	
FY 2009	**$ 597,311,556** (9)	
FY 2010*	**$ 588,041,463**	**(FY 2009-10 Appropriation Act)**
FY 2011*	**$ Unknown**	

(* Provide data to the extent that data are currently available.)

K-12 LEAs and Higher Education IHEs Summary of Appropriations To Be Used In ARRA Calculations

	FY 05-06 Act	FY 07-08 Act	FY 08-09 Act	FY 08-09 After Mid-Year Reductions	FY 09-10 Act
K-12 LEAs					
General Fund	1,914,880,123	2,163,432,993	2,302,674,044	2,041,113,141	1,987,728,670
EIA	562,308,983	599,514,481	559,274,655	482,274,439	463,668,331
Lottery	48,500,000	49,614,527	49,614,527	49,614,527	49,614,527
Total K-12 LEAs	**2,525,689,106**	**2,812,562,001**	**2,911,563,226**	2,573,002,107	**2,501,011,528**
Higher Education IHEs					
General Fund	656,258,307	780,120,680	743,965,179	578,224,056	578,424,056
Lottery	15,087,500	15,087,500	19,087,500	19,087,500	9,617,407
Total Higher Ed IHEs	**671,345,807**	**795,208,180**	**763,052,679**	597,311,556	**588,041,463**

Appendix F1B
October 2009 EFA Summaries

SOUTH CAROLINA DEPARTMENT OF EDUCATION — PROGRAM ID: F171206
DATE RUN: 10/02/09 — OFFICE OF FINANCE — PAGE: 14
EDUCATION FINANCE ACT
FINANCIAL REQUIREMENTS FOR 2009-10
SCHOOL DISTRICT: BEAUFORT NO 01
SCHOOL DISTRICT CODE: 0701

(A) CATEGORY	(B) INITIAL ADM	(C) WEIGHTED PUPILS	(D) STATE ALLOCATION	(E) LOCAL REQUIRED SUPPORT	(F) AUDIT STANDARD
KINDERGARTEN	1,373.03	1,784.93	$0.00	$3,564,706.83	$3,030,000.80
PRIMARY	4,055.43	5,028.73	$0.00	$10,042,897.71	$8,536,463.05
ELEMENTARY	6,163.79	6,163.79	$0.00	$12,309,722.93	$10,463,264.49
HIGH SCHOOL	1,760.41	2,200.51	$0.00	$4,394,649.89	$3,735,452.40
EMH	48.40	84.21	$0.00	$168,187.98	$60,798.98
LD	981.19	1,707.27	$0.00	$3,409,595.06	$1,232,549.01
TMH	33.37	68.07	$0.00	$135,952.36	$115,559.50
EH	51.93	105.93	$0.00	$211,567.48	$91,679.24
OH	18.84	38.43	$0.00	$76,755.81	$33,260.85
VH	8.00	20.56	$0.00	$41,060.42	$21,321.06
AUT	48.42	124.43	$0.00	$248,518.25	$129,045.76
HH	23.50	60.39	$0.00	$120,615.02	$62,630.63
SP H	640.41	1,216.77	$0.00	$2,430,032.86	$0.00
HB	39.97	83.93	$0.00	$167,630.79	$142,486.17
VOCATIONAL1	1,927.16	4,107.86	$0.00	$8,203,825.33	$1,977,951.13
VOCATIONAL2	717.59				
VOCATIONAL3	539.64				
TOTAL	18,431.08	22,795.81	$0.00	$45,525,718.72	$29,632,463.07

SUPPORTIVE INFORMATION
1. ESTIMATED 2008-09 STATE REVENUE: $0.00
2. ESTIMATED 2008-09 LOCAL REVENUE: $0.00
3. ADDITIONAL STATE AID FOR THE HOLD HARMLESS PROVISION: $0.00
4. LOCAL REVENUE GENERATED ABOVE FOUNDATION PROGRAM:
5. INDEX OF TAXPAYING ABILITY: 0.088030
6. PERCENT STATE SUPPORT: .00
7. STATE BASE STUDENT COST: $0.00
8. LOCAL BASE STUDENT COST: $1,997.10
9. TOTAL BASE STUDENT COST: $1,997.10
10. STUDENT COUNTS FROM: PRIOR YEAR 135-DAY ADM
11. PROJECTION: FINAL
12. BUDGET REDUCTION: $0.00
13. STATEWIDE WEIGHTED PUPILS: 863,221.4383

SOUTH CAROLINA DEPARTMENT OF EDUCATION — PROGRAM ID: F171206
DATE RUN: 10/02/09 — OFFICE OF FINANCE — PAGE: 17
EDUCATION FINANCE ACT
FINANCIAL REQUIREMENTS FOR 2009-10
SCHOOL DISTRICT: CHARLESTON NO 01
SCHOOL DISTRICT CODE: 1001

(A) CATEGORY	(B) INITIAL ADM	(C) WEIGHTED PUPILS	(D) STATE ALLOCATION	(E) LOCAL REQUIRED SUPPORT	(F) AUDIT STANDARD
KINDERGARTEN	3,138.31	4,079.80	$1,415,296.06	$6,380,113.02	$6,626,097.71
PRIMARY	9,102.13	11,286.64	$3,915,370.19	$17,650,373.53	$18,330,882.16
ELEMENTARY	13,373.44	13,373.44	$4,639,287.03	$20,913,769.35	$21,720,097.92
HIGH SCHOOL	5,928.17	7,410.21	$2,570,625.27	$11,588,303.05	$12,035,089.07
EMH	313.75	545.92	$189,383.01	$853,733.12	$377,080.48
LD	1,674.59	2,913.78	$1,010,801.43	$4,556,663.09	$2,012,606.42
TMH	176.96	360.99	$125,231.43	$564,539.63	$586,305.40
EH	317.76	648.23	$224,873.08	$1,013,721.26	$536,724.21
OH	75.44	153.89	$53,387.52	$240,669.43	$127,424.67
VH	26.67	68.54	$23,777.36	$107,187.71	$68,005.01
AUT	195.75	503.07	$174,519.10	$786,727.00	$499,137.32
HH	55.81	143.43	$49,756.88	$224,302.60	$142,308.31
SP H	1,234.11	2,344.80	$813,421.37	$3,666,879.62	$0.00
HB	154.72	324.91	$112,712.94	$508,106.67	$527,696.66
VOCATIONAL1	3,302.83	5,929.47	$2,056,951.90	$9,272,678.63	$2,361,266.62
VOCATIONAL2	1,088.19				
VOCATIONAL3	205.47				
TOTAL	40,364.10	50,087.12	$17,375,394.57	$78,327,767.71	$65,950,721.96

SUPPORTIVE INFORMATION
1. ESTIMATED 2008-09 STATE REVENUE: $20,711,010.21
2. ESTIMATED 2008-09 LOCAL REVENUE: $0.00
3. ADDITIONAL STATE AID FOR THE HOLD HARMLESS PROVISION: $0.00
4. LOCAL REVENUE GENERATED ABOVE FOUNDATION PROGRAM:
5. INDEX OF TAXPAYING ABILITY: 0.152220
6. PERCENT STATE SUPPORT: .18
7. STATE BASE STUDENT COST: $346.90
8. LOCAL BASE STUDENT COST: $1,563.83
9. TOTAL BASE STUDENT COST: $1,910.73
10. STUDENT COUNTS FROM: PRIOR YEAR 135-DAY ADM
11. PROJECTION: FINAL
12. BUDGET REDUCTION: $0.00
13. STATEWIDE WEIGHTED PUPILS: 863,221.4383

SOUTH CAROLINA DEPARTMENT OF EDUCATION PROGRAM ID: F171206
DATE RUN: 10/02/09 OFFICE OF FINANCE
EDUCATION FINANCE ACT PAGE: 23
FINANCIAL REQUIREMENTS FOR 2009-10
SCHOOL DISTRICT: CLARENDON NO 03
SCHOOL DISTRICT CODE: 1403

(A) CATEGORY	(B) INITIAL ADM	(C) WEIGHTED PUPILS	(D) STATE ALLOCATION	(E) LOCAL REQUIRED SUPPORT	(F) AUDIT STANDARD
KINDERGARTEN	70.06	91.07	$163,853.33	$10,172.28	$147,921.76
PRIMARY	247.67	307.11	$552,505.86	$34,300.48	$498,785.38
ELEMENTARY	383.49	383.49	$689,915.41	$42,831.09	$622,834.52
HIGH SCHOOL	121.36	151.70	$272,914.98	$16,943.01	$246,379.29
EMH	23.84	41.48	$74,627.22	$4,632.98	$28,652.10
LD	77.69	135.18	$243,195.85	$15,098.00	$93,371.74
TMH	0.00	0.00	$0.00	$0.00	$0.00
EH	1.00	2.04	$3,670.04	$227.84	$1,689.08
OH	0.00	0.00	$0.00	$0.00	$0.00
VH	0.24	0.61	$1,109.64	$68.88	$611.95
AUT	5.00	12.85	$23,117.71	$1,435.18	$12,749.35
HH	1.00	2.57	$4,623.54	$287.03	$2,549.86
SP H	39.61	75.25	$135,394.25	$8,405.50	$0.00
HB	4.96	10.41	$18,738.83	$1,163.33	$16,916.83
VOCATIONAL1	135.30	309.71	$557,192.91	$34,591.46	$139,237.15
VOCATIONAL2	84.27				
VOCATIONAL3	20.52				
TOTAL	1,216.01	1,523.47	$2,740,859.57	$170,157.06	$1,811,699.01

SUPPORTIVE INFORMATION
1. ESTIMATED 2008-09 STATE REVENUE: $3,248,213.86
2. ESTIMATED 2008-09 LOCAL REVENUE: $0.00
3. ADDITIONAL STATE AID FOR THE HOLD HARMLESS PROVISION: $0.00
4. LOCAL REVENUE GENERATED ABOVE FOUNDATION PROGRAM:
5. INDEX OF TAXPAYING ABILITY: 0.000430
6. PERCENT STATE SUPPORT: .94
7. STATE BASE STUDENT COST: $1,799.04
8. LOCAL BASE STUDENT COST: $111.69
9. TOTAL BASE STUDENT COST: $1,910.73
10. STUDENT COUNTS FROM: PRIOR YEAR 135-DAY ADM
11. PROJECTION: FINAL
12. BUDGET REDUCTION: $0.00
13. STATEWIDE WEIGHTED PUPILS: 863,221.4383

SOUTH CAROLINA DEPARTMENT OF EDUCATION PROGRAM ID: F171206
DATE RUN: 10/02/09 OFFICE OF FINANCE
EDUCATION FINANCE ACT PAGE: 7
FINANCIAL REQUIREMENTS FOR 2009-10
SCHOOL DISTRICT: ANDERSON NO 04
SCHOOL DISTRICT CODE: 0404

(A) CATEGORY	(B) INITIAL ADM	(C) WEIGHTED PUPILS	(D) STATE ALLOCATION	(E) LOCAL REQUIRED SUPPORT	(F) AUDIT STANDARD
KINDERGARTEN	183.59	238.66	$288,794.74	$167,233.86	$387,624.30
PRIMARY	550.43	682.53	$825,887.13	$478,250.72	$1,108,517.17
ELEMENTARY	899.90	899.90	$1,088,907.95	$630,559.54	$1,461,547.36
HIGH SCHOOL	198.54	248.17	$300,299.72	$173,896.11	$403,066.45
EMH	11.36	19.76	$23,917.97	$13,850.30	$13,653.01
LD	226.47	394.05	$476,822.61	$276,116.13	$272,183.02
TMH	8.00	16.32	$19,747.72	$11,435.41	$26,505.66
EH	21.32	43.49	$52,627.68	$30,475.38	$36,011.32
OH	4.76	9.71	$11,749.89	$6,804.07	$8,040.04
VH	2.00	5.14	$6,219.56	$3,601.59	$5,099.73
AUT	6.69	17.19	$20,804.43	$12,047.33	$17,058.62
HH	1.00	2.57	$3,109.78	$1,800.79	$2,549.86
SP H	172.16	327.10	$395,806.35	$229,201.63	$0.00
HB	7.40	15.54	$18,803.89	$10,888.87	$25,238.84
VOCATIONAL1	285.87	685.76	$829,796.50	$480,514.54	$310,675.24
VOCATIONAL2	206.96				
VOCATIONAL3	38.77				
TOTAL	2,825.22	3,605.89	$4,363,295.92	$2,526,676.27	$4,077,770.62

SUPPORTIVE INFORMATION
1. ESTIMATED 2008-09 STATE REVENUE: $4,909,505.42
2. ESTIMATED 2008-09 LOCAL REVENUE: $0.00
3. ADDITIONAL STATE AID FOR THE HOLD HARMLESS PROVISION: $0.00
4. LOCAL REVENUE GENERATED ABOVE FOUNDATION PROGRAM:
5. INDEX OF TAXPAYING ABILITY: 0.005050
6. PERCENT STATE SUPPORT: .63
7. STATE BASE STUDENT COST: $1,210.03
8. LOCAL BASE STUDENT COST: $700.70
9. TOTAL BASE STUDENT COST: $1,910.73
10. STUDENT COUNTS FROM: PRIOR YEAR 135-DAY ADM
11. PROJECTION: FINAL
12. BUDGET REDUCTION: $0.00
13. STATEWIDE WEIGHTED PUPILS: 863,221.4383

SECTION 1

Education Finance Act

REVENUE 3300 EDUCATION FINANCE ACT (EFA)

SUBFUND 100 GENERAL FUND

Allocation Formula

The EFA appropriation for 2009–10 is $1,253,732,987.

The ADM (average daily membership) for each student classification is multiplied by the weighting factor for the respective classification to determine the weighted pupil units (WPU) for each classification. The district's total WPU for all classifications is multiplied by the base student cost (BSC) to arrive at the total cost for the foundation program.

The amount of local support the district is required to provide is determined by computing the total statewide collective local share (approximately 30 percent) of the cost of the foundation program multiplied by the district's index of taxpaying ability. The district's index of taxpaying ability is the district's relative fiscal capacity compared to that of all other districts in the State, based on the full market value of all taxable property of the district.

The amount that the State provides to each school district is the difference between the total cost for the district to provide the foundation program and the district's required local support.

Eighty-five (85) percent of the funds allocated through state and local effort for each weighted classification, except the Speech classification, must be spent in direct and indirect aid in the specific program (classification) that serves the students who generated the funds. Districts failing to comply with this requirement are subject to a loss or reduction of state funds.

In order to qualify for state funds under this act, each school district is required to pay each certified teacher or administrator an annual salary in accordance with the State's minimum salary schedule for the employee's experience and class.

base student cost (BSC) = $2,034
state weighted pupil units (WPU) = 873,418

Allocations for EFA are paid as one-twelfth of the projected total district allocation each month on the following calculation:

Formula Calculation

(district WPU X BSC) – (state WPU X BSC X index X .3) = district allocation

Legal References

S.C. Code Ann. § 59-20-10 *et seq.* (2004)

Education Finance Act of 1977 (Act 163)

General Appropriation Act, 2009 S.C. Acts 23, Provisos 1.3, 1.4, and 1.8

Guidelines

The Education Finance Act of 1977 (Act 163) was developed through a spirit of cooperation among educational interests and legislative leadership. It was enacted to achieve school finance reform and was designed to ensure that every child in each public school receives an educational opportunity that meets state standards. It established a reasonable balance between the portion of the funds to be paid by the State (approximately 70 percent) and the portion of the funds to be paid by the districts collectively (approximately 30 percent) in support of the foundation program.

The purpose of the Act, according to its legislative background, can be summarized in three words: adequacy, equality, and accountability. These are accomplished by providing each public school student an equal educational opportunity in terms of financial support and by requiring each school district to report how these financial resources are used in the providing of educational programs.

So that funds will be equitably distributed to the school districts on the basis of student need, cost factors called "weightings" are used to provide for the relative cost difference among educational programs. A weighting of 1.0 is assigned to students in grades four through eight who are being educated in regular classroom settings. These students are considered to be the most economically educated group. The funding level for this group is called the base student cost (BSC) and supports the costs necessary to meet the criteria established by the State Legislature.

Each school district must maintain a program membership for every school in that district by compiling the student membership for each of the fifteen classifications. The cumulative 135-day ADM of each school district by program classification determines the district's monetary entitlement. The district's ADM is computed and reported in accordance with the regulations of the State Board of Education. Funds are disbursed

monthly to the school districts. The final allocation of state funds is based on the cumulative 135-day ADM in each classification.

The following is a list of the classifications, weightings, and revenue codes:

Revenue Codes	Program Code	Classification	Weighting
3311	K	Kindergarten	1.30
3312	P	Primary	1.24
3313	EL	Elementary	1.00
3314	HS	High School	1.25
3315	TM	Trainable Mentally Handicapped[(1)]	2.04
3316	SP	Speech Handicapped	1.90
3317	HO	Homebound	2.10
3321	EH	Emotionally Handicapped	2.04
3322	EM	Educable Mentally Handicapped	1.74
3323	LD	Learning Disabilities[(2)]	1.74
3324	HH	Hearing Handicapped	2.57
3325	VH	Visually Handicapped	2.57
3326	OH	Orthopedically Handicapped[(3)]	2.04
3327	V1	Vocational (Grades 9–12)	1.29
3327	V2	Vocational (Grades 9–12)	1.29
3327	V3	Vocational (Grades 9–12)	1.29
3331	AU	Autism	2.57

[(1)]Includes Profoundly Mentally Handicapped (PMD)
[(2)]Includes Developmentally Delayed (DD) and Other Health Impaired (OHI)
[(3)]Includes Traumatic Brain Injury (TBI)

For purposes of implementing Section 5 (3) of the SC Education Finance Act of 1977, in which eighty-five percent of the amount determined for each weighted classification in Section 4 (1) (d) shall have been expended in the program which generated the funds, the following expenditure tests shall be made.

A. Category I program standard required expenditure equals eighty-five percent times ADM times base student cost times program weight.
B. Category II program standard required expenditure equals eighty-five percent times ADM times base student cost times (program weight minus base student weight).
C. Category III program standard required expenditure equals ADM times base student cost times .04 plus district average FTE in vocational program times ADM times 1.25 times base student costs with results times eighty-five percent.

For these purposes, programs shall be classified as follows:

Category I Programs

1. Kindergarten
2. Primary
3. Elementary
4. High School
5. Trainable Mentally Handicapped
6. Homebound

Category II Programs

1. Kindergarten
2. Primary
3. Elementary
4. High School
5. Trainable Mentally Handicapped
6. Homebound

Category III Program

1. Vocational

The appropriate accounts for **allowed expenditures** are

100-100-100**	100-200-100**
100-100-200	100-200-200
100-100-300	100-200-300
100-100-400	100-200-400
100-100-500	100-200-500
100-100-600	100-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with EFA guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office:	Office of Finance, Division of Finance and Operations
Contacts:	Len Richardson, 803-734-8122
	Mellanie Jinnette, 803-734-3605
E-Mail Addresses:	lrichard@ed.sc.gov
	mjinnett@ed.sc.gov

REVENUE 3568 EAA TECHNICAL ASSISTANCE

SUBFUND 368 EIA FUND

Allocation Formula

Schools that received an "at-risk" absolute rating on the 2008 report card will receive a Technical Assistance (TA) base funding amount of $200,000. Schools that received a "below average" absolute rating on the 2008 report card will receive a base funding amount of $60,000. A minimal per-pupil amount is added to each school.

Schools that were first identified as either "below average" or "unsatisfactory" on the 2007 or 2006 report card, and subsequently scored "average" or above on the 2008 report card, will receive the base funding amount of $60,000, plus a per-pupil allocation. This allocation supports schools for a second or third year of TA funding.

Funds not expended in the current fiscal year may be carried forward and expended for the same purposes in the next fiscal year; however, the carryforward amount cannot exceed 15 percent of the total allocation for the year.

Legal Reference

General Appropriations Act, 2009 S.C. Acts 23, Proviso 1A.39

Guidelines

- Eligible schools must submit to the Department of Education a school renewal plan through an online application that outlines how technical assistance allocations will be utilized and goals for improvements will be obtained. Upon the approval of the plan by the Department of Education and the State Board of Education, schools may expend the funds.

- The funds must be expended on strategies and activities as expressly outlined in the school renewal plan. The Department of Education provides technical assistance in designing and implementing the school renewal plan and in brokering for technical assistance personnel as needed and as stipulated in the school renewal plan. Schools may amend their budget, but must submit a revised application with the superintendent's electronic signature prior to redirecting the use of funds.

Disallowed expenditures

Supplanting is not allowed and this funding may not be used for non-instructional Capital Outlay expenditures.

The appropriate accounts for **allowed expenditures** are

368-100-100**	Instruction Salaries
368-100-200	Instruction Employee Benefits
368-100-300	Instruction Purchased Service
368-100-400	Instruction Supplies and Materials
368-100-500	Instruction Capital Outlay
368-100-600	Instruction Other Objects
368-200-100**	Support Services Salaries
368-200-200	Support Services Employee Benefits
368-200-300	Support Services Purchased Service
368-200-400	Support Services Supplies and Materials
368-200-600	Support Services Other Objects

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Offices:	Office of Federal and State Accountability, Division of Accountability
Contacts:	J.C. Ballew Jr., 803-734-3131
E-Mail Addresses:	jballew@ed.sc.gov

1-5000/285

Appendix F1E
Example of Memoranda of Agreement for
Palmetto Priority Schools

MEMORANDUM OF AGREEMENT

Richland County School District One

This agreement is between the South Carolina Department of Education, *Richland County School District One, and* the Local School Board of *Richland County School District One* for the purpose of supporting *Alcorn Middle School, a Tier 2 Support School,* in the implementation of the terms outlined in this Memorandum of Agreement (MOA), along with the individualized Palmetto Priority School Plan of Action MOA Addendum for the 2009–10 school year.

Whereas, the parties agree that the identified school will become part of the Palmetto Priority School program;

Whereas, the parties agree that with this designation, there are certain responsibilities and actions that must be taken for the success of the Palmetto Priority School;

Whereas, the school district and school understand that by becoming a Palmetto Priority School, the school receives the benefit of increased funding and support; but to maintain this support, the school district and school must comply with the terms of this MOA.

NOW THEREFORE, the parties agree to the following:

South Carolina Department of Education (SCDE) Responsibilities

The *SCDE* shall:

- Provide **assistance** to the Palmetto Priority School (PPS) in the areas of school-based finance, budgeting, and staffing.
- Provide **recruitment and retention** assistance to the schools and districts, as needed, in the form of recruitment opportunities and the development of retention plans and incentives for teachers and administrators.
- Establish **partnerships** with colleges/universities and the public/private sector, as well as community-based partners, for each of the identified schools.

- Develop **leadership teams** in conjunction with the district, based on the needs of the identified school. The team will include a PPS liaison (PPSL), based upon the tier in which the school is a member. Turnaround principals or mentors will be placed, according to the needs of the school. Teacher-level leaders will be developed and placed, as needed.

- Assist in the review, guidance, and selection of **district and state programs and initiatives**, dependent upon the needs of the school and available funding.

- Implement a **support system** consisting of professional development activities for the teachers, principals, and district staff to include a developmental curriculum approach model for the 2009–10 school year. This model is a key initiative that will be implemented in order to break the cycle of under performance in the PPS and to help students achieve the skills necessary to be successful. The PPS project promotes collaboration and teamwork in an effort to provide appropriate assistance, resources, and services to the PPS and to the school district. Determining the fundamental needs at the classroom level and identifying support services that can efficiently be delivered without regard to the school's geographic location are primary objectives of the PPS project. As a part of the PPS project, **the PPSL:**
    - will be responsible for leading the **Needs Assessment Process**, outlined in the PPS Plan of Action MOA Addendum, while collaborating with the district/school leadership in gathering school profile information and data;
    - will assist in the development, implementation, and monitoring of the **PPS Plan of Action MOA Addendum** for the PPS to ensure specificity in identifying how the instruction and learning activities match the needs of the students; and
    - will provide **assistance to the district/school leaders** as they continually make and monitor ongoing site adjustments, based on the specific needs and progress of the students in the PPS.

School District Responsibilities

The *School District* shall:

- Develop and implement SCDE approved **recruitment and retention** strategies to support the PPS in the creation of an effective and highly qualified instructional staff.

- Develop a **leadership team** in conjunction with the SCDE, contingent upon the tiered system in which the school is a member.

- Ensure that **all first year principals** complete the course work and attendance requirements for the South Carolina Principal Induction Program (PIP).

- Ensure that **eligible principals** complete the course work and attendance requirements for the South Carolina School Leadership Executive Institute (SLEI).

- Implement the SCDE **support system** while following through with the strategies and initiatives for the PPS, based on identified needs as specified in the **PPS Plan of Action MOA Addendum**, making appropriate adjustments to ensure student academic improvement by the end of the 2009–10 school year. In this effort, the school district must adhere to the following specific responsibilities as they relate to the district directly, as well as to the identified district-supported PPS.
    - Identify and assign a district contact person for the PPS. That person shall:
        - Serve as an advocate for the PPS.
        - Review the allocation of resources.
        - Encourage collaboration.
        - Ensure equity of learning opportunities for all students at the PPS both school-wide and district-wide.
        - Monitor the implementation of the MOA.
        - Co-develop, implement, and monitor the SCDE approved PPS Plan of Action MOA Addendum.
        - Submit required updates on a monthly basis to the SCDE.

    - Ensure that the recruitment of highly qualified teachers to the district is a priority in filling all vacancies in the PPS.

    - Ensure that Technical Assistance funds for the PPS are used appropriately, obtaining approval from the Director of the Office of Special Projects for any and all flexibility of these funds.

    - Provide priority governance and leadership to the PPS to promote student performance and school effectiveness.

    - Ensure the participation of the following individuals in all PPS/SCDE identified meetings:
        - District superintendent or superintendent's designee,
        - Local district chairperson or chairperson's designee, and
        - PPS principal.

    - Send district-level representation to all PPS support initiatives.

Palmetto Priority School Responsibilities

The *PPS*, through the leadership of the principal, shall:

- Monitor the implementation of the MOA.
- Co-develop, implement, and monitor the SCDE approved PPS Plan of Action MOA Addendum.
- Monitor teachers' instructional practices through weekly observations, provide written feedback, conference with teachers regarding feedback, and make follow-up observations to ensure that effective adjustments have been made in the delivery of instruction.
- Establish instructionally focused professional learning communities and provide ongoing professional development support for staff.
- Develop a School Leadership Team.
- Collaborate with the PPSL on a weekly basis.
- Implement an approved SCDE curriculum.
- Align instructional practices with the curriculum.
- Rely on a comprehensive assessment system to measure academic improvement throughout the school year.
- Collaborate with stakeholders.
- Develop and promote a school climate that is student-centered.
- Develop and implement effective strategies at specific grade levels/content areas to address weaknesses, using district-wide assessment tools to analyze results.
- Provide appropriate, comprehensive needs assessment, as prescribed by the Office of Special Projects, and adhere to specific school-level monitoring activities.

    - Middle School
        - Analyze subgroup results of PASS.
        - Analyze subgroup results of End of Course Examination Program (EOCEP).

- Follow the guidance of the assigned PPSL, as directed by the Office of Special Projects.

Local School Board Responsibilities

The *Local School Board* shall:

Monitor the implementation of the SCDE **support system and MOA**, as well as the SCDE approved **PPS Plan of Action MOA Addendum**, in accordance with the local school board policy.

Funding

All SCDE travel and assigned school activities are contingent upon funding.

Enforcement of the Terms of this MOA

The **Office of Special Projects in the SCDE** will monitor the implementation of the MOA and the PPS Plan of Action MOA Addendum. In the event that the MOA and the PPS Plan of Action are not being fully implemented as determined by the Office of Special Projects, the following actions will occur:

- The first offense for the lack of implementation will consist of a **called meeting by the Director of the Office of Special Projects** to include the local school board chairperson, the district superintendent, and the principal. All parties shall attend this scheduled meeting in Columbia to discuss the lack of implementation.

- The second offense for the continued lack of implementation will consist of **written notification from the State Superintendent of Education** to the local school board chairperson, with copies forwarded to the district superintendent and the principal, warning of an appearance before the State Board of Education if corrective action is not taken within thirty days.

- The third offense for the willful and ongoing lack of implementation will be the **appearance of the local school board members, the district superintendent, and the principal before the State Board of Education.**

Continued failure to meet the terms of the MOA, including the individualized PPS Plan of Action MOA Addendum, could result in the termination of technical assistance and loss of funding, in addition to any other remedy available to the State Superintendent of Education, as established by law.

The signatures below confirm that all parties understand and agree to support the terms as outlined in this MOA, to include the individualized PPS Plan of Action MOA Addendum to be finalized by the district/school leadership and to be reviewed for approval by the SCDE at the beginning of the 2009–10 school year.

Signed by: _____ 9/1/09
Jim Rex, State Superintendent — Date
South Carolina Department of Education

Signed by: _____ 8-26-09
David Rawlinson, Director — Date
Office of Special Projects
Palmetto Priority Schools

Signed by: _____ 8·25·09
Local School Board Chairperson — Date

Signed by: _____ 8/20/09
School District Superintendent — Date

Signed by: _____ 8-20-09
School Principal — Date

MEMORANDUM OF AGREEMENT
Charleston County School District

This agreement is between the South Carolina Department of Education, *Charleston County School District, and* the Local School Board of *Charleston County School District* for the purpose of supporting *R.B. Stall High School, a Tier 3 District-Assisted School,* in the implementation of the terms outlined in this Memorandum of Agreement (MOA), along with the individualized Palmetto Priority School Plan of Action MOA Addendum for the 2009–10 school year.

Whereas, the parties agree that the identified school will become part of the Palmetto Priority School program;

Whereas, the parties agree that with this designation, there are certain responsibilities and actions that must be taken for the success of the Palmetto Priority School;

Whereas, the school district and school understand that by becoming a Palmetto Priority School, the school receives the benefit of increased funding and support; but to maintain this support, the school district and school must comply with the terms of this MOA.

NOW THEREFORE, the parties agree to the following:

South Carolina Department of Education (SCDE) Responsibilities

The *SCDE* shall:

- Provide **assistance** to the Palmetto Priority School (PPS) in the areas of school-based finance, budgeting, and staffing.
- Provide **recruitment and retention** assistance to the schools and districts, as needed, in the form of recruitment opportunities and the development of retention plans and incentives for teachers and administrators.
- Establish **partnerships** with colleges/universities and the public/private sector, as well as community-based partners, for each of the identified schools.

- Develop **leadership teams** in conjunction with the district, based on the needs of the identified school. The team will include a PPS liaison (PPSL), based upon the tier in which the school is a member. Turnaround principals or mentors will be placed, according to the needs of the school. Teacher-level leaders will be developed and placed, as needed.

- Assist in the review, guidance, and selection of **district and state programs and initiatives**, dependent upon the needs of the school and available funding.

- Implement a **support system** consisting of professional development activities for the teachers, principals, and district staff to include a developmental curriculum approach model for the 2009–10 school year. This model is a key initiative that will be implemented in order to break the cycle of under performance in the PPS and to help students achieve the skills necessary to be successful. The PPS project promotes collaboration and teamwork in an effort to provide appropriate assistance, resources, and services to the PPS and to the school district. Determining the fundamental needs at the classroom level and identifying support services that can efficiently be delivered without regard to the school's geographic location are primary objectives of the PPS project. As a part of the PPS project, **the PPSL:**
    - will be responsible for leading the **Needs Assessment Process**, outlined in the PPS Plan of Action MOA Addendum, while collaborating with the district/school leadership in gathering school profile information and data;
    - will assist in the development, implementation, and monitoring of the **PPS Plan of Action MOA Addendum** for the PPS to ensure specificity in identifying how the instruction and learning activities match the needs of the students; and
    - will provide **assistance to the district/school leaders** as they continually make and monitor ongoing site adjustments, based on the specific needs and progress of the students in the PPS.

School District Responsibilities

The *School District* shall:

- Develop and implement SCDE approved **recruitment and retention** strategies to support the PPS in the creation of an effective and highly qualified instructional staff.

- Develop a **leadership team** in conjunction with the SCDE, contingent upon the tiered system in which the school is a member.

- Ensure that **all first year principals** complete the course work and attendance requirements for the South Carolina Principal Induction Program (PIP).

- Ensure that **eligible principals** complete the course work and attendance requirements for the South Carolina School Leadership Executive Institute (SLEI).

- Implement the SCDE **support system** while following through with the strategies and initiatives for the PPS, based on identified needs as specified in the **PPS Plan of Action MOA Addendum**, making appropriate adjustments to ensure student academic improvement by the end of the 2009–10 school year. In this effort, the school district must adhere to the following specific responsibilities as they relate to the district directly, as well as to the identified district-supported PPS.
    - Identify and assign a district contact person for the PPS. That person shall:
        - Serve as an advocate for the PPS.
        - Review the allocation of resources.
        - Encourage collaboration.
        - Ensure equity of learning opportunities for all students at the PPS both school-wide and district-wide.
        - Monitor the implementation of the MOA.
        - Co-develop, implement, and monitor the SCDE approved PPS Plan of Action MOA Addendum.
        - Submit required updates on a monthly basis to the SCDE.

    - Ensure that the recruitment of highly qualified teachers to the district is a priority in filling all vacancies in the PPS.

    - Ensure that Technical Assistance funds for the PPS are used appropriately, obtaining approval from the Director of the Office of Special Projects for any and all flexibility of these funds.

    - Provide priority governance and leadership to the PPS to promote student performance and school effectiveness.

    - Ensure the participation of the following individuals in all PPS/SCDE identified meetings:
        - District superintendent or superintendent's designee,
        - Local district chairperson or chairperson's designee, and
        - PPS principal.

    - Send district-level representation to all PPS support initiatives.

Palmetto Priority School Responsibilities

The *PPS*, through the leadership of the principal, shall:

- Monitor the implementation of the MOA.
- Co-develop, implement, and monitor the SCDE approved PPS Plan of Action MOA Addendum.
- Monitor teachers' instructional practices through weekly observations, provide written feedback, conference with teachers regarding feedback, and make follow-up observations to ensure that effective adjustments have been made in the delivery of instruction.
- Establish instructionally focused professional learning communities and provide ongoing professional development support for staff.
- Develop a School Leadership Team.
- Collaborate with the PPSL on a weekly basis.
- Implement an approved SCDE curriculum.
- Align instructional practices with the curriculum.
- Rely on a comprehensive assessment system to measure academic improvement throughout the school year.
- Collaborate with stakeholders.
- Develop and promote a school climate that is student-centered.
- Develop and implement effective strategies at specific grade levels/content areas to address weaknesses, using district-wide assessment tools to analyze results.
- Provide appropriate, comprehensive needs assessment, as prescribed by the Office of Special Projects, and adhere to specific school-level monitoring activities.

    - High School
        - Analyze subgroup results of High School Assessment Program (HSAP).
        - Analyze subgroup results of EOCEP.
        - Monitor the ninth grade field for Graduation Rate on a monthly basis.

- Follow the guidance of the assigned PPSL, as directed by the Office of Special Projects.

Local School Board Responsibilities

The *Local School Board* shall:

Monitor the implementation of the SCDE **support system and MOA**, as well as the SCDE approved **PPS Plan of Action MOA Addendum**, in accordance with the local school board policy.

Funding

All SCDE travel and assigned school activities are contingent upon funding.

Enforcement of the Terms of this MOA

The **Office of Special Projects in the SCDE** will monitor the implementation of the MOA and the PPS Plan of Action MOA Addendum. In the event that the MOA and the PPS Plan of Action are not being fully implemented as determined by the Office of Special Projects, the following actions will occur:

- The first offense for the lack of implementation will consist of a **called meeting by the Director of the Office of Special Projects** to include the local school board chairperson, the district superintendent, and the principal. All parties shall attend this scheduled meeting in Columbia to discuss the lack of implementation.

- The second offense for the continued lack of implementation will consist of **written notification from the State Superintendent of Education** to the local school board chairperson, with copies forwarded to the district superintendent and the principal, warning of an appearance before the State Board of Education if corrective action is not taken within thirty days.

- The third offense for the willful and ongoing lack of implementation will be the **appearance of the local school board members, the district superintendent, and the principal before the State Board of Education**.

Continued failure to meet the terms of the MOA, including the individualized PPS Plan of Action MOA Addendum, could result in the termination of technical assistance and loss of funding, in addition to any other remedy available to the State Superintendent of Education, as established by law.

The signatures below confirm that all parties understand and agree to support the terms as outlined in this MOA, to include the individualized PPS Plan of Action MOA Addendum to be finalized by the district/school leadership and to be reviewed for approval by the SCDE at the beginning of the 2009–10 school year.

Signed by: _____ 9/1/09
Jim Rex, State Superintendent
South Carolina Department of Education
Date

Signed by: _____ 8/26/09
David Rawlinson, Director
Office of Special Projects
Palmetto Priority Schools
Date

Signed by: _____ 8/3/09
Local School Board Chairperson
Date

Signed by: _____ 7/28/09
School District Superintendent
Date

Signed by: _____ 7/27/09
School Principal
Date

MEMORANDUM OF AGREEMENT
Spartanburg District No. 7

This agreement is between the South Carolina Department of Education, *Spartanburg District No. 7, and* the Local School Board of *Spartanburg District No. 7* for the purpose of supporting *Whitlock Junior High School, a Tier 1 Turnaround School,* in the implementation of the terms outlined in this Memorandum of Agreement (MOA), along with the individualized Palmetto Priority School Plan of Action MOA Addendum for the 2009–10 school year.

Whereas, the parties agree that the identified school will become part of the Palmetto Priority School program;

Whereas, the parties agree that with this designation, there are certain responsibilities and actions that must be taken for the success of the Palmetto Priority School;

Whereas, the school district and school understand that by becoming a Palmetto Priority School, the school receives the benefit of increased funding and support; but to maintain this support, the school district and school must comply with the terms of this MOA.

NOW THEREFORE, the parties agree to the following:

South Carolina Department of Education (SCDE) Responsibilities

The *SCDE* shall:

- Provide **assistance** to the Palmetto Priority School (PPS) in the areas of school-based finance, budgeting, and staffing.
- Provide **recruitment and retention** assistance to the schools and districts, as needed, in the form of recruitment opportunities and the development of retention plans and incentives for teachers and administrators.
- Establish **partnerships** with colleges/universities and the public/private sector, as well as community-based partners, for each of the identified schools.

- Develop **leadership teams** in conjunction with the district, based on the needs of the identified school. The team will include a PPS liaison (PPSL), based upon the tier in which the school is a member. Turnaround principals or mentors will be placed, according to the needs of the school. Teacher-level leaders will be developed and placed, as needed.

- Assist in the review, guidance, and selection of **district and state programs and initiatives**, dependent upon the needs of the school and available funding.

- Implement a **support system** consisting of professional development activities for the teachers, principals, and district staff to include a developmental curriculum approach model for the 2009–10 school year. This model is a key initiative that will be implemented in order to break the cycle of under performance in the PPS and to help students achieve the skills necessary to be successful. The PPS project promotes collaboration and teamwork in an effort to provide appropriate assistance, resources, and services to the PPS and to the school district. Determining the fundamental needs at the classroom level and identifying support services that can efficiently be delivered without regard to the school's geographic location are primary objectives of the PPS project. As a part of the PPS project, **the PPSL:**
    - will be responsible for leading the **Needs Assessment Process**, outlined in the PPS Plan of Action MOA Addendum, while collaborating with the district/school leadership in gathering school profile information and data;
    - will assist in the development, implementation, and monitoring of the **PPS Plan of Action MOA Addendum** for the PPS to ensure specificity in identifying how the instruction and learning activities match the needs of the students; and
    - will provide **assistance to the district/school leaders** as they continually make and monitor ongoing site adjustments, based on the specific needs and progress of the students in the PPS.

School District Responsibilities

The *School District* shall:

- Develop and implement SCDE approved **recruitment and retention** strategies to support the PPS in the creation of an effective and highly qualified instructional staff.

- Develop a **leadership team** in conjunction with the SCDE, contingent upon the tiered system in which the school is a member.

- Ensure that **all first year principals** complete the course work and attendance requirements for the South Carolina Principal Induction Program (PIP).

- Ensure that **eligible principals** complete the course work and attendance requirements for the South Carolina School Leadership Executive Institute (SLEI).

- Implement the SCDE **support system** while following through with the strategies and initiatives for the PPS, based on identified needs as specified in the **PPS Plan of Action MOA Addendum**, making appropriate adjustments to ensure student academic improvement by the end of the 2009–10 school year. In this effort, the school district must adhere to the following specific responsibilities as they relate to the district directly, as well as to the identified district-supported PPS.
    - Identify and assign a district contact person for the PPS. That person shall:
        - Serve as an advocate for the PPS.
        - Review the allocation of resources.
        - Encourage collaboration.
        - Ensure equity of learning opportunities for all students at the PPS both school-wide and district-wide.
        - Monitor the implementation of the MOA.
        - Co-develop, implement, and monitor the SCDE approved PPS Plan of Action MOA Addendum.
        - Submit required updates on a monthly basis to the SCDE.

    - Ensure that the recruitment of highly qualified teachers to the district is a priority in filling all vacancies in the PPS.

    - Ensure that Technical Assistance funds for the PPS are used appropriately, obtaining approval from the Director of the Office of Special Projects for any and all flexibility of these funds.

    - Provide priority governance and leadership to the PPS to promote student performance and school effectiveness.

    - Ensure the participation of the following individuals in all PPS/SCDE identified meetings:
        - District superintendent or superintendent's designee,
        - Local district chairperson or chairperson's designee, and
        - PPS principal.

    - Send district-level representation to all PPS support initiatives.

Palmetto Priority School Responsibilities

The *PPS*, through the leadership of the principal, shall:

- Monitor the implementation of the MOA.
- Co-develop, implement, and monitor the SCDE approved PPS Plan of Action MOA Addendum.
- Monitor teachers' instructional practices through weekly observations, provide written feedback, conference with teachers regarding feedback, and make follow-up observations to ensure that effective adjustments have been made in the delivery of instruction.
- Establish instructionally focused professional learning communities and provide ongoing professional development support for staff.
- Develop a School Leadership Team.
- Collaborate with the PPSL on a weekly basis.
- Implement an approved SCDE curriculum.
- Align instructional practices with the curriculum.
- Rely on a comprehensive assessment system to measure academic improvement throughout the school year.
- Collaborate with stakeholders.
- Develop and promote a school climate that is student-centered.
- Develop and implement effective strategies at specific grade levels/content areas to address weaknesses, using district-wide assessment tools to analyze results.
- Provide appropriate, comprehensive needs assessment, as prescribed by the Office of Special Projects, and adhere to specific school-level monitoring activities.
    - Middle School
        - Analyze subgroup results of PASS.
        - Analyze subgroup results of End of Course Examination Program (EOCEP).
    - High School
        - Analyze subgroup results of High School Assessment Program (HSAP).
        - Analyze subgroup results of EOCEP.
        - Monitor the ninth grade field for Graduation Rate on a monthly basis.
- Follow the guidance of the assigned PPSL, as directed by the Office of Special Projects.

Local School Board Responsibilities

The *Local School Board* shall:

Monitor the implementation of the SCDE **support system and MOA**, as well as the SCDE approved **PPS Plan of Action MOA Addendum**, in accordance with the local school board policy.

Funding

All SCDE travel and assigned school activities are contingent upon funding.

Enforcement of the Terms of this MOA

The **Office of Special Projects in the SCDE** will monitor the implementation of the MOA and the PPS Plan of Action MOA Addendum. In the event that the MOA and the PPS Plan of Action are not being fully implemented as determined by the Office of Special Projects, the following actions will occur:

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Signed by: _____ 9/1/09
Jim Rex, State Superintendent
South Carolina Department of Education
Date

Signed by: _____ 8/26/09
David Rawlinson, Director
Office of Special Projects
Palmetto Priority Schools
Date

Signed by: _____ 08/04/09
Local School Board Chairperson
Date

Signed by: _____ 3 August 2009
School District Superintendent
Date

Signed by: _____ 8/5/09
School Principal
Date

REVENUE 3538 STUDENTS AT RISK OF SCHOOL FAILURE

SUBFUND 338 EIA FUND

Allocation Formula

Funds will be allocated to school districts based on 2 factors:

(1) the poverty index of the district as documented on the most recent district report card, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on state standards-based assessments in either reading or mathematics.

Legal References

Early Childhood Development and Academic Assistance Act of 1993 (Act 135)
Education Accountability Act of 1998

S.C. Code Ann. § 59-1-450 (2004), S.C. Code Ann. § 59-139-05 *et seq.* (2004),
S.C. Code Ann. § 59-63-65 (2004), S.C. Code Ann. § 59-63-1300 (2008)

General Appropriation Act, 2009 S.C. Acts 23, Provisos 1A.62

State Board of Education Regulations
24 S.C. Ann. Regs. 43-265, 24 S.C. Ann. Regs. 43-240,
24 S.C. Ann. Regs. 43-267, 24 S.C. Ann. Regs. 43-268

Guidelines

At least 85 percent of the funds allocated for students classified as at academic risk must be spent on Instruction and Instructional Support for these students who generated the funds. Instructional support may include family literacy and parenting programs to students at-risk for school failure and their families.

Students at academic risk are defined as students who are at risk of not graduating from high school because they failed either the English Language arts or mathematics portion of the High School Assessment Program on first attempt and who score not met in grades 3 through 9 in reading and mathematics state assessments.

Assistance for these students could take place in the form of reduced classes sizes, remediation and academic assistance programs, summer school programs, family parenting and literacy program, adult education remedial programs and/or alternative education programs.

Alternative School Programs

Under provisions of Section 59-63-1300 of the South Carolina Code of Laws districts are "to provide appropriate services to students who for behavioral or academic reason are not benefiting from the regular school program or may be interfering with the learning of others." Students in grades six through twelve may be served with alternative programs.

A. Any alternative schools must be at a site separate from other schools or operated at a time when those schools are not in session or operated in another building on the school campus that would provide complete separation from other students. The selected site must meet state and local requirements for facilities and be approved by the South Carolina Department of Education's Office of School Facilities according to the requirements of the *South Carolina School Facilities Planning and Construction Guide*. Requests for waivers to the requirements must be submitted to the Office of School Facilities at the South Carolina Department of Education and approved prior to occupancy.

Remedial Adult Education

Adult education students who are enrolled in the high school diploma track and need only to pass at least one of the HSAP examinations may be provided remedial services from Proviso 1A.62 funds. Approved expenditures may include instructional services, computer hardware, computer software, computer maintenance, workbooks, and commercial instructional materials. These services must be in the areas of mathematics and English/Language Arts instruction only. These must support the instructional models defined in the HSAP (High School Assessment Program) remedial guidelines. Documentation of non-passing HSAP examinations must be on file in the student record.

The appropriate accounts for allowed expenditures are:

338-100-100**	Instructional Salaries
338-100-200	Instructional Employee Benefits
338-100-300	Instructional Purchased Services
338-100-400	Instructional Supplies and Materials
338-100-500	Instructional Capital Outlay
338-200-100**	Support Services Salaries
338-200-200	Support Services Employee Benefits
338-200-300	Support Services Purchased Services

338-200-400	Support Services Supplies and Materials
338-200-500	Support Services Capital Outlay

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

For questions concerning the specific guidelines for programs allowed under this funding, the contacts are as follows

Adult Education:

Responsible Office:	Office of Adult Education, Division of Standards and Learning
Contacts:	David Stout, 803-734-8348
E-Mail Addresses:	dstout@ed.sc.gov

Alternative Schools:

Responsible Office:	Office of School Choice, Division of Innovation and Support
Contacts:	Aveene Coleman, 803-734-3057
E-Mail Address:	acoleman@ed.sc.gov

Parenting Family Literacy:

Responsible Office:	Office of Standards and Support, Division of Standards and Learning
Contacts:	Harriette Jenerette, 803-734-4708
E-Mail Address:	hjeneret@ed.sc.gov

REVENUE 3540 EARLY CHILDHOOD PROGRAM (4K PROGRAMS SERVING FOUR-YEAR-OLD CHILDREN)

SUBFUND 340 EIA FUND

Allocation Formula

Funds appropriated for half-day programs for four-year-olds shall be based on the number of kindergarten children who are eligible for free and reduced lunch. However, no district shall receive less than 90 percent of the amount it received in the prior fiscal year.

Legal References

S.C. Code Ann. § 59-5-65 (2004)

S.C. Code Ann. § 59-139-05 *et seq.* (2004)

General Appropriation Act, 2009 S.C. Acts 23, Provisos 1A.12 and 1A.59

24 S.C. Code Ann. Regs. 43-264.1 (State Board of Education Regulation)

Guidelines

The regulations require all school districts to provide at least half-day early childhood development programs for four-year-olds who have indicated significant readiness deficiencies. The school districts may contract with appropriate groups and agencies to provide part or all of the programs. Districts shall integrate the planning and direction of the half-day program with the Early Childhood Initiative of Act 135. Three-year-old children may be served if the district can demonstrate to the South Carolina Department of Education that this strategy is most useful in meeting the readiness needs of the local school district.

Regulation 43-264.1 requires that classroom programs be developmentally appropriate, space must be a minimum of 35 square feet per child inside and a minimum of 75 square feet per child outside, and classroom enrollment must never exceed 20 children per early childhood certified teacher and teaching assistant. For evaluative purposes and in lieu of state requirements for licensing, programs will be evaluated on a five-year cycle using the environmental check sheet and SC Instructional Review document. For additional explanation of "developmentally appropriate" please see the Guidelines for Regulations 43-264.1.

Funds are allotted strictly to serve "children most likely to experience school failure". Districts will be required to provide evidence (documentation of efforts to recruit) that they have used all appropriate measures to meet the needs of children and families who are in most need of 4K services.

Four-year-old children of parents who are served in school based or district based family literacy programs are primary targets for service in EIA funded child development or 4K programs.

A minimum of 10 percent of the total allocation for this program must be utilized in supplies and equipment for classroom purposes, unless a waiver has been granted by the Office of Instructional Promising Practices, Early Childhood program. Requests for waivers must be received by the Department on or before **April 1**.

EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children qualifying for free or reduced-price lunch or Medicaid or documented developmental delays. In the even that more students seek to enroll than available space permits, students shall be prioritized (at the time of acceptance) on the basis of family income expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given highest enrollment priority.

Disallowed expenditures include costs of construction and remodeling; noneducational equipment such as air conditioners, kitchen stoves, and minibuses; and the purchase or relocation of mobile structures.

Allowed expenditures include staff development for teachers and teaching assistants. Child- care salaries and related fringe benefits may be included only when there is direct support of the requirements of an approved parenting/family literacy program. An example of these expenditures is the cost of providing child care while teachers and parenting program personnel conduct home visits.

The appropriate accounts for **allowed expenditures** are

340-139-100	Early Childhood Programs Salaries
340-139-200	Early Childhood Programs Employee Benefits
340-139-300	Early Childhood Programs Purchased Services
340-139-410	Early Childhood Programs Supplies
340-139-445	Early Childhood Programs Technology and Software Supplies
340-139-470	Early Childhood Programs Energy
340-139-540	Early Childhood Programs Equipment
340-139-545	Early Childhood Programs Technology Equipment and Software
340-188-100	Parenting/Family Literacy Salaries
340-188-200	Parenting/Family Literacy Employee Benefits

340-188-300	Parenting/Family Literacy Purchased Services
340-188-410	Parenting/Family Literacy Supplies
340-188-445	Parenting/Family Literacy Technology and Software Supplies
340-188-470	Parenting/Family Literacy Energy
340-188-540	Parenting/Family Literacy Equipment
340-188-545	Parenting/Family Literacy Technology Equipment and Software
340-221-100	Improvement of Instruction Curriculum Development Salaries
340-221-200	Improvement of Instruction Curriculum Development Employee Benefits
340-221-300	Improvement of Instruction Curriculum Development Purchased Services
340-221-410	Improvement of Instruction Curriculum Development Supplies
340-221-445	Improvement of Instruction Curriculum Development Technology and Software Supplies
340-221-540	Improvement of Instruction Curriculum Development Equipment
340-221-545	Improvement of Instruction Curriculum Development Technology Equipment and Software
340-224-100	Improvement of Instruction Inservice and Staff Training Salaries
340-224-200	Improvement of Instruction Inservice and Staff Training Employee Benefits
340-224-300	Improvement of Instruction Inservice and Staff Training Purchased Services
340-224-410	Improvement of Instruction Inservice and Staff Training Supplies
340-224-445	Improvement of Instruction Inservice and Staff Training Technology and Software Supplies
340-224-540	Improvement of Instruction Inservice and Staff Training Equipment
340-224-545	Improvement of Instruction Inservice and Staff Training Technology Equipment and Software
340-271-660	Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law) **Since expenditure reporting by object-level detail is optional for pupil activity functions, please use object codes that are consistent with the district's accounting system to report costs for field trips under Function Code 271.**
340-350-100	Custody and Care of Children Salaries

340-350-200 Custody and Care of Children Employee Benefits

Responsible Office:	Office of Instructional Promising Practices, Division of Standards and Learning
Contact:	Pam Wills, 803-734-8391
E-Mail Address:	pwills@ed.sc.gov

Appendix F2A
SC Charter Schools Act

SECTION 59-40-10. Short title.
This chapter may be cited as the "South Carolina Charter Schools Act of 1996".

SECTION 59-40-20. Purpose.
This chapter is enacted to:
(1) improve student learning;
(2) increase learning opportunities for students;
(3) encourage the use of a variety of productive teaching methods;
(4) establish new forms of accountability for schools;
(5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and
(6) assist South Carolina in reaching academic excellence.

SECTION 59-40-30. Intent of General Assembly.
(A) In authorizing charter schools, it is the intent of the General Assembly to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system. The General Assembly seeks to create an atmosphere in South Carolina's public school systems where research and development in producing different learning opportunities are actively pursued and where classroom teachers are given the flexibility to innovate and the responsibility to be accountable. As such, the provisions of this chapter should be interpreted liberally to support the findings and goals of this chapter and to advance a renewed commitment by the State of South Carolina to the mission, goals, and diversity of public education.
(B) It is the intent of the General Assembly that creation of this chapter encourages cultural diversity, educational improvement, and academic excellence. Further, it is not the intent of the General Assembly to create a segregated school system but to continue to promote educational improvement and excellence in South Carolina.

SECTION 59-40-40. Definitions.
As used in this chapter:
(1) A "charter school" means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this chapter prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.
(2) A charter school:
(a) is considered a public school and part of the South Carolina Public Charter School District or local school district in which it is located for the purposes of state law and the state constitution;
(b) is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
(c) must be administered and governed by a governing body in a manner agreed to by the charter school applicant and the sponsor, the governing body to be selected, as provided in Section 59-40-50(B)(9);
(d) may not charge tuition or other charges pursuant to Section 59-19-90(8) except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located.
(3) "Applicant" means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located. The applicant also must be the person who applies to the Secretary of State to organize the charter school as a nonprofit corporation.

(4) "Sponsor" means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school's existence.
(5) "Certified teacher" means a person currently certified by the State of South Carolina to teach in a public elementary or secondary school or who currently meets the qualifications outlined in Sections 59-27-10 and 59-25-115.
(6) "Noncertified teacher" means an individual considered appropriately qualified for the subject matter taught and who has completed at least one year of study at an accredited college or university and meets the qualifications outlined in Section 59-25-115.
(7) "Charter committee" means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.
(8) "Local school district" means any school district in the State except the South Carolina Public Charter School District and does not include special school districts.

SECTION 59-40-50. Exemption; powers and duties; admission to charter school.
(A) Except as otherwise provided in this chapter, a charter school is exempt from all provisions of law and regulations applicable to a public school, a school board, or a district, although a charter school may elect to comply with one or more of these provisions of law or regulations.
(B) A charter school must:
(1) adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located;
(2) meet, but may exceed, the same minimum student attendance requirements as are applied to public schools;
(3) adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools;
(4) be considered a school district for purposes of tort liability under South Carolina law, except that the tort immunity does not include acts of intentional or wilful racial discrimination by the governing body or employees of the charter school. Employees of charter schools must be relieved of personal liability for any tort or contract related to their school to the same extent that employees of traditional public schools in their school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located are relieved;
(5) in its discretion hire noncertified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion noncertified teachers in a ratio of up to ten percent of its entire teacher staff. However, in either a new or converted charter school, a teacher teaching in the core academic areas as defined by the federal No Child Left Behind law must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach;
(6) hire in its discretion administrative staff to oversee the daily operation of the school. At least one of the administrative staff must be certified or experienced in the field of school administration;
(7) admit all children eligible to attend public school to a charter school, subject to space limitations. However, it is required that the racial composition of the charter school enrollment reflect that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than twenty percent from that population. This requirement is also subject to the provisions of Section 59-40-70(D). If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, and there is no appeal to the sponsor;
(8) not limit or deny admission or show preference in admission decisions to any individual or group of individuals; however, a charter school may give enrollment priority to a sibling of a pupil already enrolled or

previously enrolled, children of a charter school employee, and children of the charter committee, provided their enrollment does not constitute more than twenty percent of the enrollment of the charter school;
(9) elect its board of directors annually. All employees of the charter school and all parents or guardians of students enrolled in the charter school are eligible to participate in the election. Parents or guardians of a student shall have one vote for each student enrolled in the charter school. A person who has been convicted of a felony must not be elected to a board of directors;
(10) be subject to the Freedom of Information Act, including the charter school and its governing body.
(C)(1) If a charter school denies admission to a student, the student may appeal the denial to the sponsor. The decision is binding on the student and the charter school.
(2) If a charter school suspends or expels a student, other charter schools or the local school district in which the charter school is located has the authority but not the obligation to refuse admission to the student.
(3) The sponsor has no obligation to provide extracurricular activities or access to facilities of the school district for students enrolled in the charter school; however, the charter contract may include participation in agreed upon interscholastic activities at a designated school within the sponsor district. Notwithstanding another provision of law, the local school district has no obligation to provide charter schools, sponsored by the South Carolina Public Charter School District, extracurricular activities or access to facilities of the school district for students enrolled in charter schools unless the school district, by contract, has agreed to provide activities or access. Students participating under this agreement must be considered eligible to participate in league events if other eligibility requirements are met.
(D) The State is not responsible for student transportation to a charter school unless the charter school is designated by the local school district as the only school selected within the local school district's attendance area.
(E) The South Carolina Public Charter School District Board of Trustees may not use program funding for transportation.

SECTION 59-40-60. Charter application; revision; formation of charter school; charter committee; application requirements.
(A) An approved charter application constitutes an agreement, and the terms must be the terms of a contract between the charter school and the sponsor.
(B) The contract between the charter school and the sponsor shall reflect all agreements regarding the release of the charter school from school district policies.
(C) A material revision of the terms of the contract between the charter school and the approving board may be made only with the approval of both parties.
(D) Except as provided in subsection (F), an applicant who wishes to form a charter school shall:
(1) organize the charter school as a nonprofit corporation pursuant to the laws of this State;
(2) form a charter committee for the charter school which includes one or more teachers;
(3) submit a written charter school application to the charter school advisory committee and the school board of trustees from which the committee is seeking sponsorship.
(E) A charter committee is responsible for and has the power to:
(1) submit an application to operate as a charter school, sign a charter school contract, and ensure compliance with all of the requirements for charter schools provided by law;
(2) employ and contract with teachers and nonteaching employees, contract for services, and develop pay scales, performance criteria, and discharge policies for its employees. All teachers whether certified or noncertified must undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school; and
(3) decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.
(F) The charter school application shall be a proposed contract and must include:
(1) the mission statement of the charter school, which must be consistent with the principles of the General Assembly's purposes pursuant to Section 59-40-20;
(2) the goals, objectives, and pupil achievement standards to be achieved by the charter school, and a description of the charter school's admission policies and procedures;

(3) evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of a charter school;
(4) a description of the charter school's educational program, pupil achievement standards, and curriculum which must meet or exceed any content standards adopted by the State Board of Education and the chartering district must be designed to enable each pupil to achieve these standards;
(5) a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards in addition to state assessments, the timeline for meeting these standards, and the procedures for taking corrective action if that pupil achievement falls below the standards;
(6) evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the school district, is to be conducted;
(7) a description of the governance and operation of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;
(8) a description of how the charter school plans 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 or the targeted student population of the local school district that the charter school proposes to serve and provide assurance that the school does not conflict with any school district desegregation plan or order in effect for the school district in which the charter school is to be located;
(9) a description of how the charter school plans to meet the transportation needs of its pupils;
(10) a description of the building, facilities, and equipment and how they shall be obtained;
(11) an explanation of the relationship that shall exist between the proposed charter school and its employees, including descriptions of evaluation procedures and evidence that the terms and conditions of employment have been addressed with affected employees;
(12) a description of a reasonable grievance and termination procedure, as required by this chapter, including notice and a hearing before the governing body of the charter school. The application must state whether or not the provisions of Article 5, Chapter 25 of Title 59 apply to the employment and dismissal of teachers at the charter school;
(13) a description of student rights and responsibilities, including behavior and discipline standards, and a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school before expulsion;
(14) an assumption of liability by the charter school for the activities of the charter school and an agreement that the charter school must indemnify and hold harmless the school district, its servants, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school; and
(15) a description of the types and amounts of insurance coverage to be obtained by the charter school.
(G) Nothing in this section shall require a charter school applicant to provide a list of prospective or tentatively enrolled students or prospective employees with the application.

SECTION 59-40-65. Online or computer instruction; requirements; enrollment in South Carolina Virtual School Program.
(A) If the governing body of a charter school offers as part of its curriculum a program of online or computer instruction, this information shall be included in the application and the governing body shall be required to:
(1) provide each student enrolled in the program with a course or courses of online or computer instruction approved by the State Department of Education that must meet or exceed the South Carolina content and grade specific standards. Students enrolled in the program of online or computer instruction must receive all instructional materials required for the student's program;

(2) ensure that the persons who operate the program on a day-to-day basis comply with and carry out all applicable requirements, statutes, regulations, rules, and policies of the charter school;
(3) ensure that each course offered through the program is taught by a teacher meeting the requirements of Section 59-40-50;
(4) ensure that a parent or legal guardian of each student verifies the number of hours of educational activities completed by the student each school year;
(5) adopt a plan by which it will provide:
(a) frequent, ongoing monitoring to ensure and verify that each student is participating in the program, including proctored assessment(s) per semester in core subjects graded or evaluated by the teacher, and at least bi-weekly parent-teacher conferences in person or by telephone;
(b) regular instructional opportunities in real time that are directly related to the school's curricular objectives, including, but not limited to, meetings with teachers and educational field trips and outings;
(c) verification of ongoing student attendance in the program;
(d) verification of ongoing student progress and performance in each course as documented by ongoing assessments and examples of student coursework;
(6) administer to all students in a proctored setting all applicable assessments as required by the South Carolina Education Accountability Act.
(B) Nothing in this section shall prohibit a charter school that provides a program of online or computer instruction from reimbursing families of enrolled students for costs associated with their Internet connection for use in the program.
(C) A charter school shall provide no more than seventy-five percent of a student's core academic instruction in kindergarten through twelfth grade via an online or computer instruction program. The twenty-five percent of the student's core academic instruction may be met through the regular instructional opportunities outlined in subitem (A)(5)(b).
(D) Charter school students may enroll in the South Carolina Virtual School Program pursuant to program requirements.
(E) Private or homeschool students choosing to take courses from a virtual charter school may not be provided instructional materials, or any other materials associated with receiving instruction through a program of online or computer instruction at the state's expense.
(F) Only students enrolled in the charter school as a full-time student shall be reported in the charter school's average daily membership to the State Department of Education for the purposes of receiving state or federal funds. Private and homeschool students may not be included in the student weighted pupil units or average daily membership reported to the State Department of Education for the purposes of receiving state or federal funds.

SECTION 59-40-70. Charter School Advisory Committee; appointment of members; review of charter school applications.
(A) The Charter School Advisory Committee must be established by the State Board of Education to review charter school applications for compliance with established standards that reflect the requirements and intent of this chapter. Members must be appointed by the State Board of Education unless otherwise indicated.
(1) The advisory committee shall consist of eleven members as follows:
(a) South Carolina Association of Public Charter Schools, the president or his designee and one additional representative from the association;
(b) South Carolina Association of School Administrators, the executive director or his designee;
(c) South Carolina Chamber of Commerce, the executive director or his designee and one additional representative from the chamber;
(d) South Carolina Education Oversight Committee, the chair or a business designee;
(e) South Carolina Commission on Higher Education, the chair or his designee;
(f) South Carolina School Boards Association, the executive director or his designee;
(g) South Carolina Alliance of Black Educators, the president or his designee; and
(h) one teacher and one parent to be appointed by the State Superintendent of Education.

(2) As an application is reviewed, a representative from the board of trustees from which the committee is seeking sponsorship and a representative of the charter committee shall serve on the advisory committee as ex officio nonvoting members. If the applicant indicates a proposed contractual agreement with the local school district in which the charter school is located, a representative from the local school board of trustees of that district shall serve on the advisory committee as an ex officio, nonvoting member.
(3) Appointing authorities shall give consideration to the appointment of minorities and women as representatives on the committee.
(4) The committee shall establish bylaws for its operation that must include terms of office for its membership.
(5) An applicant shall submit the application to the advisory committee and one copy to the school board of trustees of the district from which it is seeking sponsorship. In the case of the South Carolina Public Charter School District, the applicant shall provide notice of the application to the local school board of trustees in which the charter school will be located for informational purposes only. The advisory committee shall receive input from the school district in which the applicant is seeking sponsorship and shall request clarifying information from the applicant. An applicant may submit an application to the advisory committee at any time during the fiscal year and the advisory committee, within sixty days, shall determine whether the application is in compliance. An application that is in compliance must be forwarded to the school district from which the applicant is seeking sponsorship with a letter stating the application is in compliance. The letter also shall include a recommendation from the Charter School Advisory Committee to approve or deny the charter. The letter must specify the reasons for its recommendation. This recommendation is nonbinding on the school board of trustees. If the application is in noncompliance, it must be returned to the applicant with deficiencies noted. The applicant may appeal the decision to the Administrative Law Court.
(B) The school board of trustees from which the applicant is seeking sponsorship shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within thirty days after receiving the application. If there is no ruling within thirty days, the application is considered approved. Once the application has been approved by the school board of trustees, the charter school may open at the beginning of the following year. However, before a charter school may open, the State Department of Education shall verify the accuracy of the financial data for the school within forty-five days after approval.
(C) A school district board of trustees only shall deny an application if the application does not meet the requirements specified in Section 59-40-50 or 59-40-60, fails to meet the spirit and intent of this chapter, or adversely affects, as defined in regulation, the other students in the district in which the charter school is to be located. It shall provide, within ten days, a written explanation of the reasons for denial, citing specific standards related to provisions of Section 59-40-50 or 59-40-60 that the application violates. This written explanation immediately must be sent to the charter committee and filed with the State Board of Education and the Charter School Advisory Committee.
(D) In the event that the racial composition of an applicant's or charter school's enrollment differs from the enrollment of the local school district in which the charter school is to be located or the targeted student population of the local school district by more than twenty percent, despite its best efforts, the school district board of trustees from which the applicant is seeking sponsorship shall consider the applicant's or the charter school's recruitment efforts and racial composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the school district board of trustees that the applicant or charter school is operating in a racially discriminatory manner justifies the denial of a charter school application or the revocation of a charter as provided in this section or in Section 59-40-110, as may be applicable. A finding by the school district board of trustees that the applicant is not operating in a racially discriminatory manner justifies approval of the charter without regard to the racial percentage requirement if the application is acceptable in all other aspects.
(E) If the school district board of trustees from which the applicant is seeking sponsorship denies a charter school application, the charter applicant may appeal the denial to the Administrative Law Court pursuant to Section 59-40-90.
(F) If the school district board of trustees approves the application, it becomes the charter school's sponsor and shall sign the approved application, which constitutes a contract with the charter committee of the charter school. A copy of the charter must be filed with the State Board of Education.

(G) If a local school board of trustees has information that an approved application by the South Carolina Public Charter School District adversely affects the other students in its district, as defined in regulation, or that the approval of the application fails to meet the spirit and intent of this chapter, the local school board of trustees may appeal the granting of the charter to the Administrative Law Court. The Administrative Law Court, within forty- five days, may affirm or reverse the application for action by the South Carolina Public Charter School District in accordance with an order of the state board. The State Board of Education shall promulgate regulations outlining procedures for this type of appeal.

SECTION 59-40-75. Removal of sponsor or member of district or governing board; prosecution.
(A) A member of the South Carolina Public Charter School District or of the governing board or sponsor of the charter school who is indicted in any court for any crime, or has waived the indictment if permitted by law, may be suspended by the Governor, who shall appoint another in his stead until he is acquitted. In case of conviction, the office must be declared vacant by the Governor and the vacancy filled as provided by law.
(B) A member of the South Carolina Public Charter School District or of the governing board of the charter school who is guilty of malfeasance, misfeasance, incompetency, absenteeism, conflicts of interest, misconduct, persistent neglect of duty in office, or incapacity may be removed from office by the Governor. Before removing the officer, the Governor shall inform him in writing of the specific charges brought against him and give him an opportunity on reasonable notice to be heard.
(C) Whenever it appears to the satisfaction of the Governor that probable cause exists to charge a member of the South Carolina Public Charter School District or of the governing board of the charter school who has the custody of public or trust funds with embezzlement or the appropriation of public or trust funds to private use, then the Governor shall direct his immediate prosecution by the proper officer.

SECTION 59-40-80. Conditional authorization of charter school.
A sponsor may conditionally authorize a charter school before the applicant has secured its space, equipment, facilities, and personnel if the applicant indicates such authority is necessary for it to meet the requirements of this chapter. Conditional authorization does not give rise to any equitable or other claims based on reliance, notwithstanding any promise, parole, written, or otherwise, contained in the authorization or acceptance of it, whether preceding or following the conditional authorization.

SECTION 59-40-90. A final decision of the school district may be appealed by any party to the Administrative Law Court as provided in Sections 1-23-380(B) and 1-23-600 (D)

SECTION 59-40-100. Conversion to charter school.
(A) An existing public school may be converted into a charter school if two-thirds of the faculty and instructional staff employed at the school and two-thirds of all voting parents or legal guardians of students enrolled in the school agree to the filing of an application with the local school board of trustees for the conversion and formation of that school into a charter school. Parents or legal guardians of students enrolled in the school must be given the opportunity to vote on the conversion. Parents or guardians of a student shall have one vote for each student enrolled in the school seeking conversion. The application must be submitted pursuant to Section 59-40-70(A)(5) by the principal of that school or his designee who must be considered the applicant. The application must include all information required of other applications pursuant to this chapter. The local school board of trustees shall approve or disapprove this application in the same manner it approves or disapproves other applications. The existence of another charter granting authority must not be grounds for disapproving a school desiring to convert to a charter school.
(B) A converted charter school shall offer at least the same grades, or nongraded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversion, and also may provide additional grades and further educational offerings.
(C) All students enrolled in the school at the time of conversion must be given priority enrollment.
(D) All employees of a converted school shall remain employees of the local school district or the South Carolina Public Charter School District with the same compensation and benefits including any future increases. The converted charter school quarterly shall reimburse the local school district or the South

Carolina Public Charter School District for the compensation and employer contribution benefits paid to or on behalf of these employees and provide to the school district any reports, forms, or data necessary for maintaining retirement coverage and providing South Carolina Retirement Systems benefits to converted school employees. The provisions of Article 5, Chapter 25 of Title 59 apply to the employment and dismissal of teachers at a converted school.

(E) The South Carolina Public Charter School District may not sponsor a public school to convert to a charter school. However, the South Carolina Public Charter School District may sponsor a converted charter school renewal if the charter school has not committed a material violation of the provisions specified in subsection (C) of Section 59-40-110 and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-110(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

SECTION 59-40-110. Duration of charter; renewal; revocation; termination.

(A) A charter must be approved or renewed for a period of ten school years; however, the charter only may be revoked or not renewed under the provisions of subsection (C) of this section. The sponsor annually shall evaluate the conditions outlined in subsection (C). The annual evaluation results must be used in making a determination for nonrenewal or revocation.

(B) A charter renewal application must be submitted to the school's sponsor, and it must contain:

(1) a report on the progress of the charter school in achieving the goals, objectives, pupil achievement standards, and other terms of the initially approved charter application; and

(2) a financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that allows comparison of these costs to other schools or other comparable organizations, in a format required by the State Board of Education.

(C) A charter must be revoked or not renewed by the sponsor if it determines that the charter school:

(1) committed a material violation of the conditions, standards, or procedures provided for in the charter application;

(2) failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application;

(3) failed to meet generally accepted standards of fiscal management; or

(4) violated any provision of law from which the charter school was not specifically exempted.

(D) At least sixty days before not renewing or terminating a charter school, the sponsor shall notify in writing the charter school's governing body of the proposed action. The notification shall state the grounds for the proposed action in reasonable detail. Termination must follow the procedure provided for in this section.

(E) The existence of another charter granting authority must not be grounds for the nonrenewal or revocation of a charter. Grounds for nonrenewal or revocation must be only those specified in subsection (C) of this section.

(F) The charter school's governing body may request in writing a hearing before the sponsor within fourteen days of receiving notice of nonrenewal or termination of the charter. Failure by the school's governing body to make a written request for a hearing within fourteen days must be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the sponsor shall give reasonable notice to the school's governing body of the hearing date. The sponsor shall conduct a hearing before taking final action. The sponsor shall take final action to renew or not renew a charter by the last day of classes in the last school year for which the charter school is authorized.

(G) A charter school seeking renewal may submit a renewal application to another charter granting authority if the charter school has not committed a material violation of the provisions specified in subsection (C) of this section and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-140(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

(H) A decision to revoke or not to renew a charter school may be appealed to the Administrative Law Court pursuant to the provisions of Section 59-40-90.

SECTION 59-40-115. Termination of contract with sponsor.
A charter school may terminate its contract with a sponsor before the ten-year term of contract if all parties under contract with the charter school agree to the dissolution. A charter school that terminates its contract with a sponsor directly may seek application for the length of time remaining on its original contract from another sponsor without review from the Charter School Advisory Committee.

SECTION 59-40-120. Dissolution of charter school.
Upon dissolution of a charter school, its assets may not inure to the benefit of any private person. Any assets obtained through restricted agreements with a donor through awards, grants, or gifts must be returned to that entity. All other assets become property of the sponsor.

SECTION 59-40-125. Eligibility for retirement coverage.
(A) All charter schools, other than converted charter schools whose employees remain employees of the local school district or the South Carolina Public Charter School District pursuant to Section 59-40-100(D), are eligible covered employers in the South Carolina Retirement Systems and may elect to participate in the system by filing the appropriate application with the South Carolina Retirement Systems. If the charter school chooses not to become a covered employer, employees of that charter school are not allowed to participate in the South Carolina Retirement Systems except as provided in Section 59-40-130.
(B) The South Carolina Public Charter School District shall be a covered employer in the South Carolina Retirement Systems.

SECTION 59-40-130. Leave to be employed at charter school; continuation of benefits; exceptions.
(A) If an employee of a local school district makes a written request for leave to be employed at a charter school before July 1, 2006, the school district shall grant the leave for up to five years as requested by the employee. The school district may require that the request for leave or extension of leave be made by the date provided for by state law for the return of teachers' contracts. Employees may return to employment with the local school district at its option with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.
(B) A charter school employing an individual on leave from a local school district shall participate in the South Carolina Retirement Systems as a covered employer with respect to the employee on leave it hires. The employee on leave from a local school district employed by a charter school shall accrue benefits and credits in the South Carolina Retirement Systems. The charter school shall remit to the Retirement Systems the employer contributions required by law for participating employers. The employee shall make the employee contributions to the Retirement Systems required by law and the contributions must be picked up in accordance with Section 9-1-1020. The South Carolina Retirement Systems may impose reasonable requirements to administer this section.
(C) The provisions of this section do not apply to teachers and other employees of a converted school whose employment relation is governed by Section 59-40-100.

SECTION 59-40-140. Distribution of resources; periodic reports; technical assistance from sponsor; property rights; tax exemption.
(A) A local school board of trustees sponsor shall distribute state, county, and school district funds to a charter school as determined by the following formula: the previous year's audited total general fund revenues, divided by the previous year's weighted students, then increased by the Education Finance Act inflation factor, pursuant to Section 59-20-40, for the years following the audited expenditures, then multiplied by the weighted students enrolled in the charter school, which will be subject to adjustment for student attendance and state budget allocations based on the same criteria as the local school district. These amounts must be verified by the State Department of Education before the first disbursement of funds. All state and local funding must be distributed by the local school district to the charter school monthly

beginning July first following approval of the charter school application and must continue to be disbursed to the charter school for the duration of its charter and for the duration of any subsequent renewals.
(B) The South Carolina Public Charter School District shall receive and distribute state funds to the charter school as determined by the following formula: the current year's base student cost, as funded by the General Assembly, multiplied by the weighted students enrolled in the charter school, which must be subject to adjustment for student attendance and state budget allocations. These state funds are in addition to other funds to be received and distributed by the South Carolina Public Charter School District pursuant to subsections (C) and (D) of this section and Section 59-40-220(A). However, the South Carolina Public Charter School District may not retain more than two percent of its gross revenue for its internal administrative and operating expenses.
(C) During the year of the charter school's operation, as received, and to the extent allowed by federal law, a sponsor shall distribute to the charter school federal funds which are allocated to the school district on the basis of the number of special characteristics of the students attending the charter school. These amounts must be verified by the State Department of Education before the first disbursement of funds.
(D) Notwithstanding subsection (C), the proportionate share of state and federal resources generated by students with disabilities or staff serving them must be directed to the school district board of trustees. The proportionate share of funds generated under other federal or state categorical aid programs must be directed to the school district board of trustees serving students eligible for the aid pursuant to state and federal law.
(E) All services centrally or otherwise provided by the sponsor or local school district, if any, including, but not limited to, food services, custodial services, maintenance, curriculum, media services, libraries, and warehousing are subject to negotiation between a charter school and the sponsor or local school district.
(F) All awards, grants, or gifts collected by a charter school must be retained by the charter school.
(G) The governing body of a charter school is authorized to accept gifts, donations, or grants of any kind made to the charter school and to expend or use the gifts, donations, or grants in accordance with the conditions prescribed by the donor. A gift or donation must not be required for admission. However, a gift, donation, or grant must not be accepted by the governing board if subject to a condition contrary to law or contrary to the terms of the contract between the charter school and the governing body. All gifts, donations, or grants must be reported to the sponsor in their annual audit report as required in Section 59-40-50(B)(3).
(H) A charter school shall report to its sponsor and the Department of Education any change to information provided under its application. In addition, a charter school shall report at least annually to its sponsor and the department all information required by the sponsor or the department and including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff.
(I) The sponsor shall provide technical assistance to persons and groups preparing or revising charter applications at no expense.
(J) Charter schools may acquire by gift, devise, purchase, lease, sublease, installment purchase agreement, land contract, option, or by any other means, and hold and own in its own name buildings or other property for school purposes and interests in it which are necessary or convenient to fulfill its purposes.
(K) Charter schools are exempt from all state and local taxation, except the sales tax, on their earnings and property. Instruments of conveyance to or from a charter school are exempt from all types of taxation of local or state taxes and transfer fees.

SECTION 59-40-145. Students attending charter schools outside district of residence.
A child who resides in a school district other than the one where a charter school is located may attend a charter school outside his district of residence; however, the receiving charter school shall have authority to grant or deny permission for the student to attend pursuant to Sections 59-40-40(2)(b) and 59-40-50(B)(7) and (8) according to the terms of the charter after in-district children have been given priority in enrollment. However, the out-of-district enrollment shall not exceed twenty percent of the total enrollment of the charter school without the approval of the sponsoring district board of trustees. The district sending children to the charter school under the terms of this section must be notified immediately of the transferring students. Out-of-district students must be considered based on the order in which their applications are received. If the

twenty percent out-of-district enrollment is from one school district, then the sending district must concur with any additional students transferring from that district to attend the charter school. The charter school to which the child is transferring shall be eligible for state and federal funding according to the formula defined in Section 59-40-140(A), (B), and (C), as applicable. However, this section does not apply to a charter school sponsored by the South Carolina Public Charter School District Board of Trustees.

SECTION 59-40-150. Duties of Department of Education.

(A) The Department of Education shall disseminate information to the public, directly and through sponsors, on how to form and operate a charter school and how to utilize the offerings of a charter school.

(B) At least annually, the department shall provide upon request a directory of all charter schools authorized under this chapter with information concerning the educational goals of each charter school, the success of each charter school in meeting its educational goals, and procedures to apply for admission to each charter school.

(C) The department shall bear the cost of complying with this section.

SECTION 59-40-155. Orientation programs for board members and administrators.

(A) Within one year of taking office, all persons elected or appointed as members of a charter school board of trustees after July 1, 2006, shall complete successfully an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation must be provided at no charge by the State Department of Education or an association approved by the department.

(B) Within ninety days of employment, an administrator employed by the charter school, who is not certified, shall complete successfully an orientation program in the powers, duties, and responsibilities of a school administrator including, but not limited to, topics on personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation must be provided at no charge by the State Department of Education or an association approved by the department.

SECTION 59-40-160. Compilation of evaluations; impact study.

(A) The State Board of Education shall compile evaluations to include, but not be limited to, school report cards of charter schools received from sponsors. They shall review information regarding the regulations and policies from which charter schools were released to determine if the releases assisted or impeded the charter schools in meeting their stated goals and objectives.

(B) An impact study must be conducted by the State Board of Education two years after the implementation of the Charter School Advisory Committee review process to determine the effectiveness of the application process.

SECTION 59-40-170. Annual listing of buildings suitable for charter school use.

The Department of Education shall make available, upon request, a list 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 department shall make the list available to applicants for charter schools and to existing charter schools. The list must include the address of each building, a short description of the building, and the name of the owner of the building. Nothing in this section requires the owner of a building on the list to sell or lease the building or a portion of the building to a charter school or to any other school or to any other prospective buyer or tenant. However, if a school district declares a building surplus and chooses to sell or lease the building, a charter school's board of directors or a charter committee operating or applying within the district must be given the first refusal to purchase or lease the building under the same or better terms and conditions as it would be offered to the public.

SECTION 59-40-180. Regulations and guidelines.

The State Board of Education shall promulgate regulations and develop guidelines necessary to implement the provisions of this chapter, including standards which the Charter School Advisory Committee shall use to determine compliance with this chapter and an application process to include a timeline for submission of

applications that will allow for final decisions, including Administrative Law Court appeal, by December first of the year preceding the charter school's opening.

SECTION 59-40-190. Liability of governing body, sponsor, board and employees; employment of member of governing body.

(A) The governing body of a charter school may sue and be sued. The governing body may not levy taxes or issue bonds.

(B) A sponsor is not liable for any of the debts of the charter school.

(C) A sponsor, members of the board of a sponsor, and employees of a sponsor acting in their official capacity are immune from civil or criminal liability with respect to all activities related to a charter school they sponsor. The governing body of a charter school shall obtain at least the amount of and types of insurance required for this purpose.

(D) A member of a school governing body may not receive pay as an employee in the same school.

SECTION 59-40-200. Effect of establishment of South Carolina Public Charter School District on pending and future applications.

An application already on file with the charter school advisory committee before the effective date of Section 59-40-220 is subject to the time line in effect at the time the application was filed. An application filed after the effective date of Section 59-40-220 is subject to the new time lines established pursuant to this chapter.

SECTION 59-40-210. Conversion of private school to charter school.

A school established as a private school, on the effective date of this section, which desires to convert to a charter school shall dissolve and must not be allowed to open as a charter school for a period of twelve months.

SECTION 59-40-220. South Carolina Public Charter School District.

(A) The South Carolina Public Charter School District is created as a public body. The South Carolina Public Charter School District must be considered a local education agency and is eligible to receive state and federal funds and grants available for public charter schools and other schools to the same degree as other local education agencies. The South Carolina Public Charter School District may not have a local tax base and may not receive local property taxes.

(B) The geographical boundaries of the South Carolina Public Charter School District are the same as the boundaries of the State of South Carolina.

(C) The office of the South Carolina Public Charter School District Board of Trustees must be housed in the State Department of Education.

SECTION 59-40-230. Board of trustees; membership; powers and duties.

(A) The South Carolina Public Charter School District must be governed by a board of trustees consisting of not more than eleven members:

(1) two appointed by the Governor;

(2) one appointed by the Speaker of the House of Representatives;

(3) one appointed by the President Pro Tempore of the Senate; and

(4) seven to be appointed by the Governor upon the recommendation of the:

(a) South Carolina Association of Public Charter Schools and one additional representative from the association;

(b) South Carolina Association of School Administrators;

(c) South Carolina Chamber of Commerce;

(d) South Carolina Education Oversight Committee;

(e) South Carolina School Boards Association;

(f) South Carolina Alliance of Black Educators.

The nine members appointed by the Governor pursuant to this subsection are subject to advice and consent of the Senate. Membership of the committee must reflect representatives from each of the entities in item (A)(4) or their designee as reflected in their recommendation.
Each member of the board of trustees shall serve terms of three years, except that, for the initial members, two appointed by the Governor, one by the Speaker of the House, and one by the President Pro Tempore of the Senate, shall serve terms of one year and three appointed by the Governor shall serve terms of two years. A member of the board may be removed after appointment pursuant to Section 1-3-240. In making appointments, every effort must be made to ensure that all geographic areas of the State are represented and that the membership reflects urban and rural areas of the State as well as the ethnic diversity of the State.
(B) The South Carolina Public Charter School District Board of Trustees has the same powers, rights, and responsibilities with respect to charter schools as other school district boards of trustees of this State including, but not limited to, sponsoring charter schools and applying for federal charter school grants, except that the South Carolina Public Charter School District Board of Trustees may not offer application for a charter school, issue bonds, or levy taxes.
(C) The South Carolina Public Charter School District Board of Trustees annually shall elect a chairman and other officers, as it considers necessary from among its membership.
(D) Members of the South Carolina Public Charter School District Board of Trustees are not eligible to receive compensation but are eligible for per diem, mileage, and subsistence as provided by law for members of state boards, committees, and commissions.
(E) The South Carolina Public Charter School District Board of Trustees shall:
(1) exercise general supervision over public charter schools sponsored by the district;
(2) grant charter status to qualifying applicants for public charter schools pursuant to this chapter;
(3) adopt and use an official seal in the authentication of its acts;
(4) keep a record of its proceedings;
(5) adopt rules of governance;
(6) determine the policy of the district and the work undertaken by it;
(7) prepare a budget for expenditures necessary for the proper maintenance of the board and the accomplishment of its purpose;
(8) keep financial records in accordance with state and federal accounting codes and procedures;
(9) comply with and ensure compliance of applicable state and federal regulations;
(10) procure an outside annual certified financial audit on funds and submit to the State Department of Education as required by the State Department of Education;
(11) be subject to the Freedom of Information Act;
(12) have the power to hire and fire the superintendent of the district who may have staff as needed.
(F) The South Carolina Public Charter School District Board of Trustees may contract, sue, and be sued.

SECTION 59-40-240. Severability.
If any section, subsection, paragraph, subparagraph, sentence, clause, phrase, or word of this chapter is for any reason held to be unconstitutional or invalid, such holding shall not affect the constitutionality or validity of the remaining portions of this chapter, the General Assembly hereby declaring that it would have passed this chapter, and each and every section, subsection, paragraph, subparagraph, sentence, clause, phrase, and word thereof, irrespective of the fact that any one or more sections, subsections, paragraphs, subparagraphs, sentences, clauses, phrases, or words thereof may be declared to be unconstitutional, invalid, or otherwise ineffective.

Appendix F2B
Listing of Current Charter Schools

School Name Year Open	Grades # Students	District	Type of Charter	Format
Academy for Teaching and Learning (2006)	K-8 290	Chester	Start-up	Brick and mortar
Aiken Performing Arts Academy (2005)	9-12 60	Aiken	Start-up	Brick and mortar
Brashier Middle College (2006)	9-11 282	Greenville	Start-up	Brick and mortar
Bridgewater Academy (2003)	K–8 150	Horry	Start-up	Brick and mortar
Calhoun Falls Charter School (2008)	6-12 266	SCPCSD	Start-up	Brick and mortar
Carolina School for Inquiry(2006)	K-5 99	Richland One	Start-up	Brick and mortar
Charleston Charter School for Math & Science (2008)	6-12 185	Charleston	Start-up	Brick and mortar
Charleston Development Academy (2003)	K-6 135	Charleston	Start-up	Brick and mortar
Children's Attention Home (2004)	K–8 17	Rock Hill 3	Start-up	Brick and mortar
CHOiCES (2002)	5-8 45	Darlington Florence 1	Start-up	Brick and mortar
Discovery School of Lancaster County (2000)	K-5 108	Lancaster	Start-up	Brick and mortar
East Cooper Montessori Charter School (2003)	1–8 161	Charleston	Start-up	Brick and mortar
Fox Creek High School (2004)	9-12 312	Edgefield	Start-up	Brick and mortar
Fuller Normal Advanced Technology Charter School (2006)	K-8 190	Greenville	Start-up	Brick and mortar
Greenville Technical Charter High School (1999)	9–12 420	Greenville	Start-up	Brick and mortar
Greer Middle College (2008)	9 89	Greenville	Start-up	Brick and mortar
Greg Mathis Charter High School (Youthbuild) (2003)	9-12 135	Charleston	Start-up	Brick and mortar
James Island Charter High School (conversion) (2003)	9–12 1498	Charleston	Conversion	Brick and mortar
Langston Charter Middle School (2005)	6-8 285	Greenville	Start-up	Brick and mortar
Lloyd Kennedy Charter School (2002)	5–8 35	Aiken	Start-up	Brick and mortar

Meyer Center for Special Children (1999)	PreK–K 50	Greenville	Start-up	Brick and mortar
Midland Valley Preparatory School (2002)	4K–8 172	Aiken	Start-up	Brick and mortar
Midlands Math and Business Academy (2004)	4–8 148	Richland 1	Start-up	Brick and mortar
MLD Learning Academy (2005)	K5-10 101	Lee	Start-up	Brick and mortar
Orange Grove Elementary Charter School (2006)	PK-5 706	Charleston	Conversion	Brick and mortar
Palmetto Youth Academy (2005)	3-6 60	Florence One	Start-up	Brick and mortar
Phoenix Charter High School (1999)	9–12 60	Clarendon 2	Start-up	Brick and mortar
Provost Academy of SC (2009)	9-12 1,000	SCPCSD	Start-up	Virtual
Palmetto State E-cademy (2008)	9-12 600	SCPCSD	Start-up	Virtual
Richland One Middle College (2004)	11–12 129	Richland 1	Start-up	Brick and mortar
Riverview Charter School (2009)	K-5 228	Beaufort	Start-up	Brick and mortar
SC Calvert Academy (2009)	K-8 276	SCPCSD	Start-up	Virtual
South Carolina Connections Academy (2008)	K-12 655	SCPCSD	Start-up	Virtual
South Carolina Virtual Charter School (2008)	K-12 1050	SCPCSD	Start-up	Virtual
Spartanburg Charter School (2009)	K-5 264	SCPCSD	Start-up	Brick and mortar
Susan G. Boykin Academy (2005)	K-6 170	Charleston	Start-up	Brick and mortar
Youth Academy Charter School (1999)	7–12 20	Williamsburg	Start-up	Brick and mortar
Wohali Academy (2004)	K5-12	Greenville	Start-up	Brick and mortar

Appendix F2C
State Board of Education Regulations

Title of Regulation: **Regulation No.:** **R 43-601**

PROCEDURES AND STANDARDS FOR REVIEW CHARTER SCHOOL APPLICATIONS **Effective Date: 6/26/09**

Constitutional and Statutory Provisions:

S. C. Code Ann. Section(s):
Section 59-5-60 (1990) General powers of [State] Board.
Section 59-40-10, et seq. (Supp. 2002) Charter Schools.

Descriptor Code: None

State Board Regulation:

Procedures and Standards for Review of Charter School Applications

43-601. Procedures and Standards for Review of Charter School Applications.

I. DEFINITIONS

(A) "Charter school" means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this definition prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.

(B) "Applicant" means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees of the district where the charter school is to be located. The applicant also must be the person who applies to the Secretary of State to organize the charter school as a nonprofit corporation.

(C) "Sponsor" means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees of the district where the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school's existence.

(D) "Charter Committee" means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.

(E) "Local school district" means any school district in the state except the South Carolina Public Charter School District and does not include special school districts.

(F) "Scholastic year" means the year that begins on the first day of July of each year and ends on the thirtieth day of June following.

II. APPLICATIONS TO BE CONSIDERED BY THE CHARTER SCHOOL ADVISORY COMMITTEE

(A) Review of Applications

All charter school applications must be reviewed by the Charter School Advisory Committee to determine compliance with the standards established below. The

applications submitted to the Advisory Committee must demonstrate compliance with each standard. If the Advisory Committee determines that the application meets the standards set forth in this regulation, it must forward the application to the school district from which the applicant is seeking sponsorship. The Advisory Committee must make a recommendation to the school district to either approve or deny the charter.

(B) Application Timeline

Applications must be submitted to the Advisory Committee on or before May 1 to ensure completion of the review process by December 1 of the year preceding the opening of the charter school. If a charter, to include a conditional charter, is not issued by December 1, the opening will be delayed one scholastic year. Charter applications must propose school openings that are consistent with South Carolina's definition of a scholastic year. The applicant must submit the application to their selected sponsor on or before the date that the application is submitted to the CSAC for review. Evidence of this act must accompany the application to the CSAC.

(C) Proposed Contract

The charter school application will be a proposed contract.

(D) Requests for Additional Information

If the Advisory Committee determines that an application does not meet one or more of the standards, it may request clarification or additional information from the applicant or the district. The Advisory Committee has the authority to incorporate this additional information into the application.

III. CHARTER SCHOOL APPLICATION STANDARDS

(A) Mission Statement

The charter school application must include a mission statement that must be clear and must support the intent of the Charter Schools Act:

(1) The purpose of the charter school must be clearly stated.

(2) The purpose of the charter school must be consistent with the intent of the Charter Schools Act:

(a) S.C. Code Ann. Section 59-40-20 (Supp. 2007):
This chapter is enacted to:

(i) improve student learning;

(ii) increase learning opportunities for students;

(iii) teaching methods;

(iv) establish new forms of accountability for schools;

(v) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and

(vi) assist South Carolina in reaching academic excellence.

(b) S.C. Code Ann. Section 59-40-30 (Supp. 2007):
The purpose of the Charter Schools Act is to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system.

(B) Admissions Policies and Procedures

The application must include a description of the charter school's admission policies and procedures:

(1) The admission policies and procedures must reflect compliance with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

(2) The admission policies and procedures must provide that, subject to space limitations, the charter school admits all children who are eligible to attend public school in the school district where the charter school is operating. For schools within the South Carolina Public Charter School District, the enrollment is open to all children who are eligible to attend public school in the state. If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, as specified in federal or state guidance. There is no appeal to the local school board of trustees.

(3) The policies and procedures must not limit or deny admission or show preference to any individual group; however, priority, which may not exceed twenty percent of the enrollment of the charter school, may be given to
   (a) a sibling of a pupil already enrolled or previously enrolled,
   (b) children of charter school employees, and
   (c) children of the charter school committee.

(4) Admission priority must be given to all students enrolled in a school undergoing a conversion.

(5) The policies and procedures must include provisions to grant or deny permission for students to attend the charter school if they reside in a school district other than the one where the charter school is located. This section is not applicable to schools authorized by the South Carolina Public Charter School District.
   (a) In-district students will be given priority.
   (b) Out-of-district student enrollment must not exceed 20 percent of the total enrollment of the charter school without the approval of the receiving district board of trustees. The sending district must be notified immediately of the transferring students. Out-of-district students must be considered on the basis of the order in which their applications are received.
   (c) If the 20 percent of the out-of-district students are from one school district, then the sending district must concur with any additional students' transferring from that district to attend the charter school.

(6) If a charter school denies admission to a student for reasons other than the results of a lottery, the student may appeal the denial to the sponsor. The decision will be binding on the student and the charter school.

(C) Support for Formation of a Charter School

The application must include evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of the charter school:

(1) The charter committee must include at least one teacher.

(2) The application must include documentation of support of parents, teachers, pupils, or any combination of them that demonstrates that the school would likely meet enrollment expectations. A list of prospective or tentatively enrolled students or prospective employees is not required. The application must set forth the anticipated enrollment for the school at each grade level.

(3) Evidence of the interest level of parents, teachers, pupils, or any combination of them must be provided in the application and may include, but not be limited to, documentation of attendance and support at community meetings and survey results.

(4) If the social situation of the proposed school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school.

(5) In the case of a proposal to convert a school, the application must also include evidence that two-thirds of the faculty and instructional staff voted to support the filing of the application and evidence that two-thirds of the voting parents or legal guardians voted to support the filing of the application. Parents or guardians shall have one vote for each of their children enrolled in the school (i.e., each student may be represented by only one vote). All parents or legal guardians of students enrolled in the school must be given the opportunity to vote.

(D) Educational Program, Goals, Objectives, Pupil Achievement Standards, and Curriculum

The charter school's educational program, goals, objectives, pupil achievement standards, and curriculum must be clearly described in the application and must meet or exceed any student academic standards adopted by the school district in which the charter school is located. The application must demonstrate that the educational program is designed to enable each student to achieve these standards.

(1) The goals and objectives must be clearly stated and must provide enough detail to indicate specific outcomes.

(2) The student population must be identified by grade level, unique educational needs, and projected enrollment. A converted charter school must offer the same grades, or nongraded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversion and may also provide additional grades and further educational offerings.

(3) The educational goals must reflect the school's mission statement.

(4) Strategies to accomplish the educational goals must be included.

(5) The school calendar must be at least 180 instructional days.

(6) Academic standards must identify what students will achieve at each grade level and must meet or exceed the South Carolina curriculum standards, as adopted by the State Board of Education. A correlation or other documentation must be included or process identified to ensure that the school will provide an instructional program that meets or exceeds the academic standards.

(7) If the charter school plans to offer the South Carolina State High School Diploma, the application must set forth the method for meeting the state requirements for the High School Diploma, including, but not limited to, course unit requirements, seat time for Carnegie Units, as applicable, and passage of the required examinations.

(8) Provisions must be included for determining if all students are achieving or attaining the standards, including the methods by which student performance information will be gathered and monitored.

(9) The application must include an explanation as to how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

(E) Student Assessment

The application must include a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards. The school's evaluation plan must include state-mandated assessments and other assessments as well as the timeline for meeting these standards and the procedures to be taken if pupil achievement falls below the standards.

(1) Methods for evaluating pupil achievement at each grade level must be specified. These methods must include but should not be limited to the state assessments.

(2) The timeline must identify the expected yearly progress toward meeting the school's long-term performance goals. The expected yearly progress must meet or exceed the expectation of adequate yearly progress as established in the No Child Left Behind Act.

(3) Provisions must be included to address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program.

(F) Budget and Accounting System

The application must include a plan for the charter school that is economically sound and in compliance with state and federal requirements:

(1) A budget for the first five years of the charter must be included. The charter school must use the same budget codes as are required of school districts. The budget must be based on documented State Department of Education estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)–(C). If the budget includes funds acquired through grants, the application must present evidence that the funds, including federal public charter school start-up grants, are likely to be received, and the terms of the projected grants must be explained. Anticipated expenditures must include all costs associated with initial implementation and continued operation, including but not limited to instructional and support costs for:
   (a) salaries,
   (b) employee benefits,
   (c) purchased services (includes insurance and transportation),
   (d) supplies and materials (includes noncapital equipment), and
   (e) capital outlay.

(2) The application must include a description of the annual audit of the financial and administrative operations of the charter school, including evidence that the charter school will adhere to the accounting, auditing, and reporting procedures and requirements that are applied to public schools operating in South Carolina. Accounting, auditing, and reporting requirements must be in compliance with the principles set forth in the following publications, published annually by the Office of Finance:
   (a) *Single Audit Guide*,
   (b) *Financial Accounting Handbook*, and
   (c) *Funding Manual.*

(3) The application must include documentation regarding the pupil accounting system, including evidence that the charter school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. Pupil accounting and reporting requirements must be in compliance with the *S.C. Pupil Accounting Manual* and the *S.C. Student Accountability Manual*, published by the State Department of Education.

(4) The application must include documentation of any negotiated services provided by the school district, including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.

(G) Governance and Operation

The application must include a description of the governance and operation of the charter school:

(1) The charter school must be organized as a South Carolina non-profit corporation and the application must include a copy of the non-profit corporation's articles of incorporation and bylaws.

(2) The governing board must be elected annually by employees of the charter school and all parents or guardians of enrolled students.

(3) The governing board must assume the following responsibilities:
   (a) employing and contracting with teachers and nonteaching employees;

(b) ensuring that teachers, whether certified or noncertified, undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school;
(c) contracting for other services;
(d) developing pay scales, performance criteria, and discharging policies for its employees;
(e) deciding all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures; and
(f) ensuring that the charter school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district.

(4) The application must include a description of the administrative structure of the charter school, including the roles and responsibilities of each administrative staff member.

(5) Evidence of the nature and extent of parental, community, and professional educator involvement in the governance and operation of the school must be provided.

(6) Evidence must be provided that the charter school and its governing body will comply with the Freedom of Information Act. Such evidence may include the bylaws of the nonprofit corporation, which must be established prior to application.

(H) Administrative and Teaching Staff

The charter school must employ administrators and teachers in a manner consistent with the Charter Schools Act:

(1) At least one member of the administrative staff must hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. The application must provide evidence that the qualifications of at least one administrator will meet this requirement.

(2) A newly created charter school may hire noncertified teachers not to exceed 25 percent of its faculty.

(3) A converted charter school may hire noncertified teachers not to exceed of 10 percent of its faculty.

(4) A teacher of a core academic area (English/language arts, mathematics, science, or social studies) must be certified in that area or must hold a baccalaureate or graduate degree in that subject. Teachers with elementary certification may teach in any academic area and in any grades allowable by the status of their certification.

(5) Part-time noncertified teachers must be considered pro rata in calculating staff percentages based on the hours which they are expected to teach.

(6) A noncertified teacher must be appropriately qualified for the subject matter taught, must have completed at least one year of study at an accredited college or university, and must meet the qualifications outlined in S.C. Code Ann. § 59-25-115.

(7) A certified teacher must hold current certification by the State of South Carolina to teach in a public elementary, middle, or secondary school.

(I) Racial Composition

The application must describe how the charter school intends to ensure that the enrollment of the school is similar to the racial composition of the school district or to the targeted student population the charter school proposes to serve and must also provide assurance that the school complies with any school district desegregation plan or order in effect:

(1) The application must demonstrate timely, fair, and realistic policies and procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or the targeted school population.

(2) The proposed procedures and policies must reflect an understanding of the racial composition of the district and the targeted student population.

(3) To ensure compliance with a desegregation plan or order, the charter school applicant should take the following steps and provide documentation that these steps were taken in its application:

(a) request and receive a letter from the district indicating whether the school will be subject to any desegregation plan or order;

(b) secure a copy of the desegregation plan or order if the school is subject to such;

(c) determine and demonstrate that the charter school's policies and procedures are in compliance with the desegregation plan or order;

(d) request and receive a letter from the district that indicates whether the charter school's proposed policies and procedures are in compliance with any desegregation plan or order in effect in the district or whether clarification must be received from the Office for Civil Rights.

(J) Transportation

The application must include a description of how the charter school intends to meet the transportation needs of its pupils:

(1) If the charter school will provide transportation by school bus, the application must include a plan that complies with the state requirements for drivers and training and the state safety requirements for school buses.

(2) If the lack of transportation is preventing a child from attending school, the charter school must provide or facilitate transportation for that student.

(3) If the charter school intends to contract with the district or a third party for transportation services, a description of those services and a proposed contract must be provided in the application.

(4) A charter school is not required to provide or facilitate transportation for out-of-district students.

(K) Facilities and Equipment

The application must include a description of the building, facilities, and equipment and an explanation as to how they will be obtained:

(1) Facilities Identified in Application

(a) If a facility suitable for use by the charter school is identified at the time of application, the application must provide the following information with regard to the facility that the charter school intends to occupy:

(i) the address of the facility;

(ii) a description of the facility;

(iii) a floor plan of the facility, including a notation of its size in square footage;

(iv) the name and address of the owner of the facility; and

(v) a copy of the proposed lease or rental agreement if the facility will be leased or rented.

(b) If the facility that the charter school will occupy is being used as a public school at the time of application, the application must specify the name and location of that school and must include documentation setting forth the specific days and times during which the charter school is authorized to use that facility.

(c) The application must either demonstrate that the proposed facility is in compliance with requirements set forth in the South Carolina School Facility Planning and Construction Guide for charter school occupancy or must provide a description of that facility and must demonstrate that it will meet the requirements:

(i) A certificate of occupancy or a letter from the Office of School Facilities stating that the facility meets the appropriate codes is adequate to show compliance with this standard with regard to school facilities.

(ii) If a certificate of occupancy is not issued or cannot be obtained at the time of application, the application must provide evidence that the charter school committee is working with an architect and/or the Office of School Facilities to correct any deficiencies in the facility.

(2) Facilities Not Identified in Application

If the charter school has not identified a suitable facility, the application must specify a plan for obtaining such a facility and must include

(a) a description of the facility needs,

(b) a statement as to whether an existing facility will be remodeled or a new facility will be built, and

(c) a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.

(3) The application must include a description of the equipment that will be used to support the proposed curriculum and an explanation as to how the equipment will be obtained.

(L) Employee Relations

The application must explain the relationship that will exist between the charter school and its employees, including evaluation procedures:

(1) The application must include a description of the process that will be used to advertise for, select, and employ instructional staff and other employees.

(2) The procedure for the evaluation of teachers of the charter school must be outlined in the application.

(a) The charter school may choose to use the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) program. If ADEPT is to be used, the school must meet all requirements of the program.

(b) If the charter school selects another method of evaluation, that method must be explained with adequate detail. Teachers with Initial Teaching Certificates in those schools can not advance to a Professional Teaching Certificate.

(3) The application must explain how the terms and conditions of employment will be addressed with affected employees.

(M) Grievance and Termination Procedures

The charter school must have a reasonable grievance and termination procedure for its employees:

(1) The charter school may, with agreement from the sponsor, adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. Section 59-25-410 et seq. (1990).

(2) If the charter school does not adopt procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. Section 59-25-410 et seq. (1990), the

charter school must establish employment and termination procedures that provide for notice and a right to a hearing before the governing board.

(3) The charter school application must include grievance or termination procedures for paraprofessionals and other staff.

(4) Teachers and other staff members who are employed at a public school that converts and who desire to continue to teach or work at the converted school may do so but will remain employees of the local school district with the same compensation and benefits including any future increases.

(N) Student Conduct, Rights, and Responsibilities

The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures:

(1) The charter school may adopt the district's policy on student conduct and discipline.

(2) If the charter school does not adopt the district's policy on student conduct and discipline, the charter school application must include a policy that sets forth clear expectations for student conduct.

(3) The policy must set forth disciplinary actions to be taken by the administration for breaches of the student conduct policy.

(4) The application must set forth an appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board.

(5) The application must set forth an assurance that the charter school will comply with S.C. Code Ann. § 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

(6) The application must include an assurance that the charter school will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).

(7) The application must contain the explanation of the policies with regard to student conduct, rights, and responsibilities that will be given to parents and students at the beginning of the school year.

(O) Indemnification

The charter school must assume the liability for the activities of the charter school and must agree to indemnify and hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

(P) Insurance

The application must include a description of the types and amounts of insurance coverage to be obtained by the charter school. The application must address, but is not limited to, the following types of insurance: workers' compensation, liability, property, indemnity, and automotive.

(1) The application must include a description of workers' compensation insurance and amounts and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

(2) The application must include a description of liability insurance and the amounts to be obtained by the charter school and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance. The minimum policy must cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2001)).

(3) The application must include a description of the insurance to cover loss to the school building and contents for fire and theft and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

(4) The application must include a description of indemnity insurance against civil and criminal liability for the charter school to protect the sponsor, the members of the board of the sponsor, and the employees of a sponsor acting in their official capacity with respect to all activities related to the charter school. A statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance must also be included.

(5) The application must include a description of automobile insurance, both property and liability insurance, and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

IV. VIRTUAL CHARTER SCHOOLS

(A) Definition: a virtual charter school is a charter school whereby students are taught primarily through online methods; however, at least 25 percent of the instruction in core areas as defined in Section IV(E)(1) must be through regular instructional opportunities. Regular instructional opportunities may include, but are not limited to, the opportunities outlined in Section IV(E)(2).

(B) The following additional information must be submitted to the Advisory Committee with the charter application:

(1) List of currently developed courses that are ready for curriculum alignment;

(2) Access to one course per level that can be previewed by South Carolina Department of Education (SCDE) to assess depth of work necessary for curriculum alignment;

(3) Description of how the proposed charter will comply with the 25 percent real time requirement;

(4) A timeline of how curriculum development will be completed and then approved by the SCDE;

(5) A description of how much teacher interaction students will receive within the online instruction;

(6) A description of the portal used and how it works;

(7) A description of how the applicant plans to comply with the teacher requirements in S.C. Code Ann. Section 59-40-50.

(C) Curriculum

(1) All courses in core areas for which there are state-adopted curriculum standards must be reviewed to determine whether the courses meet content and grade specific standards, and approved by the SCDE prior to offering the course.

(2) Review by the SCDE

After the approval or conditional approval of a charter by the sponsor, the virtual charter school may submit courses for approval by the SCDE.

(a) The submittal must be done no later than six months prior to the proposed start to the school year and in the format required by the SCDE.

(b) The virtual charter school must provide SCDE online access to all courses that are submitted for review.

(c) The virtual charter must provide the SCDE copies of or links to other materials that will be used to cover content standards.

(d) If the virtual charter is also using textbooks to teach the courses, the virtual charter must, if requested, provide a copy or excerpts of the text to the SCDE for the review process.

(D) Additional Program Requirements

The program must provide the following:

(1) Each course must be taught by a teacher meeting the requirements of S.C. Code Ann. Section 59-40-50;

(2) Ensure that a parent or legal guardian verifies the number of hours of educational activities completed by the student each year;

(3) Provide for frequent, ongoing monitoring of an individual student's program to verify each student is participating in the program;

(4) Include proctored assessments for core subjects per semester that are graded or evaluated by the teacher;

(5) Conduct at least bi-weekly parent-teacher conferences in person or by telephone;

(6) Provide for a method to verify student attendance;

(7) Provide for verification of ongoing student progress and performance in each course as documented by assessments and examples of coursework.

(E) Regular Instructional Opportunities

(1) The charter school must provide regular instructional opportunities in real time that are directly related to the school's curricular objectives. Core academic instruction includes instruction in English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

(2) Regular instructional opportunities include, but are not limited to, the following:

(a) meetings with teachers;

(b) educational field trips and outings;

(c) virtual field trips that are in real time attended by other charter school students;

(d) virtual conferencing sessions;

(e) offline work or projects assigned by the teacher of record.

V. CONDITIONAL CHARTERS

The local school board may grant a conditional charter, instead of a full charter, to an applicant whose application meets the standards as determined by the Advisory Committee only if one or more of the following conditions exists: a charter school has not yet secured its space and been issued a certificate of occupancy by the Office of School Facilities, secured its equipment, facilities, and/or personnel.

The conditional approval must be in writing and outline the specific conditions that must be met for approval and must include the specific date by which the conditions need to be met in order to secure approval. The local school board must make a determination as to whether the charter applicant has met the conditions of the conditional approval on or before the date specified in the conditional approval. Failure to make a ruling by the date outlined in the conditional charter shall be deemed approved.

VI. ADVERSE IMPACT ON STUDENTS

A local school board of trustees may deny an application if the charter school would adversely affect the other students in the district.

(A) The local school board of trustees must demonstrate adverse impact on students. The impact must be specific and must have a negative affect on students. If the local school board of trustees finds that the charter school would adversely affect other students of the district, the written explanation of the reasons for denial required by Section 59-40-70(C) must describe detrimental effects upon other students of the district.

(B) If the district is claiming an adverse impact based upon the redirection of funding to the charter school, the district must demonstrate that the funds being redirected to the charter school will have a direct negative impact on students.

(1) The district must show options it has considered in an effort to reduce the adverse financial impact of the charter school.

(2) The district has considered the net fiscal impact of the charter school, including the fiscal benefits that the charter school may bring to the district.

VII. GUIDELINES

The South Carolina Department of Education may issue guidelines to assist charter schools in complying with federal legislation, including, but not limited to, No Child Left Behind and the Individuals with Disabilities Education Act.

Appendix F2D
Charter School Applications Submitted – 2005–09

2005

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
9	4	5	Questions of fiscal soundness; low enrollment; concerns about the veracity of the educational program	3

2006

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
4	2	2	Lack of support and questions of charter school fiscal soundness	3

2007

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
14	9	5	Adverse financial impact upon district and questions of charter school fiscal soundness	1

2008

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
9	3	6	Adverse financial impact upon district; concerns about enrollment; concerns about veracity of the educational program.	0

2009

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
14	9	5	Concerns about enrollment projections; concerns about veracity of the educational program.	2

Appendix F2E
Charter Professional Development Partnerships

South Carolina's Charter School Program grant application, Creating High-quality Academic Reform Through Effective Resources (SC C.H.A.R.T.E.R.), to the US Department of Education includes partnerships with Francis Marion University's Center of Excellence to Prepare Teachers of Children of Poverty, as well as the South Carolina Association of Non-profit Organizations, and Fierce, Incorporated, to provide new charter schools to gain professional development tailored to their students' needs.

Date	Topic	Responsible Party
Year One	*Groups writing a charter application*	
October	"A Walk through the Application" – Charter RFP training	SCDE[1]
December	"Aligned and Achievable" – building community support, authorizer relationship, focusing on quality	SCAPCS, SCPCSD, PCN
January	"Associate Analysis" – groups comprising the major sections of the application will be formed and discussions will take place in a round-robin format	SCDE, SCAPCS, PCN, SCPCSD, SCANPO
March	"Almost There" – P&I RFP training, lessons learned from a current planning group, preparation for submission (i.e. interview information)	SCDE, SCAPCS, CSAC
August	"Accountability Action Plans" – data-based decisions, internal excellence monitoring, action plan development	SCDE, SCPCSD
Year Two	*Authorized Charters in mandatory planning year*	
October	"Getting the Green Going" – P&I fund use, state and federal finances, enrollment, facilities issues, planning year checklist ▪ Distribute *The Seven Outs* for our ongoing book study dealing with strategic planning	SCDE, SCPCSD
December (2 days)	"Growing Leadership" – leadership development using *Fierce Conversations* by Susan Scott	SCDE and Fierce Inc.
January (2 days)	"Got a Lot to Do" – food services, policy development, special education, non-profit ethics and operation ▪ Discuss the first 4 chapters of our book study – *The Seven Outs* by Brian Carpenter	SCDE, PCN, SCAPCS, SCANPO
March	"Graduation" – strategic planning and how to serve children of poverty ▪ Discuss the final 4 chapters of our book study	SCDE, SCAPCS, PCN, SCPCSD, FMU, SIG
Summer Prior to Opening	"Generalship of the Charter" – this will be a program for every new principal to ensure they are ready to serve as true instructional leaders in the charter setting ▪ They receive *Fierce Leadership* to read throughout the next year and discussions will occur during normal monitoring visits.	SCDE, FMU, SCANPO, SCAPCS, PCN

[1] CSAC (Charter School Advisory Committee); FMU (Francis Marion University); PCN (Palmetto Charter Network); SCDE (SC Department of Education); SCAPCS (SC Association of Public Charter Schools); SCANPO (SC Association of Non-Profit Organizations); SCPCSD (SC Public Charter School District), SIG (School Improvement Grant).

Francis Marion University's Center of Excellence to Prepare Teachers of Children of Poverty

Francis Marion University's Center of Excellence to Prepare Teachers of Children of Poverty focuses on increasing achievement of children of poverty, with special attention to children in our state. Located in Florence, SC, the COE currently works with 11 highest-need school districts in South Carolina (most of whom were plaintiffs in *Abbeville v. South Carolina*).

The Center focuses on increasing achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers. Their work involves (1) revising the undergraduate teacher education program, based on best practice research and practitioner insights, (2) training teachers in the conduct and use of research to increase their ability to make data-based decisions, (3) linking research directly with professional development, (4) helping teachers understand parents who live in poverty and the community resources that are available to them, and (5) seeking state certification for graduates of a to-be-developed Master's Degree program in an effort to elevate the status of teachers of children of poverty. Currently, the COE works with 11 highest-need school districts in South Carolina: Clarendon 1, Clarendon 2, Clarendon 3, Dillon 2, Florence 1, Florence 2, Florence 3, Lee, Marion 1, and Marion 7.

The "targeted" charters (those serving at-risk secondary students) will receive additional support from the Center for Excellence. The Center of Excellence will provide training on the needs of children in poverty (targeting South Carolina) for all authorized charter schools the summer before they open. By that time, most subgrantees will have identified their administrators, who will attend this training. The Center has developed seven research-based strategies that promote academic excellence for children of poverty. While sharing this information with the charter school leaders, the Center will also work with them to create the necessary school conditions to promote success for these strategies.

Fierce, Incorporated

Fierce, Incorporated (www.Fierceinc.com) is a training and development provider, with a focus on communication and conversations as drivers of individual and organizational success. Their work is based on the principles Susan Scott pioneered in her best-selling books, *Fierce Conversations: Achieving Success at Work and In Life, One Conversation at a Time* and *Fierce Leadership: A Bold Alternative to the Worst "Best" Practices of Business Today*. Their training focuses on improving personal and organizational performance, addressing core issues, and enriching relationships, all of which deliver the skills needed to help our current and future leaders tackle tough challenges and implement lasting change.

Fierce, Inc. will provide leadership training during the planning year. *Fierce Conversations* says that "[s]uccess increasingly hinges on engaging colleagues, customers, friends, and families in conversations that interrogate reality, provoke learning, tackle tough challenges, tap our deepest aspirations, and enrich relationships" (www.Fierceinc.com). During December of the initial grant year, facilitators from Fierce, Inc. will work with newly authorized charter schools. Charter schools face tough challenges and seek to engage all stakeholders, so this training is vital to promote their success.

When a charter school completes its planning year and opens to students, school leaders will receive additional Fierce training and technical assistance. Implementation Year 1 will focus on *Fierce Accountability*, and Implementation Year 2 will focus on *Fierce Generations*. A short description of these two programs follows:

- *Fierce Accountability* targets increasing productivity, execution, and job enjoyment while developing effective responses to negative reactions and challenging situations and creating a culture of accountability within a team or organization.
- *Fierce Generations* provides a framework to communicate effectively with, motivate, manage, and develop the potential of a multigenerational workforce while leveraging and harnessing individual talents to reach organizational goals, create a climate of inclusion and respect, and, ultimately, retain employees.

To ensure cost effectiveness and to promote continuous dialogue among the charter community, the Charter Associate (Project Director) will earn the Fierce, Inc. train-the-trainer "Leaf Certification

Level." Once certified, the Charter Associate will then be able to lead continual conversations about implementation during monitoring visits. Each charter school leader will then receive toolkits with CSP funds.

All three topics—conversations, accountability, generations—are vital for success in charter schools. In particular, the charter schools serving students most at-risk must be prepared to have difficult conversations, accept responsibility for achievement results, and know how to manage the diversity within their school to promote success. This partnership with Fierce, Inc. will allow for these needs to be addressed.

South Carolina Association of Non-profit Organizations (SCANPO)

Formed in 1997 by a group of nonprofit leaders from across the state, the South Carolina Association of Nonprofit Organizations is the only statewide network that brings together more than 800 charitable nonprofit organizations to strengthen the effectiveness of the state's nonprofit sector. Its mission is to improve charitable services to the citizens of South Carolina by strengthening the leadership and management capacities of nonprofit organizations. This is accomplished through advocacy, cost-saving programs, networking, information and resources and education and training. SCANPO is committed to the vision that All nonprofit organizations in South Carolina, including public charter schools, will exhibit the highest standards of accountability and effectiveness which result in a better quality of life for the citizens of our state. To enable nonprofits to achieve these standards, SCANPO provides technical assistance and training on effective practices, financial management, organizational management, leadership, advocacy, communication, self-assessment, and continuous improvement processes.

FRANCIS MARION UNIVERSITY

Office of the President

March 31, 2010

SC Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex,

Francis Marion University (FMU) is prepared to offer our expertise and services as described in the Charter School Program (CSP) application submitted by the South Carolina Department of Education (SDE).

Specifically, the application seeks to reach into impoverished and rural areas, and FMU is situated uniquely to provide assistance. Our Center of Excellence to Prepare Teachers of Children of Poverty focuses on "increasing the achievement of children of poverty" by providing in-depth and continuous professional development. For any charter school that seeks to serve these children, we will assist them in training their staff to deal with the effects of generational poverty.

Further, our Center of Entrepreneurship and Non-Profit Leadership Institute both serve as invaluable resources for charter schools. Charter schools are unique public schools governed by non-profit boards; our service institutes provide extensive training in the governance and management of nonprofit organizations.

Presently, we are engaged in negotiations with Joel Medley, your charter school liaison, regarding the creation of a business plan template for charter schools to use in their planning and operations. We are also exploring the possibility of developing a charter school model for ascertaining the best management practices for charter school development.

All of these efforts will play a seminal role in the development of additional charter schools while addressing the unique concerns of children in impoverished areas. For these reasons, we seek a closer collaboration with the State Department of Education in cultivating these important and exciting areas of educational policy.

Respectfully,

Luther F. Carter
President

cc: Joel E. Medley

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email - lcarter@fmarion.edu
An Affirmative Action/Equal Opportunity Institution

January 18, 2009

Jim Rex
State Superintendent of Education
SC Department of Education
1429 Senate Street
Rutledge Building, Room 708-A
Columbia, SC 29201

fierce

any conversation can.

Dr. Rex:

I am pleased to write this letter and announce the potential partnership that will exist between the SC Department of Education and Fierce, Inc. Joel Medley, your state's charter associate, has worked with me on behalf of Fierce, to forge this relationship for the benefit of your charter school students.

As an organization, we firmly believe in the power of relationships; and relationships live or die one conversation at a time. Further, we believe the purpose of a conversation is four-fold: (1) to interrogate reality of both individuals involved in the conversation, (2) to provoke learning of both individuals engaged in the conversation, (3) to resolve a tough issue by honoring the voice of all stakeholders, and (4) to enrich internal and external relationships. Because charter schools, more than any other public school, must have parental and community support, these conversational tools will assist them in building and maintaining those relationships one conversation at a time.

Joel and I have worked out a plan that will minimize the costs while maximizing the benefit. For the first year, we will send a certified trainer to South Carolina to work with the schools going through their planning year. Also, Joel will come to one of our "Train the Trainer" sessions to get the appropriate certifications so that he can directly provide training for future schools. Once he achieves our "Leaf Certification," the costs diminish considerably as the ongoing cost will only be for the participant kits.

We are thrilled at this opportunity to work with South Carolina! Our organization acknowledges that schools need these skills more than any other entity because they are training our future leaders. Conversational and collaborative skills are vital for success in the global economy and our students must be prepared for 21st century jobs, and have the skills to navigate their lives one conversation at a time.

Sincerely,

Deli Moussavi-Bock
Vice President and Director of Fierce in the Schools
deli@fierceinc.com

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Officers
Antonio Boyd, Chair
HOPE worldwide South Carolina
Carol Burdette, Chair-Elect
United Way of Anderson County
Jonathan Kresken, Secretary/Treasurer
Waccamaw Community Foundation
Graham Adams, Member At-Large
SC Office of Rural Health
Jill M. Bramblett, Member At-Large
McLeod Health Foundation
Denise Holland, Past Chair
Harvest Hope Food Bank

Directors
Gwen Bampfield
The ACCESS Network
Harvey L. Galloway
BlueCross BlueShield of South Carolina Foundation
Lynn Greer
First Federal
Camilla Hertwig
United Way of Greenville County
S. Hunter Howard Jr., CPA
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SC Arts Alliance
Paula Watkins
The Humanities Council of SC
Zelda Quiller Waymer
SC Afterschool Alliance
Andrew Witt
Cultural Council of Richland & Lexington Counties
Ann M. Wright
American Red Cross Upstate

Chair Emeritus
J. Mac Bennett
United Way of the Midlands

President
Mason B. Hardy, CAE

April 5, 2010

SC Department of Education
1429 Senate Street
Columbia, SC 29201

Dr. Rex:

The South Carolina Association of Non-Profit Organizations (SCANPO) is pleased to endorse the Charter School Program (CSP) application submitted by the South Carolina Department of Education (SDE). The charter schools are a unique hybrid that must delicately balance public school administration strategies and non-profit management practices.

Nationally, charter schools have closed due to financial issues that often are related to poor leadership decisions; and that fact can be seen in South Carolina as well. The key to preventing these types of decisions is to provide as much training to the charter developer groups as they draft their charter applications and the authorized charter schools as they go through their mandatory planning year.

The Department's CSP application addresses this training process very well by creating a two year cohort called "C.H.A.R.T.E.R. School." We will have a tri-fold purpose in the two year cohort: (1) to provide realistic information about non-profit management to groups drafting their charter applications; (2) to assist authorized charters in understanding their roles and responsibilities for non-profit ethics or leadership; and (3) to carry each first year charter school through our 9 half day modules on "Best Practices for Non-profit Management."

I know the Department of Education is about to debut an online orientation that provides a link to our "Best Practices" document; however, in conversations with Joel Medley, the SDE's Charter Associate, we both agree that having a copy of our Guiding Principles is not enough. Together, our desire is to see each new charter school go through our 9 modules to ensure they operate effectively as non-profit entities. SCANPO's expertise in non-profit management, leadership ethics, and public policy will be of tremendous value to these groups.

Because this grant will continue to play a significant role in South Carolina's fostering the development of additional charter schools, the SCANPO is pleased to offer our support for the Department's proposal.

Respectfully,

Mason B. Hardy
President
SC Association of Non-Profit Organizations

Appendix F2F
PART IB State Appropriations Act 2009-10

OPERATION OF STATE GOVERNMENT
SECTION 1 - H63-DEPARTMENT OF EDUCATION

1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor) To the extent possible within available funds, it is the intent of the General Assembly to provide for 100 percent of full implementation of the Education Finance Act to include an inflation factor projected by the Division of Budget and Analyses to match inflation wages of public school employees in the Southeast. The base student cost for the current fiscal year for Part IA has been determined to be $2,034 and the base student cost for Part III has been determined to be $300 for a total base student cost of $2,334. In Fiscal Year 2009-10, the total pupil count is projected to be 691,816. The average per pupil funding is projected to be $4,153 state, $1,296 federal, and $5,792 local. This is an average total funding level of $11,242 excluding revenues of local bond issues. **For Fiscal Year 2009-10 the South Carolina Public Charter School District shall receive and distribute state funds to the charter school as determined by the current year's base student cost, as funded by the General Assembly, plus an additional $700,** multiplied by the weighted students enrolled in the charter school, which must be subject to adjustment for student attendance and state budget allocations.

PART IB State Appropriations Act 2010-11
OPERATION OF STATE GOVERNMENT
SECTION 1 - H63-DEPARTMENT OF EDUCATION

1.3 . . . For Fiscal Year ~~2009-10~~ *2010-11* the South Carolina Public Charter School District shall receive and distribute state funds to the charter school as determined by the current year's base student cost, as funded by the General Assembly, plus an additional $700, multiplied by the weighted students enrolled in the charter school, which must be subject to adjustment for student attendance and *must not be reduced for* state budget allocations.

Appendix F2G
Bill H.4243 to Revise the Charter Schools Act
South Carolina General Assembly
118th Session, 2009-2010

H. 4243
General Bill
Sponsors: Reps. Owens, Harrell, Cato, Duncan, Harrison, Sandifer, Whitmire, Allison, Skelton, E.H. Pitts, Bowen, Wylie, Rice, G.R. Smith and Limehouse
Document Path: l:\council\bills\agm\19518bh10.docx
Prefiled in the House on December 15, 2009
Currently residing in the House Committee on **Education and Public Works**

A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-40-55 SO AS TO PROVIDE CHARTER SCHOOL POWERS AND DUTIES AND TO ALLOW A SPONSOR TO RETAIN CERTAIN FUNDS FOR OVERSEEING THE CHARTER SCHOOL; BY ADDING SECTION 59-40-175 SO AS TO CREATE THE CHARTER SCHOOL FACILITY REVOLVING LOAN PROGRAM; TO AMEND SECTION 59-40-20, AS AMENDED, RELATING TO THE PURPOSE OF THE CHARTER SCHOOL ACT, SO AS TO INCLUDE AN ADDITIONAL PURPOSE; TO AMEND SECTION 59-40-40, AS AMENDED, RELATING TO DEFINITIONS, SO AS TO AMEND EXISTING DEFINITIONS AND ADD NEW DEFINITIONS; TO AMEND SECTION 59-40-50, AS AMENDED, RELATING TO CHARTER SCHOOL POWERS AND DUTIES, SO AS TO PROVIDE FOR THE ELECTION OF A CHARTER SCHOOL BOARD OF DIRECTORS, ALLOW A CHARTER SCHOOL TO CONTRACT WITH PROVIDERS FOR STUDENT TRANSPORTATION, AND ALLOW CHARTER SCHOOL STUDENTS TO PARTICIPATE IN CERTAIN EXTRACURRICULAR ACTIVITIES UNDER CERTAIN CONDITIONS; TO AMEND SECTION 59-40-60, AS AMENDED, RELATING TO APPLICATION TO CREATE A CHARTER SCHOOL, SO AS TO CLARIFY WHAT MUST BE INCLUDED IN THE CONTRACT, TO REQUIRE THE DEPARTMENT OF EDUCATION TO CREATE A CONTRACT TEMPLATE; TO AMEND SECTION 59-40-70, AS AMENDED, RELATING TO THE CHARTER SCHOOL ADVISORY COMMITTEE, SO AS TO REVISE ITS MEMBERSHIP AND TO EXTEND THE TIME PERIOD IN WHICH THE COMMITTEE MUST DETERMINE APPLICATION COMPLIANCE; TO AMEND SECTION 59-40-100, AS AMENDED, RELATING TO CHARTER SCHOOL CONVERSION, SO AS TO ALLOW A CONVERTED CHARTER SCHOOL TO RETAIN FACILITIES AND EQUIPMENT AVAILABLE BEFORE CONVERSION; TO AMEND SECTION 59-40-110, RELATING TO THE DURATION OF A CHARTER, SO AS TO ALLOW A SPONSOR TO IMMEDIATELY REVOKE A CHARTER AND CLOSE THE SCHOOL UPON CERTAIN CONDITIONS; TO AMEND SECTION 59-40-140, AS AMENDED, RELATING TO DISTRIBUTION OF RESOURCES, SO AS TO PROVIDE FOR THE DISTRIBUTION OF FUNDS TO CHARTER SCHOOLS, TO REVISE WHAT THE SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT SHALL RECEIVE, TO ALLOW THE DEPARTMENT OF EDUCATION TO FINE SPONSORS THAT FAIL TO DISTRIBUTE CERTAIN FUNDS TO CHARTER SCHOOLS, AND TO REVISE REPORTING REQUIREMENTS; TO AMEND SECTION 59-40-210, AS AMENDED, RELATING TO CONVERSION OF A PRIVATE SCHOOL TO A CHARTER SCHOOL, SO AS TO ALLOW A PRIVATE SCHOOL TO DISSOLVE AND IMMEDIATELY SEEK TO FORM A CHARTER SCHOOL; AND TO AMEND SECTION 59-40-230, RELATING TO THE BOARD OF TRUSTEES OF THE SOUTH CAROLINA PUBLIC CHARTER SCHOOL, SO AS TO REVISE ITS MEMBERSHIP.

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

SECTION 1. Chapter 40, Title 59 of the 1976 Code is amended by adding:

"Section 59-40-55. (A) A charter school sponsor shall:

(1) approve charter applications that meet the requirements specified in Sections 59-40-50 and 59-40-60;

(2) decline to approve charter applications according to Section 59-40-70(C);

(3) negotiate and execute sound charter contracts with each approved charter school;

(4) monitor, in accordance with charter contract terms, the performance and legal/fiscal compliance of charter schools to include collecting and analyzing data to support ongoing evaluation according to the charter contract;

(5) conduct or require oversight activities that enable the sponsor to fulfill its responsibilities outlined in this chapter, including conducting appropriate inquiries and investigations, only if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contact, and do not unduly inhibit the autonomy granted to public charter schools;

(6) collect, in accordance with Section 59-40-140(H), an annual report from each of its sponsored charter schools and submit the reports to the Department of Education;

(7) notify the charter school of perceived problems if its performance or legal compliance appears to be unsatisfactory and provide reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation and revocation timeframes apply;

(8) take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. These actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe;

(9) determine whether each charter contract merits renewal, nonrenewal, or revocation; and

(10) provide to parents and the general public information about charter schools authorized by the district as an enrollment option within the district to the same extent and through the same means as the district provides and publicizes information about all public schools in the district.

(B) A local charter school sponsor may retain no more than two percent of the current year's base student cost as funded by the General Assembly for each charter school it authorizes to cover the costs for overseeing its charter schools. The South Carolina Public Charter School District may retain no more than two percent of the current year's base student cost funds, as provided in Section 59-40-140(B), as funded by the General Assembly, for each charter school it authorizes to cover the costs for overseeing its charter schools. The sponsor's administrative fee does not include costs incurred in delivering services that a charter school may purchase at its discretion from the sponsor. The sponsor's fee is not applicable to federal money or grants received by the charter school. The sponsor shall use its funding provided pursuant to this section exclusively for the purpose of fulfilling sponsor obligations in accordance with this chapter."

SECTION 2. Chapter 40, Title 59 of the 1976 Code is amended by adding:

"Section 59-40-175. There is created in the state treasury the Charter School Facility Revolving Loan Program. This loan program is comprised of federal funds obtained by the state for charter school facilities, other funds appropriated or transferred to the fund by the state, and privately donated funds. Funds deposited to the Charter School Facility Revolving Loan Program must remain available for the purposes of the program until appropriated or reverted by the General Assembly. The State Treasurer may approve loans from monies in the Charter School Revolving Loan Program to a charter school, upon application by the charter school. Money loaned to a charter school pursuant to this section must be used for construction, purchase, renovation, and maintenance of public charter school facilities. The State Treasurer shall establish guidelines and procedures for application, approval, allocation, and repayment regarding loans from these monies."

SECTION 3. Section 59-40-20 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-20. This chapter is enacted to:

(1) improve student learning;
(2) increase learning opportunities for students;
(3) encourage the use of a variety of productive teaching methods;
(4) establish new forms of accountability for schools;
(5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; ~~and~~
(6) assist South Carolina in reaching academic excellence~~.~~; and
(7) create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups."

SECTION 4. Section 59-40-40 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-40. As used in this chapter:

(1) A 'charter school' means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this chapter prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.

(2) A charter school:

(a) is considered a public school and part of the South Carolina Public Charter School District or local school district in which it is located for the purposes of state law and the state constitution;

(b) is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services; however, an applicant may seek to form a single gender charter school without regard to the gender makeup of that proposed charter school;

(c) must be administered and governed by a governing body in a manner agreed to by the charter school applicant and the sponsor, the governing body to be selected~~,~~ as provided in Section 59-40-50(B)(9);

(d) may not charge tuition or other charges pursuant to Section 59-19-90(8) except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located.

(3) 'Applicant' means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located. The applicant also must be the person who or the nonprofit corporate entity that applies to the Secretary of State to organize the charter school as a nonprofit corporation.

(4) 'Sponsor' means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school's existence. The sponsor of a charter school is the charter school's Local Education Agency (LEA) and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

(5) 'Certified teacher' means a person currently certified by the State of South Carolina to teach in a public elementary or secondary school or who currently meets the qualifications outlined in Sections 59-27-10 and 59-25-115.

(6) 'Noncertified teacher' means an individual considered appropriately qualified for the subject matter taught and who has completed at least one year of study at an accredited college or university and meets the qualifications outlined in Section 59-25-115.

(7) 'Charter committee' means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.

(8) 'Local school district' means any school district in the State except the South Carolina Public Charter School District and does not include special school districts.

(9) 'Charter school contract' means a fixed term, renewable contract between a charter school and a sponsor that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.

(10) 'Resident public school' means the school, other than a charter school, within whose attendance boundaries the charter school student's custodial parent or legal guardian resides."

SECTION 5. Section 59-40-50 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-50. (A) Except as otherwise provided in this chapter, a charter school is exempt from all provisions of law and regulations applicable to a public school, a school board, or a district, although a charter school may elect to comply with one or more of these provisions of law or regulations.

(B) A charter school must:

(1) adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located;

(2) meet, but may exceed, the same minimum student attendance requirements as are applied to public schools;

(3) adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools;

(4) be considered a school district for purposes of tort liability under South Carolina law, except that the tort immunity does not include acts of intentional or wilful racial discrimination by the governing body or employees of the charter school. Employees of charter schools must be relieved of personal liability for any tort or contract related to their school to the same extent that employees of traditional public schools in their school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located are relieved;

(5) in its discretion hire noncertified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion noncertified teachers in a ratio of up to ten percent of its entire teacher staff. However, in either a new or converted charter school, a teacher teaching in the core academic areas as defined by the federal No Child Left Behind law must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach;

(6) hire in its discretion administrative staff to oversee the daily operation of the school. At least one of the administrative staff must be certified or experienced in the field of school administration;

(7) admit all children eligible to attend public school to a charter school, subject to space limitations, except in the case of an application to create a single gender charter school. However, it is required that the racial composition of the charter school enrollment reflect that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than twenty percent from that population. This requirement is also subject to the provisions of Section 59-40-70(D). If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, and there is no appeal to the sponsor;

(8) not limit or deny admission or show preference in admission decisions to any individual or group of individuals, except in the case of an application to create a single gender charter school; however, a charter school may give enrollment priority to a sibling of a pupil already enrolled or

previously enrolled, children of a charter school employee, and children of the charter committee, if such priority enrollment does not constitute more than twenty percent of the enrollment of the charter school;

(9) elect its board of directors ~~annually~~. At least one-third of the board positions must be open for election annually, allowing for staggered terms of no more than three years. Board members may be reelected for consecutive terms as allowed by the charter school bylaws. All employees of the charter school and all parents or guardians of students enrolled in the charter school are eligible to participate in the election. Parents or guardians of a student shall have one vote for each student enrolled in the charter school. A person who has been convicted of a felony must not be elected to a board of directors;

(10) be subject to the Freedom of Information Act, including the charter school and its governing body.

(C)(1) If a charter school denies admission to a student, the student may appeal the denial to the sponsor. The decision is binding on the student and the charter school.

(2) If a charter school suspends or expels a student, other charter schools or the local school district in which the charter school is located has the authority but not the obligation to refuse admission to the student.

(3) ~~The sponsor has no obligation to provide extracurricular activities or access to facilities of the school district for students enrolled in the charter school; however, the charter contract may include participation in agreed upon interscholastic activities at a designated school within the sponsor district. Notwithstanding another provision of law, the local school district has no obligation to provide charter schools, sponsored by the South Carolina Public Charter School District, extracurricular activities or access to facilities of the school district for students enrolled in charter schools unless the school district, by contract, has agreed to provide activities or access. Students participating under this agreement must be considered eligible to participate in league events if other eligibility requirements are met.~~ (a) A charter school is eligible for federally sponsored, state-sponsored or district-sponsored interscholastic leagues, competitions, awards, scholarships, grants, and recognition programs for students, educators, administrators, staff, and schools to the same extent as all other public schools.

(b) A charter school student is eligible to compete for, and if selected, participate in extracurricular activities not offered by the student's school at the resident public school.

(c) A charter school student is eligible for extracurricular activities at the student's resident public school consistent with eligibility standards as applied to full-time students of the resident public school.

(d) A school district or resident public school may not impose additional requirements on a charter school student to participate in extracurricular activities that are not imposed on full-time students of the resident public school.

(e) Charter school students shall pay the same fees as other students to participate in extracurricular activities.

(f) Charter school students shall be eligible for the same fee waivers for which other students are eligible.

(D) The State is not responsible for student transportation to a charter school unless the charter school is designated by the local school district as the only school selected within the local school district's attendance area. However, a charter school may enter into a contract with a school district or a private provider to provide transportation to the charter school students.

(E) The South Carolina Public Charter School District Board of Trustees may not use program funding for transportation."

SECTION 6. Section 59-40-60 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-60. (A) An approved charter application constitutes an agreement~~, and the terms must be the terms of a contract~~ between the charter school and the sponsor.

(B) ~~The~~ A contract between the charter school and the sponsor ~~shall~~ must be executed and must reflect all provisions outlined in the application as well as the roles, powers, responsibilities, and performance expectations for each party to the contract. All agreements regarding the release of the charter school

from school district policies must be contained in the contract. The Department of Education shall develop a contract template to be used by charter schools and the sponsor. The template must serve as a foundation for the development of a contract between the charter school and the sponsor.

(C) A material revision of the terms of the contract between the charter school and the sponsor may be made only with the approval of both parties.

(D) Except as provided in subsection (F), an applicant who wishes to form a charter school shall:

(1) organize the charter school as a nonprofit corporation pursuant to the laws of this State;

(2) form a charter committee for the charter school which includes one or more teachers;

(3) submit a written charter school application to the charter school advisory committee and the school board of trustees from which the committee is seeking sponsorship.

(E) A charter committee is responsible for and has the power to:

(1) submit an application to operate as a charter school, sign a charter school contract, and ensure compliance with all of the requirements for charter schools provided by law;

(2) employ and contract with teachers and nonteaching employees, contract for services, and develop pay scales, performance criteria, and discharge policies for its employees. All teachers whether certified or noncertified must undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school; and

(3) decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.

(F) The charter school application ~~shall be a proposed contract and~~ must include:

(1) the mission statement of the charter school, which must be consistent with the principles of the General Assembly's purposes pursuant to Section 59-40-20;

(2) the goals, objectives, and pupil achievement standards to be achieved by the charter school, and a description of the charter school's admission policies and procedures;

(3) evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of a charter school;

(4) a description of the charter school's educational program, pupil achievement standards, and curriculum which must meet or exceed any content standards adopted by the State Board of Education and the chartering district must be designed to enable each pupil to achieve these standards;

(5) a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards in addition to state assessments, the timeline for meeting these standards, and the procedures for taking corrective action if that pupil achievement falls below the standards;

(6) evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the school district, is to be conducted;

(7) a description of the governance and operation of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;

(8) a description of how the charter school plans 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 or the targeted student population of the local school district that the charter school proposes to serve and provide assurance that the school does not conflict with any school district desegregation plan or order in effect for the school district in which the charter school is to be located;

(9) a description of how the charter school plans to meet the transportation needs of its pupils;

(10) a description of the building, facilities, and equipment and how they shall be obtained;

(11) an explanation of the relationship that shall exist between the proposed charter school and its employees, including descriptions of evaluation procedures and evidence that the terms and conditions of employment have been addressed with affected employees;

(12) a description of a reasonable grievance and termination procedure, as required by this chapter, including notice and a hearing before the governing body of the charter school. The application must state whether or not the provisions of Article 5, Chapter 25 ~~of~~, Title 59 apply to the employment and dismissal of teachers at the charter school;

(13) a description of student rights and responsibilities, including behavior and discipline standards, and a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school before expulsion;

(14) an assumption of liability by the charter school for the activities of the charter school and an agreement that the charter school must indemnify and hold harmless the school district, its servants, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school; and

(15) a description of the types and amounts of insurance coverage to be obtained by the charter school.

(G) Nothing in this section shall require a charter school applicant to provide a list of prospective or tentatively enrolled students or prospective employees with the application."

SECTION 7. Section 59-40-70 of the 1976 Code, as last amended by Act 239 of 2008, is further amended to read:

"Section 59-40-70. (A) The Charter School Advisory Committee must be established by the State Board of Education to review charter school applications for compliance with established standards that reflect the requirements and intent of this chapter. Members must be appointed by the State Board of Education unless otherwise indicated.

(1) The advisory committee shall consist of eleven members as follows:

(a) ~~South Carolina Association of Public Charter Schools, the president or his designee and one additional representative from the association;~~

~~(b)~~ South Carolina Association of School Administrators, the executive director or his designee;

(e<u>b</u>) South Carolina Chamber of Commerce, the executive director or his designee and one additional representative from the chamber;

(~~d~~<u>c</u>) South Carolina Education Oversight Committee, the chair or a business designee;

(~~e~~<u>d</u>) South Carolina Commission on Higher Education, the chair or his designee;

(~~f~~<u>e</u>) South Carolina School Boards Association, the executive director or his designee;

(~~g~~<u>f</u>) South Carolina Alliance of Black Educators, the president or his designee; and

(~~h~~<u>g</u>) one teacher and one parent to be appointed by the State Superintendent of Education.

<u>(h) one charter school principal and one charter school board member to be appointed by the Governor.</u>

(2) As an application is reviewed, a representative from the board of trustees from which the committee is seeking sponsorship and a representative of the charter committee shall serve on the advisory committee as ex officio nonvoting members. If the applicant indicates a proposed contractual agreement with the local school district in which the charter school is located, a representative from the local school board of trustees of that district shall serve on the advisory committee as an ex officio, nonvoting member.

(3) Appointing authorities shall give consideration to the appointment of minorities and women as representatives on the committee.

(4) The committee shall establish bylaws for its operation that must include terms of office for its membership.

(5) An applicant shall submit the application to the advisory committee and one copy to the school board of trustees of the district from which it is seeking sponsorship. In the case of the South Carolina Public Charter School District, the applicant shall provide notice of the application to the local school board of trustees in which the charter school will be located for informational purposes only. The

advisory committee shall receive input from the school district in which the applicant is seeking sponsorship and shall request clarifying information from the applicant. An applicant may submit an application to the advisory committee ~~at any time during the fiscal year~~ pursuant to State Board of Education regulations and the advisory committee, within ~~sixty~~ ninety days, shall determine whether the application is in compliance. An application that is in compliance must be forwarded to the school district from which the applicant is seeking sponsorship with a letter stating the application is in compliance. The letter also shall include a recommendation from the Charter School Advisory Committee to approve or deny the charter. The letter must specify the reasons for its recommendation. This recommendation is nonbinding on the school board of trustees. If the application is in noncompliance, it must be returned to the applicant with deficiencies noted. The applicant may appeal the decision to the Administrative Law Court.

(B) The school board of trustees from which the applicant is seeking sponsorship shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within ~~thirty~~ forty-five days after receiving the application. If there is no ruling within ~~thirty~~ forty-five days, the application is considered approved. Once the application has been approved by the school board of trustees, the charter school may open at the beginning of the following year. However, before a charter school may open, the State Department of Education shall verify the accuracy of the financial data for the school within forty-five days after approval.

(C) A school district board of trustees only shall deny an application if the application does not meet the requirements specified in Section 59-40-50 or 59-40-60, fails to meet the spirit and intent of this chapter, or adversely affects, as defined in regulation, the other students in the district in which the charter school is to be located. It shall provide, within ten days, a written explanation of the reasons for denial, citing specific standards related to provisions of Section 59-40-50 or 59-40-60 that the application violates. This written explanation immediately must be sent to the charter committee and filed with the State Board of Education and the Charter School Advisory Committee.

(D) In the event that the racial composition of an applicant's or charter school's enrollment differs from the enrollment of the local school district in which the charter school is to be located or the targeted student population of the local school district by more than twenty percent, despite its best efforts, the school district board of trustees from which the applicant is seeking sponsorship shall consider the applicant's or the charter school's recruitment efforts and racial composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the school district board of trustees that the applicant or charter school is operating in a racially discriminatory manner justifies the denial of a charter school application or the revocation of a charter as provided in this section or in Section 59-40-110, as may be applicable. A finding by the school district board of trustees that the applicant is not operating in a racially discriminatory manner justifies approval of the charter without regard to the racial percentage requirement if the application is acceptable in all other aspects.

(E) If the school district board of trustees from which the applicant is seeking sponsorship denies a charter school application, the charter applicant may appeal the denial to the Administrative Law Court pursuant to Section 59-40-90.

(F) If the school district board of trustees approves the application, it becomes the charter school's sponsor and shall sign the approved application~~, which constitutes a contract with the charter committee of the charter school~~. The sponsor shall submit a copy of the charter ~~must be filed with~~ contract to the State Board of Education.

(G) If a local school board of trustees has information that an approved application by the South Carolina Public Charter School District adversely affects the other students in its district, as defined in regulation, or that the approval of the application fails to meet the spirit and intent of this chapter, the local school board of trustees may appeal the granting of the charter to the Administrative Law Court. The Administrative Law Court, within forty-five days, may affirm or reverse the application for action by the South Carolina Public Charter School District in accordance with an order of the state board."

SECTION 8. Section 59-40-100 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-100. (A) An existing public school may be converted into a charter school if two-thirds of the faculty and instructional staff employed at the school and two-thirds of all voting parents or legal guardians of students enrolled in the school agree to the filing of an application with the local school board of trustees for the conversion and formation of that school into a charter school. Parents or legal guardians of students enrolled in the school must be given the opportunity to vote on the conversion. Parents or guardians of a student shall have one vote for each student enrolled in the school seeking conversion. The application must be submitted pursuant to Section 59-40-70(A)(5) by the principal of that school or his designee who must be considered the applicant. The application must include all information required of other applications pursuant to this chapter. The local school board of trustees shall approve or disapprove this application in the same manner it approves or disapproves other applications. The existence of another charter granting authority must not be grounds for disapproving a school desiring to convert to a charter school.

(B) A converted charter school shall offer at least the same grades, or nongraded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversion, and also may provide additional grades and further educational offerings.

(C) All students enrolled in the school at the time of conversion must be given priority enrollment. Thereafter, students who reside within the former attendance area of that public school may be given enrollment priority.

(D) All employees of a converted school shall remain employees of the local school district or the South Carolina Public Charter School District with the same compensation and benefits including any future increases. The converted charter school quarterly shall reimburse the local school district or the South Carolina Public Charter School District for the compensation and employer contribution benefits paid to or on behalf of these employees and provide to the school district any reports, forms, or data necessary for maintaining retirement coverage and providing South Carolina Retirement Systems benefits to converted school employees. The provisions of Article 5, Chapter 25 ~~of~~, Title 59 apply to the employment and dismissal of teachers at a converted school.

(E) For the duration of a converted charter school's contract with a sponsor, a converted charter school shall have the right to retain occupancy and use of the school's facility or facilities and all equipment, furniture, and supplies that were available to the school before it converted, in the same manner as before the school converted, with no additional fees or charges.

(~~E~~F) The South Carolina Public Charter School District may not sponsor a public school to convert to a charter school. However, the South Carolina Public Charter School District may sponsor a converted charter school renewal if the charter school has not committed a material violation of the provisions specified in subsection (C) of Section 59-40-110 and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-110(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district."

SECTION 9. Section 59-40-110 of the 1976 Code is amended to read:

"Section 59-40-110. (A) A charter must be approved or renewed for a period of ten school years; however, the charter only may be revoked or not renewed under the provisions of subsection (C) of this section. The sponsor annually shall evaluate the conditions outlined in subsection (C). The annual evaluation results must be used in making a determination for nonrenewal or revocation.

(B) A charter renewal application must be submitted to the school's sponsor, and it must contain:

(1) a report on the progress of the charter school in achieving the goals, objectives, pupil achievement standards, and other terms of the initially approved charter application; and

(2) a financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that allows comparison of

these costs to other schools or other comparable organizations, in a format required by the State Board of Education.

(C) A charter ~~must~~ may be revoked or not renewed by the sponsor if it determines that the charter school:

(1) committed a material violation of the conditions, standards, or procedures provided for in the charter application;

(2) failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application;

(3) failed to meet generally accepted standards of fiscal management; or

(4) violated any provision of law from which the charter school was not specifically exempted.

(D) At least sixty days before not renewing or terminating a charter school, the sponsor shall notify in writing the charter school's governing body of the proposed action. The notification shall state the grounds for the proposed action in reasonable detail. Termination must follow the procedure provided for in this section.

(E) The existence of another charter granting authority must not be grounds for the nonrenewal or revocation of a charter. Grounds for nonrenewal or revocation must be only those specified in subsection (C) of this section.

(F) The charter school's governing body may request in writing a hearing before the sponsor within fourteen days of receiving notice of nonrenewal or termination of the charter. Failure by the school's governing body to make a written request for a hearing within fourteen days must be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the sponsor shall give reasonable notice to the school's governing body of the hearing date. The sponsor shall conduct a hearing before taking final action. The sponsor shall take final action to renew or not renew a charter by the last day of classes in the last school year for which the charter school is authorized.

(G) A charter school seeking renewal may submit a renewal application to another charter granting authority if the charter school has not committed a material violation of the provisions specified in subsection (C) of this section and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-140(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

(H) A decision to revoke or not to renew a charter school may be appealed to the Administrative Law Court pursuant to the provisions of Section 59-40-90."

SECTION 10. Section 59-40-140 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-140. (A) A local school board of trustees sponsor shall distribute state, county, and school district funds to a charter school as determined by the following formula: the previous year's audited total general fund revenues, divided by the previous year's weighted students, then increased by the Education Finance Act inflation factor, pursuant to Section 59-20-40, for the years following the audited expenditures, then multiplied by the weighted students enrolled in the charter school, which will be subject to adjustment for student attendance and state budget allocations based on the same criteria as the local school district. These amounts must be verified by the ~~State~~ Department of Education before the first disbursement of funds. All state and local funding must be distributed by the local school district to the charter school monthly beginning July first following approval of the charter school application and must continue to be disbursed to the charter school for the duration of its charter and for the duration of any subsequent renewals. After verification of student attendance on the fifth day of school at the beginning of each school year, the State Department of Education shall distribute funds to school districts with charter schools (i) having approved incremental growth and expansion as provided in their charter application, or (ii) for opening of new charter schools in the current fiscal year. These funds must be released to districts on behalf of their charter schools no later than fifteen days after receipt of verified

enrollment. Districts shall provide this funding to eligible charters no later than thirty days after receipt from the Department of Education. Necessary adjustments due to enrollment changes must be made pursuant to the Education Finance Act.

(B) The South Carolina Public Charter School District shall receive and distribute state funds to the charter school as determined by the following formula: one and one-half times the current year's base student cost, as funded by the General Assembly, multiplied by the weighted students enrolled in the charter school, which must be subject to adjustment for student attendance and state budget allocations. These state funds are in addition to other funds to be received and distributed by the South Carolina Public Charter School District pursuant to subsections (C) and (D) of this section and Section 59-40-220(A). ~~However, the South Carolina Public Charter School District may not retain more than two percent of its gross revenue for its internal administrative and operating expenses.~~

(C) During the year of the charter school's operation, as received, and to the extent allowed by federal law, a sponsor shall distribute to the charter school federal funds which are allocated to the school district on the basis of the number of special characteristics of the students attending the charter school. These amounts must be verified by the State Department of Education before the first disbursement of funds.

(D) Notwithstanding subsection (C), the proportionate share of state and federal resources generated by students ~~with disabilities~~ or staff serving them must be directed to the school district board of trustees. ~~The proportionate share of funds generated under other federal or state categorical aid programs must be directed to the school district board of trustees serving students eligible for the aid pursuant to state and federal law.~~ After receipt of federal or state categorical aid funds, sponsors shall, within ten business days, supply to the charter school the proportional share of each categorical fund for which the charter school qualifies. If the sponsor fails to do so, the Department of Education may fine the sponsor an amount equivalent to the withheld amounts. Fines imposed must be remitted to the charter school from which the amounts were withheld.

(E) All services centrally or otherwise provided by the sponsor ~~or local school district, if any,~~ including, but not limited to, food services, custodial services, maintenance, curriculum, media services, libraries, and warehousing are subject to negotiation between a charter school and the sponsor ~~or local school district~~ and must be outlined in the contract required pursuant to Section 59-40-70(F).

(F) All awards, grants, or gifts collected by a charter school must be retained by the charter school.

(G) The governing body of a charter school is authorized to accept gifts, donations, or grants of any kind made to the charter school and to expend or use the gifts, donations, or grants in accordance with the conditions prescribed by the donor. A gift or donation must not be required for admission. However, a gift, donation, or grant must not be accepted by the governing board if subject to a condition contrary to law or contrary to the terms of the contract between the charter school and the governing body. All gifts, donations, or grants must be reported to the sponsor in their annual audit report as required in Section 59-40-50(B)(3).

(H) A charter school shall report to its sponsor and the Department of Education any change to information provided under its application. In addition, a charter school shall report at least annually to its sponsor and the sponsor shall compile those reports into a single document which must be submitted to the department. The Department of Education shall develop a template to be used by charter schools for this annual report. The report shall provide all information required by the sponsor or the department and shall include ~~including~~, at a minimum~~,~~:

(1) the number of students enrolled in the charter school from year to year,

(2) the success of students in achieving the specific educational goals for which the charter school was established,

(3) an analysis of achievement gaps among major groupings of students in both proficiency and growth, ~~and~~

(4) the identity and certification status of the teaching staff,

(5) the financial performance and sustainability of the sponsor's charter schools, and

(6) board performance and stewardship including compliance with applicable laws.

(I) The sponsor shall provide technical assistance to persons and groups preparing or revising charter applications at no expense.

(J) Charter schools may acquire by gift, devise, purchase, lease, sublease, installment purchase agreement, land contract, option, or by any other means, and hold and own in its own name buildings or other property for school purposes and interests in it which are necessary or convenient to fulfill its purposes.

(K) Charter schools are exempt from all state and local taxation, except the sales tax, on their earnings and property. Instruments of conveyance to or from a charter school are exempt from all types of taxation of local or state taxes and transfer fees."

SECTION 11. Section 59-40-210 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-210. A school established as a private school, on the effective date of this section, which desires to convert to a charter school shall dissolve and ~~must not be allowed to open as a charter school for a period of twelve months~~ may then seek to form a charter school as provided in this chapter."

SECTION 12. Section 59-40-230(A) of the 1976 Code, as added by Act 274 of 2006, is amended to read:

"(A) The South Carolina Public Charter School District must be governed by a board of trustees consisting of not more than ~~eleven~~ nine members:

(1) two appointed by the Governor;

(2) one appointed by the Speaker of the House of Representatives;

(3) one appointed by the President Pro Tempore of the Senate; and

(4) ~~seven~~ five to be appointed by the Governor upon the recommendation of the:

(a) ~~South Carolina Association of Public Charter Schools and one additional representative from the association;~~

~~(b)~~ South Carolina Association of School Administrators;

(~~c~~b) South Carolina Chamber of Commerce;

(~~d~~c) South Carolina Education Oversight Committee;

(~~e~~d) South Carolina School Boards Association;

(~~f~~e) South Carolina Alliance of Black Educators.

The ~~nine~~ seven members appointed by the Governor pursuant to this subsection are subject to advice and consent of the Senate. Membership of the committee must reflect representatives from each of the entities in item (A)(4) or their designee as reflected in their recommendation.

Each member of the board of trustees shall serve terms of three years, except that, for the initial members, two appointed by the Governor, one by the Speaker of the House, and one by the President Pro Tempore of the Senate, shall serve terms of one year and three appointed by the Governor shall serve terms of two years. A member of the board may be removed after appointment pursuant to Section 1-3-240. In making appointments, every effort must be made to ensure that all geographic areas of the State are represented and that the membership reflects urban and rural areas of the State as well as the ethnic diversity of the State."

SECTION 13. This act takes effect upon approval by the Governor.

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Appendix F1H
South Carolina School Building Allocations

DISTRICT	TOTAL 08 ALLOCATIONS 08 REVENUE	DISTRICT	TOTAL 08 ALLOCATIONS 08 REVENUE
Abbeville	$ 7,733.60	Lee	$ 6,838.05
Aiken	$ 51,979.30	Lexington #1	$ 50,207.26
Allendale	$ 4,235.61	Lexington #2	$ 19,852.48
Anderson #1	$ 19,019.49	Lexington #3	$ 4,486.79
Anderson #2	$ 9,988.40	Lexington #4	$ 8,247.22
Anderson #3	$ 6,009.21	Lexington #5	$ 33,616.87
Anderson #4	$ 5,292.43	McCormick	$ 2,012.67
Anderson #5	$ 26,254.02	Marion #1	$ 6,628.23
Bamberg #1	$ 4,108.96	Marion #2	$ 4,287.20
Bamberg #2	$ 2,179.05	Marion #3 (#7)	$ -
Barnwell #19	$ 1,995.23	Marion #4 (#7)	$ -
Barnwell #29	$ 2,345.53	Marion #7	$ 3,112.36
Barnwell #45	$ 6,930.82	Marlboro	$ 11,019.45
Beaufort	$ 14,671.09	Newberry	$ 15,564.97
Berkeley	$ 80,191.87	Oconee	$ 17,478.55
Calhoun	$ 2,963.85	Orangeburg #1 (#4)	$ -
Charleston	$ 68,070.91	Orangeburg #2 (#5)	$ -
Cherokee	$ 19,884.48	Orangeburg #3	$ 10,346.63
Chester	$ 13,061.74	Orangeburg #4	$ 9,397.04
Chesterfield	$ 22,146.50	Orangeburg #5	$ 16,342.78
Clarendon #1	$ 2,078.32	Orangeburg #6 (#5)	$ -
Clarendon #2	$ 7,373.10	Orangeburg #7 (#3)	$ -
Clarendon #3	$ 3,262.15	Orangeburg #8 (#4)	$ -
Colleton	$ 13,116.31	Pickens	$ 32,564.15
Darlington	$ 26,761.62	Richland #1	$ 57,483.82
Dillon #1	$ 1,879.62	Richland #2	$ 56,479.05
Dillon #2	$ 7,596.93	Saluda	$ 5,220.56
Dillon #3	$ 3,717.19	Spartanburg #1	$ 14,613.68
Dorchester #2	$ 45,135.16	Spartanburg #2	$ 19,992.37
Dorchester #4	$ 4,859.04	Spartanburg #3	$ 6,721.14
Edgefield	$ 8,359.42	Spartanburg #4	$ 6,218.03
Fairfield	$ 5,786.11	Spartanburg #5	$ 13,502.03
Florence #1	$ 30,325.80	Spartanburg #6	$ 19,326.73
Florence #2	$ 3,251.10	Spartanburg #7	$ 16,909.01
Florence #3	$ 8,694.91	Sumter #2	$ 26,790.45
Florence #4	$ 2,825.99	Sumter #17	$ 18,667.34
Florence #5	$ 4,149.19	Union	$ 10,488.40
Georgetown	$ 16,838.23	Williamsburg	$ 13,895.38
Greenville	$ 153,049.05	York #1	$ 10,061.31
Greenwood #50	$ 22,807.23	York #2	$ 8,166.50
Greenwood #51	$ 3,030.72	York #3	$ 37,994.18
Greenwood #52	$ 2,854.97	York #4	$ 16,377.55
Hampton #1	$ 5,998.95	SUBTOTAL	$ 1,498,366.74
Hampton #2	$ 3,224.83		
Horry	$ 54,586.70	DJJ	$ 2,047.33
Jasper	$ 7,867.77	Wil Lou Gray	$ 416.50
Kershaw	$ 21,550.52	John De La Howe	$ 252.00
Lancaster	$ 25,952.77	Sch Deaf & Blind	$ 519.58
Laurens #55	$ 13,652.80	SUBTOTAL	$ 3,235.41
Laurens #56	$ 7,807.92	GRAND TOTAL	$ 1,501,602.15

FY 07 REALLOCATION OF UNALLOCATED EFA FUNDS FOR SCHOOL BUILDING

ID	District	FY05 135 ADM	FY07 Allocation	ID	District	FY05 135 ADM	FY07 Allocation
0160	ABBEVILLE 60	3,571.27	$16,354	2701	JASPER 01	2998.24	$ 13,729.57
0201	AIKEN 01	23,986.18	$109,838	2801	KERSHAW 01	9938.62	$ 45,511.02
0301	ALLENDALE 01	1,638.02	$7,501	2901	LANCASTER 01	10875.41	$ 49,800.78
0401	ANDERSON 01	8,095.12	$37,069	3055	LAURENS 55	5681.18	$ 26,015.31
0402	ANDERSON 02	3,687.38	$16,885	3056	LAURENS 56	3248.39	$ 14,875.06
0403	ANDERSON 03	2,615.65	$11,978	3101	LEE 01	2593.98	$ 11,878.38
0404	ANDERSON 04	2,700.94	$12,368	3201	LEXINGTON 01	18688.22	$ 85,577.27
0405	ANDERSON 05	11,545.24	$52,868	3202	LEXINGTON 02	8639.08	$ 39,560.15
0501	BAMBERG 01	1,594.04	$7,299	3203	LEXINGTON 03	2135.3	$ 9,777.99
0502	BAMBERG 02	974.51	$4,462	3204	LEXINGTON 04	3329.79	$ 15,247.80
0619	BARNWELL 19	913.37	$4,183	3205	LEXINGTON 05	15902.04	$ 72,818.77
0629	BARNWELL 29	915.31	$4,191	3301	MCCORMICK 01	945.19	$ 4,328.22
0645	BARNWELL 45	2,623.53	$12,014	3401	MARION 01	3088.79	$ 14,144.22
0701	BEAUFORT 01	17,748.97	$81,276	3402	MARION 02	1980.55	$ 9,069.35
0801	BERKELEY 01	26,378.18	$120,791	3407	MARION 07	876.24	$ 4,012.49
0901	CALHOUN 01	1,766.44	$8,089	3501	MARLBORO 01	4792.44	$ 21,945.58
1001	CHARLESTON 01	41,469.95	$189,900	3601	NEWBERRY 01	5678.1	$ 26,001.21
1101	CHEROKEE 01	8,876.31	$40,646	3701	OCONEE 01	10391.92	$ 47,586.77
1201	CHESTER 01	5,891.57	$26,979	3803	ORANGEBURG 03	3309.1	$ 15,153.06
1301	CHESTERFIELD 01	7,752.39	$35,500	3804	ORANGEBURG 04	4130.08	$ 18,912.50
1401	CLARENDON 01	1,103.34	$5,052	3805	ORANGEBURG 05	6830.61	$ 31,278.79
1402	CLARENDON 02	3,265.87	$14,955	3901	PICKENS 01	15956.57	$ 73,068.47
1403	CLARENDON 03	1,232.90	$5,646	4001	RICHLAND 01	24589.47	$ 112,600.32
1501	COLLETON 01	6,228.79	$28,523	4002	RICHLAND 02	19829	$ 90,801.14
1601	DARLINGTON 01	11,342.70	$51,941	4101	SALUDA 01	2083.27	$ 9,539.73
1701	DILLON 01	857.80	$3,929	4201	SPARTANBURG 01	4511.27	$ 20,658.05
1702	DILLON 02	3,526.64	$16,149	4202	SPARTANBURG 02	8663.15	$ 39,670.38
1703	DILLON 03	1,520.70	$6,964	4203	SPARTANBURG 03	3002.97	$ 13,751.23
1802	DORCHESTER 02	17,998.21	$82,418	4204	SPARTANBURG 04	2858.89	$ 13,091.46
1804	DORCHESTER 04	2,256.22	$10,332	4205	SPARTANBURG 05	6291.13	$ 28,808.40
1901	EDGEFIELD 01	3,934.42	$18,017	4206	SPARTANBURG 06	9406.61	$ 43,074.83
2001	FAIRFIELD 01	3,424.81	$15,683	4207	SPARTANBURG 07	7978.15	$ 36,533.62
2101	FLORENCE 01	14,257.10	$65,286	4302	SUMTER 02	8911.01	$ 40,805.38
2102	FLORENCE 02	1,151.51	$5,273	4317	SUMTER 17	8624.56	$ 39,493.66
2103	FLORENCE 03	3,761.71	$17,226	4401	UNION 01	4748.37	$ 21,743.78
2104	FLORENCE 04	1,038.87	$4,757	4501	WILLIAMSBURG 01	5637.91	$ 25,817.17
2105	FLORENCE 05	1,454.39	$6,660	4601	YORK 01	4896.42	$ 22,421.73
2201	GEORGETOWN 01	9,868.96	$45,192	4602	YORK 02	5113.36	$ 23,415.14
2301	GREENVILLE 01	62,857.44	$287,837	4603	YORK 03	15952.28	$ 73,048.83
2450	GREENWOOD 50	8,962.14	$41,040	4604	YORK 04	6675.47	$ 30,568.37
2451	GREENWOOD 51	1,159.07	$5,308	5208	JUVENILE JUSTICE	1220.67	$ 5,589.70
2452	GREENWOOD 52	1,634.18	$7,483	5209	CORRECTIONS	813.1	$ 3,723.35
2501	HAMPTON 01	2,668.28	$12,219				
2502	HAMPTON 02	1,379.94	$6,319	9999	STATE TOTAL	667157.4	$ 3,055,053.00
2601	HORRY 01	31,710.09	$145,207				

FY 2007 Reallocation of EIA Funds for School Building

ID	District	FY05 135 ADM	FY07 Allocation	ID	District	FY05 135 ADM	FY07 Allocation
0160	ABBEVILLE 60	$ 3,571.27	$ 215,085.21	2701	JASPER 01	$ 2,998.24	$ 179,762.09
0201	AIKEN 01	$ 23,986.18	$ 1,444,604.44	2801	KERSHAW 01	$ 9,938.62	$ 595,878.62
0301	ALLENDALE 01	$ 1,638.02	$ 98,652.26	2901	LANCASTER 01	$ 10,875.41	$ 652,044.68
0401	ANDERSON 01	$ 8,095.12	$ 487,541.01	3055	LAURENS 55	$ 5,681.18	$ 340,620.10
0402	ANDERSON 02	$ 3,687.38	$ 222,078.11	3056	LAURENS 56	$ 3,248.39	$ 194,760.05
0403	ANDERSON 03	$ 2,615.65	$ 157,531.53	3101	LEE 01	$ 2,593.98	$ 155,524.33
0404	ANDERSON 04	$ 2,700.94	$ 162,668.25	3201	LEXINGTON 01	$ 18,688.22	$ 1,120,468.51
0405	ANDERSON 05	$ 11,545.24	$ 695,329.77	3202	LEXINGTON 02	$ 8,639.08	$ 517,963.57
0501	BAMBERG 01	$ 1,594.04	$ 96,003.50	3203	LEXINGTON 03	$ 2,135.30	$ 128,023.77
0502	BAMBERG 02	$ 974.51	$ 58,691.36	3204	LEXINGTON 04	$ 3,329.79	$ 199,640.46
0619	BARNWELL 19	$ 913.37	$ 55,009.11	3205	LEXINGTON 05	$ 15,902.04	$ 953,420.66
0629	BARNWELL 29	$ 915.31	$ 55,125.95	3301	MCCORMICK 01	$ 945.19	$ 56,669.69
0645	BARNWELL 45	$ 2,623.53	$ 158,006.11	3401	MARION 01	$ 3,088.79	$ 185,191.09
0701	BEAUFORT 01	$ 17,748.97	$ 1,068,958.91	3402	MARION 02	$ 1,980.55	$ 118,745.60
0801	BERKELEY 01	$ 26,378.18	$ 1,588,666.31	3407	MARION 07	$ 876.24	$ 52,536.73
0901	CALHOUN 01	$ 1,766.44	$ 106,386.56	3501	MARLBORO 01	$ 4,792.44	$ 287,334.91
1001	CHARLESTON 01	$ 41,469.95	$ 2,497,591.28	3601	NEWBERRY 01	$ 5,678.10	$ 340,435.43
1101	CHEROKEE 01	$ 8,876.31	$ 534,589.37	3701	OCONEE 01	$ 10,391.92	$ 623,056.61
1201	CHESTER 01	$ 5,891.57	$ 354,828.83	3803	ORANGEBURG 03	$ 3,309.10	$ 198,399.97
1301	CHESTERFIELD 01	$ 7,752.39	$ 466,899.57	3804	ORANGEBURG 04	$ 4,130.08	$ 247,622.54
1401	CLARENDON 01	$ 1,103.34	$ 66,450.34	3805	ORANGEBURG 05	$ 6,830.61	$ 409,535.17
1402	CLARENDON 02	$ 3,265.87	$ 196,692.02	3901	PICKENS 01	$ 15,956.57	$ 956,690.05
1403	CLARENDON 03	$ 1,232.90	$ 74,253.29	4001	RICHLAND 01	$ 24,589.47	$ 1,474,283.09
1501	COLLETON 01	$ 6,228.79	$ 375,138.42	4002	RICHLAND 02	$ 19,829.00	$ 1,188,864.97
1601	DARLINGTON 01	$ 11,342.70	$ 683,131.49	4101	SALUDA 01	$ 2,083.27	$ 124,904.27
1701	DILLON 01	$ 857.80	$ 51,663.32	4201	SPARTANBURG 01	$ 4,511.27	$ 270,477.12
1702	DILLON 02	$ 3,526.64	$ 212,397.30	4202	SPARTANBURG 02	$ 8,663.15	$ 519,406.70
1703	DILLON 03	$ 1,520.70	$ 91,586.49	4203	SPARTANBURG 03	$ 3,002.97	$ 180,045.68
1802	DORCHESTER 02	$ 17,998.21	$ 1,083,969.77	4204	SPARTANBURG 04	$ 2,858.89	$ 171,407.24
1804	DORCHESTER 04	$ 2,256.22	$ 135,884.31	4205	SPARTANBURG 05	$ 6,291.13	$ 377,190.18
1901	EDGEFIELD 01	$ 3,934.42	$ 236,956.47	4206	SPARTANBURG 06	$ 9,406.61	$ 563,981.50
2001	FAIRFIELD 01	$ 3,424.81	$ 206,264.43	4207	SPARTANBURG 07	$ 7,978.15	$ 478,336.93
2101	FLORENCE 01	$ 14,257.10	$ 858,655.69	4302	SUMTER 02	$ 8,911.01	$ 534,267.37
2102	FLORENCE 02	$ 1,151.51	$ 69,351.45	4317	SUMTER 17	$ 8,624.56	$ 517,093.01
2103	FLORENCE 03	$ 3,761.71	$ 226,554.75	4401	UNION 01	$ 4,748.37	$ 284,692.66
2104	FLORENCE 04	$ 1,038.87	$ 62,567.54	4501	WILLIAMSBURG 01	$ 5,637.91	$ 338,025.80
2105	FLORENCE 05	$ 1,454.39	$ 87,592.87	4601	YORK 01	$ 4,896.42	$ 293,569.13
2201	GEORGETOWN 01	$ 9,868.96	$ 594,373.24	4602	YORK 02	$ 5,113.36	$ 306,575.95
2301	GREENVILLE 01	$ 62,857.44	$ 3,785,685.63	4603	YORK 03	$ 15,952.28	$ 956,432.84
2450	GREENWOOD 50	$ 8,962.14	$ 539,758.61	4604	YORK 04	$ 6,675.47	$ 400,233.62
2451	GREENWOOD 51	$ 1,159.07	$ 69,806.77	5208	JUVENILE JUSTICE	$ 1,220.67	$ 73,186.33
2452	GREENWOOD 52	$ 1,634.18	$ 98,420.99	5209	CORRECTIONS	$ 813.10	$ 48,750.12
2501	HAMPTON 01	$ 2,668.28	$ 160,701.25				
2502	HAMPTON 02	$ 1,379.94	$ 83,109.00	9999	STATE TOTAL	$ 667,157.35	$ 40,000,000.00
2601	HORRY 01	$ 31,710.09	$ 1,909,788.76				

Appendix F2I
Magnet Schools in South Carolina

Anderson School District Five
Sites: 3
Foci: AVID, Arts

Beaufort County School District
Schools: 3
Foci: AVID, Arts

Berkeley County School District
Sites: 3
Foci: Advancement Via Individual Determination (AVID), Arts

Charleston County Schools
Sites: 45
Foci: Academics, Arts, Global Studies, Military,
Montessori, Technology

Darlington County School District
Sites: 7
Foci: Academic, Arts, International Baccalaureate, Technology

Fairfield County Schools
Sites: 1
Focus: Math/Science

Greenville County Schools
Sites: 11
Foci: Career Clusters, French and Spanish Immersion, Global Studies, International Baccalaureate

Greenwood County School District 50
Sites: 4
Foci: Arts Integration, STEM

Kershaw County School District
Sites: 3
Foci: Creative Arts, Science/Technology, Math/Media

Lexington County School District Two
Sites: 4
Foci: Academics, arts, technology

School District Five of Lexington and Richland Counties
Sites: 2
Foci: Academics, engineering/mathematics

Marlboro County School District
Sites: 1
Focus: Arts

Orangeburg Consolidated District Three
Sites: 1
Focus: Math and Science

Orangeburg Consolidated School District Five
Sites: 2
Focus: Academics

Richland County School District Two
Sites: 18
Foci: Academics, Arts, Fitness, Health, Leadership, Montessori, Single-Gender, Technology

Rock Hill School District Three
Sites: 2
Foci: Academics, Montessori

Appendix F3A
Office of Public School Choice and Innovation Roster by District
(programs served by the Office of Public School Choice and Innovation)

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	Natural Resources Schools	Single-Gender Programs/ Classrooms	Open Enrollment (not Title I AYP directive)
Abbeville County Schools	✓						✓	
Aiken County Schools	✓	✓					✓	
Allendale County Schools	✓				✓		✓	
Anderson School District One	✓					✓	✓	✓
Anderson School District Two	✓				✓			✓
Anderson School District Three	✓						✓	✓
Anderson School District Four	✓							
Anderson School District Five	✓		✓				✓	
Bamberg School District One	✓			✓			✓	
Bamberg School District Two	✓							
Barnwell School District Nineteen	✓							
Barnwell School District Twenty-Nine	✓						✓	
Barnwell School District Forty-Five	✓							
Beaufort County Schools	✓	✓	✓				✓	✓

} Districts that serve students in a multi-district alternative school
* Districts that operate a consortium middle/early college
** This summary represents 434 South Carolina Public School Choice programs as of May 2010.
*** As of May 2010, other Public School Choice programs represented in SC districts, but not listed in this summary, include Governor's School for the Arts, Governor's School for Science & Math, SC Virtual School Program, arts integration program, language integration program, language immersion program, Project Lead the Way, and multi-cluster career/technology education centers.

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	Natural Resources Schools	Single-Gender Programs/ Classrooms	Open Enrollment (not Title I AYP directive)
Berkeley County Schools	✓		✓				✓	
Calhoun County Schools	✓			✓*	✓		✓	
Charleston School District	✓	✓	✓		✓		✓	✓
Cherokee County Schools	✓				✓		✓	✓
Chester School District	✓	✓						
Chesterfield School District	✓						✓	
Clarendon School District One	✓						✓	
Clarendon School District Two	✓ }	✓					✓	
Clarendon School District Three	✓ }						✓	
Colleton School District	✓						✓	✓
Darlington School District	✓		✓				✓	✓
Department of Juvenile Justice							✓	
Dillon School District One	✓ }							
Dillon School District Two	✓ }						✓	✓
Dillon School District Three	✓ }						✓	
Dorchester School District Two	✓						✓	
Dorchester School Four	✓						✓	

} Districts that serve students in a multi-district alternative school

* Districts that operate a consortium middle/early college

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	Natural Resources Schools	Single-Gender Programs/ Classrooms	Open Enrollment (not Title I AYP directive)
Edgefield County Schools	✓	✓					✓	
Fairfield County Schools	✓		✓	✓*			✓	
Florence School District One	✓	✓			✓		✓	
Florence School District Two	✓						✓	
Florence School District Three	✓						✓	✓
Florence School District Four	✓							
Florence School District Five	✓							
Georgetown School District	✓						✓	
Governor's School for Science and Math			✓					
Greenville School District	✓	✓	✓	✓			✓	✓
Greenwood School District Fifty	✓		✓		✓		✓	✓
Greenwood School District Fifty-One	✓						✓	
Greenwood School District Fifty-Two	✓							
Hampton School District One	✓							
Hampton School District Two	✓							
Horry School District	✓	✓		✓			✓	
Jasper County Schools	✓						✓	

} Districts that serve students in a multi-district alternative school

* Districts that operate a consortium middle/early college

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	Natural Resources Schools	Single-Gender Programs/ Classrooms	Open Enrollment (not Title I AYP directive)
Kershaw County Schools	✓		✓			✓		✓
Lancaster School District	✓	✓					✓	
Laurens School District Fifty-Five	✓				✓		✓	✓
Laurens School District Fifty-Six	✓						✓	✓
Lee County Schools	✓	✓						
Lexington School District One	✓			✓*				✓
Lexington School District Two	✓		✓	✓*			✓	✓
Lexington School District Three	✓			✓*				
Lexington School District Four	✓			✓*	✓		✓	✓
Lexington School District Five	✓		✓	✓*			✓	✓
Marion School District One	✓ }							
Marion School District Two	✓ }						✓	
Marion School District Seven	✓ }							
Marlboro County Schools	✓		✓				✓	✓
McCormick County Schools	✓				✓			
Newberry County Schools	✓				✓		✓	

} Districts that serve students in a multi-district alternative school
* Districts that operate a consortium middle/early college

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	Natural Resources Schools	Single-Gender Programs	Open Enrollment (not Title I AYP directive)
Oconee County Schools	✓			✓			✓	✓
Orangeburg Consolidated School District Three	✓		✓					
Orangeburg Consolidated School District Four	✓							✓
Orangeburg Consolidated School District Five	✓		✓	✓*			✓	
Palmetto Unified School District	✓							
Pickens County Schools	✓						✓	
Richland School District One	✓	✓		✓	✓		✓	
Richland School District Two	✓		✓		✓	✓	✓	✓
Saluda County Schools	✓							
SC Public Charter School District		✓						✓
Spartanburg School District One	✓							✓
Spartanburg School District Two	✓						✓	✓
Spartanburg School District Three	✓						✓	✓
Spartanburg School District Four	✓							
Spartanburg School District Five	✓						✓	✓
Spartanburg School District Six	✓						✓	✓

} Districts that serve students in a multi-district alternative school

* Districts that operate a consortium middle/early college

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	Natural Resources Schools	Single-Gender Programs/ Classrooms	Open Enrollment (not Title I AYP directive)
Spartanburg School District Seven	✓				✓		✓	✓
Sumter School District Two	✓						✓	✓
Sumter School District Seventeen	✓						✓	✓
Union County Schools	✓						✓	✓
Williamsburg County Schools	✓	✓						
York School District One	✓				✓		✓	
York School District Two (Clover)	✓			✓			✓	✓
York School District Three (Rock Hill)	✓	✓	✓		✓		✓	
York School District Four (Fort Mill)	✓						✓	

} Districts that serve students in a multi-district alternative school

* Districts that operate a consortium middle/early college

** This summary represents 434 South Carolina Public School Choice programs as of May 2010.

*** As of May 2010, other Public School Choice programs represented in SC districts, but not listed in this summary, include Governor's School for the Arts, Virtual School Program, arts integration program, language integration program, language immersion program, Project Lead the Way, and multi-cluster career/technology education centers.

Appendix P3
Montessori Task Force Report

Richland One has been a leader in public school Montessori education in the Midlands since 2000. The School Board and district administration began their support of Montessori education with the opening of Brockman Elementary, a total Montessori school, in 2000. In response to continued interest from parents in having the choice of Montessori for their children, the district opened two additional Montessori sites in elementary schools in 2004 and a third in 2007. Parental interest remains high, with many siblings joining the established programs and waiting lists needed each year, especially for 4k students.

The Montessori program has grown from 10 to 23 classes now serving approximately 550 students. In fall 2008 two additional classes openned for rising 4th graders at Logan and Caughman Road. An additional expansion was needed in 2009 to house 4th and 5th graders at those schools. Over the years parents have continually expressed an interest in establishing a Montessori middle school program. The number of fifth graders exiting the program will increase to approximately 50 each year by 2010.

In response to the continued interest and increasing demand for a middle level program, the district established a task force to investigate the feasibility of opening a Montessori program at this level. This group's goal was to present a proposal to the administration in May 2008, with a tentative opening date of fall 2010. A presentation with the recommendation was made to Cabinet in March 2009. Due to the budget crisis, the recommendation was put on hold.

The basis for requesting this program expansion to the middle years is to offer the students the opportunity to continue to learn in a self-directed, self-paced method of instruction that emphasizes independent learning in an environment of responsibility and respect. Laurens District 55 opened a middle level Montessori program in 2003. Nationally, more public school districts are exploring this option to meet the unique learning needs of students in their pre-adolescent years. Thus Richland One, in its continuing role as a leader in Montessori, makes this forthcoming request in accordance with local demands and growing national trends.

Introduction

The Richland District One Montessori Task Force was organized in Fall 2007 with the task of developing a planning framework and a recommendation to the Superintendent's Cabinet for providing a Montessori middle school in the district. The recommendation would eventually be brought before the Board of School Commissioners. Dr. Carolyn Donelan and Marshall Prince were asked to co-chair this Task Force, with Dr. Ginny Riga as facilitator. In April, Gail Hornsby was asked to take Dr. Carolyn Donelan's place when she asked to resign her position.

The Task Force identified three basic reasons for pursuing this initiative:

1. quick summary of "why middle grades reform"
2. quick summary of "why Montessori middle"
3. quick summary of "parent survey"

Currently, the district has four early childhood/elementary Montessori programs in the district: Brockman Elementary, Caughman Road Elementary, Gadsden Elementary, and Logan Elementary. Parents of students attending these Montessori programs have indicated a strong interest in extending the district's Montessori program to include the middle school grades.

The Task Force, whose membership included parent, teacher, and administrative representation from the four elementary Montessori schools, met monthly to develop the attached recommendations. In addition to the recommendations, the Task Force has developed a chart detailing estimated expenses for the program as it grows over the next three years.

Should the district make the decision to adopt the Task Force recommendations, the Task Force members are willing to meet with whatever oversight group is established to share with them the issues discussed by the group that may have a bearing on specific procedures and guidelines to be developed for the implementation of the program.

Why Middle Grades Reform?

Many students "make it or break it" in the middle grades – either they acquire the academic knowledge and skills they need to achieve in high school (and life), or they fall so far behind they drop out or drift through high school with little hope of a successful future. Sadly many students in America's middle school schools are adrift. Studies reveal that while fourth graders in the United States scored among the top five nations in math and science skills , by the end of eighth grade, the performance of American middle schools ranks below many third world countries. The achievement gap is most acute among our nation's poorest inner-city and rural schools. However, while test scores in suburban schools may be higher, the evidence suggests that thousands of complacent

middle schools are also wasting student potential. The truth is, very few middle schools anywhere in America provide a sufficiently rigorous and challenging academic environment that also recognizes individual learning differences among students.

The data on both 2006 and 2007 PACT performance of South Carolina middle school students, and more specifically students in Richland One reflects national trends described above. Some key findings are listed below:

South Carolina data:
1) Decrease in scores* as students move from 4th to 8th grade
2) Greatest decrease in Math (12%) followed by ELA (9%)

Richland One data:
1) Decrease is almost the same as the state in ELA and Science.
2) Decrease in Math is even greater (by 5 points) compared to state scores
3) Percent of 8th grade students Meeting Standards is below state average; largest gap is in math (15%), followed by ELA (8%)
4) EAA and NCLB concerns: While number of 6th- 8th grade students scoring Proficient and Advanced increased slightly from 2006 to 2007, only approximately one-fifth of all middle school students are scoring at these higher levels

* % of students scoring Basic, Proficient and Advanced, i.e., Meeting Standards

The National Forum to Accelerate Middle Grades Reform argues that, to support student success, high performing middle schools need to be:

1 Academically excellent – challenge all students to use their minds well
2 Developmentally responsive – sensitive to the unique developmental challenges of early adolescence
3 Socially equitable – democratic and fair, providing every student with high-quality teachers, resources and supports

The middle school curriculum should be:

1 Relevant, integrated and allows for student voice in what is learned and how it is learned
2 Exploratory, i.e., allows students to explore new arenas of interest

However, outlining lists like the above can be dangerous if each component is seen as somehow self-contained, something that can be addressed in isolation. Instead research demonstrates that characteristics listed above are an interacting and interdependent group of practices that form a unified whole, i.e., a systems approach.

Montessori Middle School Task Force Members

The goal of the task force was to include members with various perspectives and backgrounds in Montessori education. Therefore, administrators, parents and teachers from all four Richland One Montessori sites were invited to participate. In addition, a representative from a private Montessori school who has served as a resource to the public Montessori in our district and the state since 2000, and a State Department representative for Montessori programs also participated in developing this proposal. Several of the members contributed dual perspectives, e.g., both as teacher or administrator in Montessori with a child also in the program. One member had Montessori experience in other states in addition to South Carolina

The experience level in Montessori of task force members ranged from one year (parent) to 30 years (school director). The total combined experience in Montessori education of this group exceeds 100 years!

Montessori Task Force Members

M. Ansley Brown	Teacher, Brockman Elementary
Carolyn Donelan	Former Assistant Principal, Caughman Rd Elementary
Erica Fulmore	Former Parent, Logan Elementary
Tracques Head	Parent, Brockman Elementary
Gail Hornsby	Richland One Montessori Programs Consultant
Sara Peacock	Teacher, Caughman Rd Elementary
Marshall Prince	Parent, Brockman Elementary
Ginny Riga	SC State Dept of Education, Office of Public School Choice, Montessori Programs
Lynn Robertson	Principal, Brockman Elementary
Marjorie Sawyer	Teacher, Logan Elementary
Andrena Smith	Principal, Sanders Middle
Cheryl Spencer	Directress, Montessori Children's House of Columbia
Monya Terry	Parent, Caughman Rd Elementary
Jane Wyatt	Principal, Caughman Rd Elementary
Allen Young	Parent, Logan Elementary

Recommendations

The Richland One Montessori Task Force developed a number of recommendations as a part of its work. Some of those recommendations are programmatic in nature and deal with a framework for extending the Montessori program through the middle grades. The other recommendations deal more with the actual implementation of the program extension, if adopted, as it develops over the next three years.

1. The opening date of the Montessori Middle School Program will be August 2010.
2. Hire four certified/highly qualified teachers, one per core content area (English Language Arts, math, science, and social studies)
3. Summer planning for curriculum development and training
4. Curriculum should include "a thematic, integrated/interdisciplinary approach to studies, with large blocks of time for group work and for individual work, daily community meetings, daily personal reflection time, regular student leadership opportunities, time for self-exploration, weeklong business internships, class-run business, adventure trips, ropes courses, community service and outdoor education experiences incorporating real work on undeveloped land." (Montessori Life issue 4, 2007)
5. Students who attended an elementary Montessori school through grade five are eligible to attend the district's Montessori middle school. Students with no Montessori background may be accepted after going through an interview process (number accepted will not exceed 10% of the program's enrollment) with enrollment to not exceed 60 in Year 1.
6. The Middle School Montessori program, which will include combined 7th and 8th grades and a stand-alone 6th grade will be housed at Sanders Middle (in the old Keenan High School building).

Anticipated Expenses (estimates)

The expenses in the chart below include the staffing, training, and materials needed to implement the recommendations found in the Task force report. Existing support staff will serve Montessori. Additional administrative staff added to school site due to student enrollment increase will have the primary responsibility to Montessori students. As the chart is considered, the following points should be remembered:

1. Montessori Secondary Teacher Training at Cincinnati
   Year 1
   a. Registration fee--$225 per teacher(4) ---Total $900
   b. 9 CMSTEP courses, 3 intern visits and AMS Membership--$6,000 per teacher(4)---Total $24,000
   c. Books and materials--$500 per teacher(4)----Total $2,000

   d. Field Studies, Erdkinder--$250 per teacher(4)---Total $1000
   e. Field Studies, Pedagogy of Place--$500 per teacher(4)---Total $2000
   f. Travel and expenses---$2500 per person
   g Graduate credit is available through Xavier University
   h. www.CMSTEP.com
   i Time frame
      i. June and July--4 weeks 2009
      ii. Practicum September—June 2009
      iii. Practicum seminar--October(3 days) and February(3 days) 2009-2010
      v. Second summer--1 week 2010

   Year 2
   a. Registration fee--$225 per teacher(2) ---Total $550
   b. 9 CMSTEP courses, 3 intern visits and AMS Membership--$6,000 per teacher(2)---Total $12,000
   c. Books and materials--$500 per teacher(2)----Total $1000

   d. Field Studies, Erdkinder--$250 per teacher(2)---Total $500
   e. Field Studies, Pedagogy of Place--$500 per teacher(2)---Total $1000
   f. Travel Expenses---$2000 per person
   g. Graduate credit is available through Xavier University
   h. www.CMSTEP.com
   i Time frame
      i. June and July--4 weeks 2010
      ii.Practicum September—June 2010
      iii.Practicum seminar--October(3 days) and February(3 days) 2010-2011
      iv.Second summer--1 week 2011

2. Student Transportation estimate is for one year, 180 days, based on the current cost per mile ($1.32); the routes for the 07-08 school term and additional mileage to travel to and from Sanders Middle School which will be located on Pine Belt Road: $95,292

3. Furniture and fixtures for two 6th grade classrooms total of 50 students---$10,000 ($200 per student0

4. Instructional Supplies for Year One: Two 6th grade classrooms total of 50 students $10,000 ----Year Two: Add two classrooms (50 students) $10,000---
Year Three: Add two classrooms (50 students) $10,000
Total=$30,000

5. Technology: Wiring and TVs covered in Evening High School costs

6. Staffing: 2 teachers year one, $60,000 (includes benefits) each = $120,000
4 teachers year two, $60,000 (includes benefits) each= $240,000
6 teachers year two, $60,000 (includes benefits) each= $360,000

Total expenses:
Year One includes training, staffing (2 teachers), transportation, furniture and instructional supplies**: $297,692**
Year Two includes training, staffing (4 teachers), transportation, furniture and instructional supplies: **$378,292**
Year Three includes staffing (6 teachers), transportation, furniture and instructional supplies: $**475,292**

Appendices

1 parent survey
2 student growth chart
3 Montessori Middle School Test Data
4 Letter from Dr. Rex