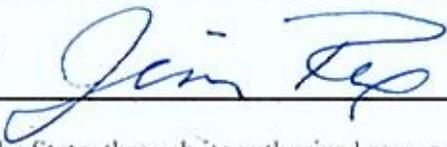


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: South Carolina Department of Education</p>	<p>Applicant's Mailing Address: 1429 Senate Street Rutledge Building, Room 1005 Columbia, SC 29201-3730</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Courtney Foster</p> <p>Position and Office: SIG Project Director, Office of Federal and State Accountability</p> <p>Contact's Mailing Address: 1429 Senate Street, Rutledge Building, Room 513 Columbia, SC 29201-3730</p> <p>Telephone: 803-734-2721</p> <p>Fax: 803-734-8701</p> <p>Email address: cjfooster@ed.sc.gov</p>	
<p>Chief State School Officer (Printed Name): Jim H. Rex</p>	<p>Telephone: 803-734-8491</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: 12/01/10</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

School Improvement Grants Application

Section 1003(g) of the
Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

State Name:South Carolina



U.S. Department of Education
Washington, D.C. 20202



OMB Number: 1810-0682
Expiration Date: September 30, 2013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II 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.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: South Carolina Department of Education</p>	<p>Applicant's Mailing Address: 1429 Senate Street Rutledge Building, Room 1005 Columbia, SC 29201-3730</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Courtney Foster</p> <p>Position and Office: SIG Project Director, Office of Federal and State Accountability</p> <p>Contact's Mailing Address: 1429 Senate Street, Rutledge Building, Room 513 Columbia, SC 29201-3730</p> <p>Telephone: 803-734-2721</p> <p>Fax: 803-734-8701</p> <p>Email address: cjfoster@ed.sc.gov</p>	
<p>Chief State School Officer (Printed Name): Jim H. Rex</p>	<p>Telephone: 803-734-8491</p>
<p>Signature of the Chief State School Officer: X</p>	<p>Date: 12/01/10</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input checked="" type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	

SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State’s most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State’s FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of “persistently lowest-achieving schools”. An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of “persistently lowest-achieving schools” or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010
<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i>	<i>For an SEA revising its definition of PLA schools, please select the following option:</i>

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

PART I: SEA REQUIREMENTS

South Carolina’s School Improvement Grant (SIG) project—Project 180—will allocate \$19,731,123 of 1003(g) funds for schools that are persistently low achieving. The total amount of funds includes a 2009 carryover amount of \$12,067,641 and a new 2010 allocation of \$7,663,482. Priority for these funds will go to Tier I and Tier II schools.

A. Eligible Schools

The South Carolina Department of Education (SCDE) used the following method to determine the lowest 5% of persistently lowest achieving schools (PLAS):

- For each elementary or middle school, a performance measure was calculated by determining the percentage of students in the “all students” category scoring met or exemplary on the ELA and mathematics portions of the statewide performance

assessment, the Palmetto Assessment of State Standards (PASS), administered in grades 3–8. The subject areas carried equal weight in the calculation.

- For each high school, a performance measure was calculated by determining the percentage of students in the “all students” category scoring level 3 or 4 on the ELA and mathematics portions of the statewide high school performance assessment, the High School Assessment Program (HSAP), administered in the 10th grade. The subject areas carried equal weight in the calculation.
- For purposes of determining a school’s lack of progress, a three-year average was determined by averaging the current year’s test results with the previous two years.
- Schools with fewer than 40 tested students were excluded (see “N” waiver request).

Tier I

- 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

- 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 within the range of Tier II were identified.
- Inclusion of schools using the newly eligible criteria waiver.

Tier III

- A Title I school that is in improvement, corrective action, or restructuring and that is not identified as a Tier I school.

Inclusion of Schools for the 2010 SIG Application

The SCDE has generated a new list of schools (Tier I, II, and III) eligible to be served through the School Improvement Grant based on the above parameters for Tier 1, Tier 2, and Tier 3. Two Title 1 schools among the lowest 5% (Tier 1) had enrollments less than 40 students: Children’s Attention Home in York 3(seven students) and Aiken Performing Arts Academy in Aiken (16 students). With approval of the “N” size waiver, these schools will not be eligible to be served with SIG 2010 grant funds. No Tier 2 school identified had an enrollment of less than 40 students. All waiver requests were distributed November 16, 2010, to Title I coordinators and posted November 17, 2010, on the SCDE web site (ed.sc.gov) for public comment through December 31, 2010. The SCDE received no comments regarding SIG or requested waivers by the due date of this application, and no comments were received throughout the comment period.

The list of Tier I, Tier II, and prioritized Tier III schools and districts eligible for 2010 SIG funds, shown alphabetically by LEA/district and then by school, is attached to our application.

For the 2010 School Improvement Grant application, South Carolina does not have any school identified under the newly eligible criteria or the graduation rate criteria.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

B. Evaluation Criteria

The SCDE has funds to provide support to all Tier I and Tier II eligible schools that demonstrate adequate capacity and commitment to implement one of the four rigorous intervention models. Funding levels will be determined by the quality of the LEA’s application, the components of the intervention selected, the pre-implementation activities, the scope of services, and, if deemed necessary, an interview with the applicant to gauge capacity. These steps will help the SCDE assess and ensure the highest level of capacity and commitment from applicants (and, i.e., the greatest likelihood for success). Although South Carolina is making provisions for Tier III schools to be included in this project, our priority will be to fund Tier I and Tier II schools. In addition, continuation funding for up to three years will be determined based upon the subgrantee’s progress, capacity, fiscal responsibility, and compliance with reporting requirements, as well as their submission of any revised plans, timelines, and budgets for Year 2 and Year 3 that align with evaluation reports and results.

An eligible LEA will submit an application that consists of two sections: Section I—addressed through a narrative and a budget (justification) and summary—pertains only to the LEA’s experience, commitment, and capacity. Section II will consist of details for each school to be served within that LEA—a narrative about each school’s commitment and capacity to implementing the selected intervention model and a budget (summary and justification) for each school. (For example, an LEA serving three schools will submit one Section I and three Section IIs to the SCDE.) In addition to the scoring rubric, a draft of the Request for Proposals is attached to this application.

Integrally involved in the SIG process is the Project 180 Council, comprised of 20 members. The members include the SIG Project Director, appropriate personnel from key SCDE offices (Offices of School Leadership, Data Management & Analysis, Standards and Support), and representatives from institutions of higher education, schools, districts, and the community. This council will serve as central oversight for SIG applicants and progress. The Council will discuss and review LEA applications; determine if interviews are necessary for determining capacity and final approval of the LEA’s funding; and provide or coordinate essential technical assistance as appropriate. The council will meet on a quarterly basis on location at the SIG schools to discuss the progress of the LEAs in meeting SIG goals and offer technical assistance guidance in implementing and maintaining effective progress.

In reviewing LEA applications for capacity and funding and conducting appropriate interview with LEAs, the Project 180 Council will conduct due diligence for all applications. This process, modified for South Carolina, is based on *The Due Diligence Tool* by Grantmakers for Effective Organizations (2004). The Project 180 Council will be able to track capacity issues such as:

- Ability to articulate successes and challenges
- Demonstration of recent program accomplishments
- Demonstration of engagement and collegial relationship between the LEA, the school board, and the individual schools
- Experience and training at the LEA to carry out proposed interventions OR a plan to build capacity at the LEA level
- Alignment of the intervention, implementation, and monitoring of project components.

Application Scoring Rubric

Section I: LEA Narrative (50 points)

A. Effectiveness of Current Initiatives (15 points)	_____/15
<p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> • Explains the process for selecting, implementing, and evaluating initiatives and programs • Identifies and explains any current programming that will contradict or contravene intervention programming and ensures such current programming will be terminated. <p><i>The extent to which the applicant uses the current needs and initiatives chart to identify current improvement initiatives at district and school levels, including</i></p> <ul style="list-style-type: none"> • how the need for each initiative was determined • the required resources to implement the initiatives (including the role of stakeholders) • the cost effectiveness of each initiative • the results/outcomes of each initiative 	
B. Policies and Procedures at the District Level (15 points)	_____/15
<p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> • identifies specific policies and procedures that will need to be changed or amended to ensure that each school will be able to implement the intervention and programs successfully, and identifies specific areas of operational flexibility for each school. • describes current hiring, recruitment, evaluation, and retention efforts for personnel at the school level (and district level, if relevant), including turnover rates and factors affecting turnover; staffing of leadership and critical-needs teachers; measures to 	

<p>ensure transition of novice teachers, and any changes in personnel or job descriptions at the district or school level that may be necessary to ensure effective implementation</p> <ul style="list-style-type: none"> • explains the district’s processes and procedures for due diligence to identify and procure providers/consultants, that may include: <ul style="list-style-type: none"> ○ the scope of work to be performed by the external provider ○ the mandatory qualifications of the external provider ○ the criteria and process, including who is involved, for judging external bids ○ request for references for external providers ○ the contract or template for the contract ○ assurances of partners being held accountable for results ○ resources available to advertise opportunity. <p><i>The extent to which the applicant uses the policies and procedures chart to:</i></p> <ul style="list-style-type: none"> • identify current policies and procedures that advance implementation of the intervention and progress at the district and school levels AND that hinder implementation of the intervention and progress at the district and school levels • identify action steps to remove or modify policies or procedures that hinder implementation AND to provide operational flexibility to each SIG school, including areas of scheduling, staffing, and fiscal operations. 	
<p>C. Coordination and Alignment of Resources at the District Level (10 points)</p> <p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> • explains how it will ensure effective use of resources, especially if it has more than one intervention model to implement • identifies the district 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 district 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 district- and school-level decisions, including how stakeholders were involved in selecting and will be involved in implementing the new intervention, and what and how information was shared with stakeholders. 	<p>_____/10</p>
<p>D. Schools to be Served (10 points)</p>	<p>_____/10</p>
<p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> • 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 district’s perspective on the school’s persistent low performance • explains the collaborative process between the LEA and school in the selecting the intervention model, understanding the core components, and determining programs and action steps • 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 district and the entire district • provides a statement of agreement that the SCDE may provide direct services to the 	

school(s).	
E. Pre-Implementation Activities (0 points)	Yes/No
<p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> • Describes the activities that will be necessary and allowable to prepare each school for the full, vital implementation of the core components of the selected intervention at each school served. • Clearly explains the connection between the pre-implementation activities and the capacity and ability to implement the core components of the selected intervention model <p><i>The extent to which the applicant uses the implementation chart to:</i></p> <ul style="list-style-type: none"> • Identify allowable pre-implementation activities that will prepare for the full implementation of the of the intervention • Explicitly connect pre-implementations activities to specific core components of the selected intervention • Designate personnel responsible for each pre-implementation activity • Include data that will be collected and performance measures that will be used to measure the completion and effectiveness of each pre-implementation activity 	
Total Points	_____/50
LEA Budget Justification and Summary (0 points)	Yes/No
<ul style="list-style-type: none"> • Provides details about and justifies the total funds requested for each school • Itemizes and explains district-level expenditures to support each school to be served • Explains in-kind or match district resources or other revenues to support the intervention model • Provides details about and justifies the funds requested for pre-implementation activities at each school served (The SCDE and Project 180 Council will review all expenditures for allowability) 	
Section II: School Narrative (one per school)	(50 points)
(A) Statement of Need and Situation (10 points)	_____/10
<p><i>The extent to which the application:</i></p> <ol style="list-style-type: none"> 1) Describes appropriate data used to identify the problem(s) that the selected intervention will enable the school to resolve and provides a clear explanation of the school's data that demonstrates or indicates problems or issues to be addressed. <i>(Tier III schools must identify the impact of their need and situation on Tier I and Tier II schools and the programs selected to resolve those issues.)</i> 2) 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. 3) Explains policies and procedures that advance AND that hinder interventions and progress at the school level and 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)	_____/25
<p><i>The extent to which the application:</i></p> <ol style="list-style-type: none"> 1) Explains how the intervention was selected and who was involved in the selection <i>((Tier III schools must explain how their intervention aligns with those for the Tier I and Tier II schools)</i> 2) Explains the exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. <i>(Tier III schools must explain how their</i> 	

<p><i>evaluation of effectiveness for the selected programs aligns with that of the Tier I and Tier II schools.)</i></p> <ol style="list-style-type: none"> 3) Explains what results and outcomes are expected at the school and district levels beyond the funding period (such as changes in culture, climate, and infrastructure). 4) Explains realistic and ambitious annual goals for student achievement in mathematics and English language arts. <ul style="list-style-type: none"> • For each Tier III school the LEA commits to serve, identify the services the school will receive and the activities the school will implement; describe the alignment of these services and activities with the plans for the Tier I and Tier II schools; describes the goals for the school set by the LEA (subject to approval by the SEA) to hold accountable its Tier III schools that receive school improvement funds; and explains how Tier III schools fit into the LEA’s overall turnaround plan and impacts student achievement at the Tier I or Tier II school it feeds into. <p><i>The extent to which the applicant uses the <u>intervention model outline</u> to:</i></p> <ol style="list-style-type: none"> 1) Identify the concept behind the selected rigorous intervention model, provide a brief summary of the model as the school and LEA will implement it, and identify the specific actions corresponding to required and optional core components and particular researched-based programs within the intervention that the school will implement. 2) Identify any additional programs or elements to be included (e.g. modifying district practice and policies, evaluating external service providers, sustainability of reform after funding ends). 3) Identify 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). <p><i>The extent to which the applicant uses the <u>implementation chart</u> to:</i></p> <ol style="list-style-type: none"> 1) Identify the dates, activities and core components for the intervention chosen. 2) Designate persons responsible for the activity 3) Identify the data to be collected and the exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. (Tier III schools must explain the evaluation of effectiveness for the selected program.) 	
(C) Resources and Management (15 points)	_____/15
<p><i>The extent to which the application:</i></p> <ol style="list-style-type: none"> 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 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 and flexibility 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

Points for Section I: LEA narrative	_____/50
Total Points	_____/100
<p>Budget Narrative (0 points; applicants must submit a budget summary and budget narrative that is approved before funds will be released)</p> <ol style="list-style-type: none"> 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 (2 CFR Part 225), state procurement requirements, market value, and actual cost estimates). 3) Costs per student are reasonable. 	Yes/No
Council/Reviewer Comments:	
<p>To ensure that LEAs/districts understand the commitment and capacity required to participate in Project 180, the SCDE will conduct technical assistance sessions for all potential applicants after releasing the Request for Proposals (RFP) and prior to the application submission deadline. These sessions will be delivered in multiple formats (in person and through Elluminate) and will be recorded so that LEAs and schools will have 24/7 access for review. The sessions will focus on the needs assessment process, implementation capacity, demonstrable commitment, budget preparation, and identification of research-proven programs and best practices. In addition, prior to the deadline for application submission, the SCDE will conduct technical assistance sessions focused on the grant application itself and writing narratives and budgets. This session will involve the SIG Program Director, Courtney Foster, and the SCDE's Grants Program Manager, Gail Widner.</p> <p><u>Part 1</u></p> <p>(1) <i>Needs Analysis</i>: Sections I and II of a submitted application demonstrate the LEA's and each school's ability to conduct a needs assessment and to examine and use school data to determine needs. In Section I of the application, the LEA must explain and assess its current improvement initiatives; existing policies and procedures (as they relate to the intervention model components); how obstacles for school implementation will be removed or overcome; necessary resources, and the school's persistent low performance. In Section II, the LEA along with each school to be served must provide a statement of need that documents the school's ability to understand/collect/analyze appropriate data and to use data to both determine the need and initially identify appropriate intervention models and needed programming. Each school to be served must also identify school-level policies and practices that will affect the success of the intervention, how obstacles will be removed or overcome, resources necessary for successful intervention, and the role of stakeholders in the needs assessment process.</p> <p>LEAs must use data to identify the problems that the school will try and solve. The LEA along with each school will provide evidence of the need to select one of the rigorous interventions as outlined in the SIG application. Based on their data and identified needs, schools will choose one of four rigorous interventions: (a) turnaround model; (b) restart model; (c) school closure; or (d) transformation model.</p> <p>(2) <i>Pre-Implementation Activities</i>: Section I of the submitted application identifies the allowable activities needed to prepare for the full implementation of the intervention model at the</p>	

start of the 2011-2012 school year. The LEA must select activities that align with the intervention model chosen at each school and must assure the activities identified are allowable, reasonable and necessary to support full implementation according to the federal guidance.. Examples of pre-implementation activities may include, but not limited to, the following particular areas:

- * Family and community engagement
- * Rigorous review of external providers
- * Staffing
- * Instructional programs
- * Professional development and support
- * Preparation for accountability measures.

Pre-implementation activities are not required and depends on the needs of particular SIG schools . If an LEA chooses to include them, this section will be included in the review to assure that all activities are allowable and necessary. No points are awarded for this section.

(3) *Capacity to Provide Resources:* Section I of the application requires an LEA to document its capacity to use SIG funds to provide adequate resources and support to implement the selected intervention. In addition, the LEA must identify resources (internal and external) that will be required to implement the core components of the intervention model effectively and successfully, including existing policies and practices (relating to the intervention components) that will either advance or impede the implementation, how the district will provide operational flexibility to each school, and what specific flexibility each school will have. Section II of the application requires each LEA along with each school to be served to identify the resources (and the origin of those resources) needed to implement the intervention. These two elements will enable the SCDE to determine whether appropriate communication and commitment are occurring between the school and the LEA.

In assessing capacity, the SCDE and Project 180 Council will examine the district's and school's ability to identify and explain successes and accomplishments; identify, explain, and implement plans to redress challenges and obstacles; assess the current relationship between/among the LEA, its schools, its School Improvement Council, the school board, and the SCDE; identify appropriate and needed programs; explain necessary steps to implement a plan (project management), as well as the experience and training at the LEA level to implement and support district-level and school-level improvement plans and intervention models.

Both the school and the LEA/district will show capacity by detailing the resources (and the alignment of these resources) that will support implementing the rigorous intervention. LEAs and schools choosing the transformation model (or those in the turnaround model, as appropriate) must select comprehensive research-proven programs that meet criteria. Many resources are available to LEAs and schools, including the What Works Clearinghouse <http://ies.ed.gov/ncee/wwc>, the Florida Center for Reading Research <http://www.fcrr.org>, and the Best Evidence Encyclopedia, <http://www.bestevidence.org>. Such resources provide criteria for sound research that apply consistent, scientific standards to bodies of evidence that both meet high standards of methodological quality and evaluate realistic implementations of programs currently available to educators. For example, to be included in the Best Evidence Encyclopedia, reviews must:

- Consider all studies in their area, and carry out an exhaustive search for all studies that meet well-justified standards of methodological quality and relevance to the issue being

reviewed

- Present quantitative summaries of evidence on the effectiveness of programs or practices used with children in grades K-12, focusing on achievement outcomes
- Focus on studies comparing programs to control groups, with random assignment to conditions or matching on pretests or other variables that indicate that experimental and control groups were equivalent before the treatments began
- Summarize program outcomes in terms of effect sizes (experimental-control differences divided by the standard deviation) as well as statistical significance
- Focus on studies that took place over periods of at least 12 weeks, to avoid brief, artificial laboratory studies
- Focus on studies that used measures that assessed the content studied by control as well as experimental students, to avoid studies that used measures inherent to the experimental treatment.

(4) *Budgetary Sufficiency*: The LEA must submit a district-level budget summary and justification (aligned with core components) and a school-level budget summary and justification (aligned with core components) for each school to be served so that the SCDE can assess the LEA's funding allocations and ability to implement the selected model successfully in each school. In addition, the narrative includes identification and explanation of existing and to-be-acquired resources including activities designated for pre-implementation. The budget must contain detailed expenditures to accomplish stated outcomes that are appropriate for the proposed activities. The budget must include costs that are reasonable, allowable, and appropriate given the nature and scope of the project. The SCDE and Project 180 Council will use SIG program guidelines, best practices, state regulations, and the federal cost principles for state and local governments (2 CFR Part 225) to determine allowability, reasonableness, and allocability of line items. The SCDE reserves the right to negotiate line items with the LEA for the LEA and for each school.

Part 2

(1) *Design and Implement Interventions*: The SCDE will focus on Section I of the application in its entirety and the *Core Components* of Section II to evaluate the LEA's and each school's commitment to the overall requirements as well as the requirements of the selected intervention model outlined in the SIG application. Each applicant will participate in pre-application technical assistance sessions designed to assist them in understanding requirements and in preparing their application. The application must identify the selected intervention; explain its appropriateness for the school; explain the core components of the intervention as implemented by the school; explain the research base for selected programs; and provide annual goals, outcomes, performance measures, and an implementation plan. The LEA must provide a detailed explanation of the resources and support that both the LEA and each school will provide or acquire to carry out the intervention and the role stakeholders will play. In addition, the LEA in Section I and each school in Section II must provide information on changes to policies and practices needed to succeed and sustain (e.g. turnaround staff positions, policy modifications, procurement modifications) implementation of the rigorous intervention.

(2) *Recruit, Screen, and Select External Providers*: Both Section I and Section II of the application require the LEA and the school to explain how external providers are recruited,

screened, and selected. This explanation must include how providers are sought (advertisements), how the scope of work for projects is determined, what qualifications among providers are required, and procedures to evaluate bids. The Project 180 Council and the SCDE will assess if these processes are consistent, are part of existing policy and procedures, and adhere to transparency and accountability standards. In addition, the applicant must identify services that the SCDE or other external providers will need to provide. The technical assistance sessions provided by the SCDE on research-proven programs and on transparency in procurement processes will help build capacity at the LEA and school levels in identifying and securing high-quality external providers. In the event that recruiting, screening, and selecting external providers proves to be a common obstacle or challenge to the LEAs and schools, the SIG Project Director will work with the State's Materials Management Office and staff within the SCDE to develop a raw template for polices, procedures, and Request-for-Bid structures that each LEA could adapt and use.

(3) Alignment of Additional Resources: Coordinating resources to avoid duplication or contradiction and to ensure all efforts are aimed toward the same goal is essential to school reform. The application requires the applicant to identify other resources (funding streams, programs, model schools) that will be coordinated and aligned to support the implementation of the core components and intervention model. Also, policies and procedures need to be examined for their effect on the intervention. The SEA will determine the extent to which the LEA/district:

- explains how it will ensure effective use of resources, especially if the LEA is implementing more than one intervention model among its eligible schools
- identifies the district 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 district 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 district- and school-level decisions, including how stakeholders were involved in selecting and will be involved in implementing the new intervention, and what and how information was shared with stakeholders.

(4) Modify Practices or Policies: In Section I of the application, the LEA must first detail its existing policies and practices that will a) promote AND b) hinder the implementation of the intervention model. Second, the LEA must explain how it will change or modify those practices and policies that will hinder implementation success. These practices and policies may include personnel, finance, school schedule, planning time, etc. Similar information from the school is requested in the resources and management section of Section II. The SEA will determine the extent to which the district:

- identifies current policies and procedures that advance implementation of the intervention and progress at the district and school levels AND that hinder implementation of the intervention and progress at the district 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 district 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 district or school level that may be necessary to ensure effective implementation.

(5) *Sustainability of Reforms*: For all intervention models except school closure, sustainability of reforms is paramount. During the three-year grant period, the SEA’s support and technical assistance and that provided by other external providers focus on enabling a school and LEA to examine its own practices and analyze its own needs; establish sound, effective policies, procedures, and programs; and ultimately to transform the quality of instruction.

A school’s capacity to use data, amend programs based on data, recognize and analyze programmatic and implementation contraindications, and adjust to improve services and instruction reflects its capacity to sustain reform. However, because these schools may be replacing staff and addressing next-priority issues each year, South Carolina will not automatically decrease funding amounts an SEA may award to the school.

In their applications, schools and districts must describe and explain the steps they will take (during the grant period and beyond) to ensure that reform and consistent progress are sustained beyond the funding period.

In reviewing applications, the SEA and Project 180 council will consider such sustainability indicators as

- Continued use of effective strategic planning processes (data examination, needs analysis, research efforts, implementation, monitoring, adjustment, evaluation) and reflection and use of these processes in the school renewal plans, focused goals, or other documentation required for the reform model components.
- Regular procedures and processes in place to identify weaknesses in capacity and action plans to address those weaknesses
- Continued use and refinement of rubrics developed during the grant period for such tasks as classroom observation, measuring the fidelity of classroom-level implementation of evidence-based instructional practices, curriculum audit, and professional development.
- Continued identification through budget analyses, alignment, and coordination of resources (staff, facilities, stakeholders, funding streams) to ensure continuous cost-effective, efficient implementation of the selected intervention critical reform elements and progress toward goals and objectives
- Retention efforts for proven-effective teachers and leaders and procedures and processes to train new personnel so that all new personnel understand, participate in, and lead improvement initiatives.
- Continued engagement and involvement of identifying and involving stakeholders in district- and school-level decisions, including how stakeholders can support and monitor continued progress at the school and district levels.
- Assurance that operational changes, programs, and accountability measures that proved beneficial during the grant period would continue after the life of the School Improvement Grant (for example, school schedule, common planning for teachers, professional development opportunities).

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

C. Evaluating LEA Claims of Lack of Capacity

The South Carolina Department of Education (SCDE) will provide technical assistance to all eligible schools prior to the application submissions to address the capacity required for an LEA and school to implement a SIG subgrant intervention model. Although we do not anticipate that schools in South Carolina will explicitly make this claim, in the event that an LEA states that it lacks capacity to implement an intervention model (or if the application reveals a lack of capacity for implementation), the Project 180 Council will convene to review the entire application and all submitted documentation based on the Scoring Rubric.

In determining an LEA's/district's capacity to implement the intervention model, the Council will examine the quality of the application according to the rubric, particularly

1. The LEA's understanding of the school's need, based on data and research, and if this understanding aligns with the school's understanding
2. The LEA's existing policies and procedures, and the district's awareness of any policies and procedures that may impede success; and if this understanding aligns with the school's understanding
3. The LEA's focus on and use of research-proven practices
4. The LEA's communication history with stakeholders and the role stakeholders have assumed in reform
5. The LEA's history and process for identifying and selecting external providers
6. The LEA's fiscal policies (and allocation formulas for schools and flexibility to schools)
7. The strength of leadership at the LEA and the school.

Once this assessment of capacity takes place, the Project 180 Council will calculate a score for the application regarding the LEA's capacity. A minimum score of 45 of 50 total points for Part 1 will be deemed as sufficient regarding capacity to implement the interventions. For any score below 45 on Part 1, the SIG Project Director will request that school board

members, district personnel, and school personnel meet with her and the Project 180 Council to discuss this assessment and the district's rationale for its claim. Possible outcomes of this discussion are:

1. The LEA must amend its plan, including the implementation plan and budget, to be able to meet the requirements of the chosen intervention; OR
2. The LEA must choose another of the three remaining interventions that is more feasible and likely based on the LEA's true capacity for implementation; OR
3. The LEA must agree to contract with an external provider to implement and manage the intervention (either in part or in entirety) or hire appropriate and qualified district staff to manage grant activities; OR
4. The LEA must not participate in SIG funding.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

D. Descriptive Information

(1) Process and Timeline for Approving LEA applications

Upon notification of SIG approval from the US Department of Education, the South Carolina Department of Education (SCDE), with the input of the Committee of Practitioners and the Project 180 Council, will finish and issue the RFP. The final RFP will be posted on our web site by January 21, 2011. Upon approval of the application by the USDE, the SCDE will hold a mandatory face-to-face pre-application technical assistance sessions with potential applicants.

To ensure that districts understand the commitment and capacity required to participate in Project 180, the SCDE will conduct technical assistance sessions for all potential applicants after releasing the RFP and prior to the application submission deadline. The schedule for the sessions is located in the table below.

DATE	LOCATION	TIME
January 24	R. L. Bryan	12:30 – 4:00
February 7	R. L. Bryan	8:30 – 4:30
February 14	SCASA	8:30 – 4:30
March 1	SC Career Dev Ctr	8:30 – 4:30
March 16	R. L. Bryan	8:30 – 4:30

The sessions will focus on the needs assessment process, implementation capacity, demonstrable commitment, budgeting, and identifying research-proven programs and best practices. The Project Director and other SCDE staff will be available throughout the pre-implementation to assist LEAs with their proposals.

Applications will be due March 29, 2011.

After receipt of applications, the SCDE will adhere to established grant policies and procedures. The SIG Project Director, Courtney Foster, will vet the applications for completeness before forwarding them for review. Incomplete applications will be returned to the applicant for completion by an established deadline. Failure to respond by the deadline will disqualify the application from funding consideration.

The Project 180 Council (representatives from institutions of higher education, districts, schools, researchers, external providers [none working with schools], and stakeholders) will use the scoring rubric to review each application. Each reviewer must sign a conflict of interest statement. The SCDE may request clarification and additional information before approving any application or awarding funds. Failure to respond to any request for information by the stated deadline will disqualify the application. This review process will be completed by April 15, 2011.

After all applications have been reviewed, the Project 180 Council will notify any

applicants deemed at risk (or lacking the capacity to implement the interventions) and invite them to present their plan directly to the council. After these presentations, funding amounts will be determined and awards made. Notification of awards will be completed by May 2, 2011, with funds immediately available to LEAs.

During the three-year grant award period, districts (with their schools) will submit quarterly program updates. The Project 180 Council will review these program updates at quarterly meetings and offer guidance as appropriate. At the end of each year, each LEA will submit a report that includes district-level activities and progress in implementation, as well as each school's activities and progress in implementation. In addition, the SCDE, along with the SCDE's SIG external evaluator SERVE, will continue to monitor LEA performance and offer guidance to the Project 180 Council throughout the three-year grant period. It is important to note that while the grant award may be renewable for up to three years, continuation of funding will be determined by progress, capacity, fiscal responsibility, and compliance with reporting requirements.

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

(2) Process for Reviewing LEA’s Annual Goals for Student Achievement for Tier I and Tier II schools and grant renewal conditions

The Project Director, the Project 180 Council, and SERVE staff will examine the quarterly and year-end reports from each LEA. The Project Director and Council members will

meet with each LEA to review the data and determine the level of progress attained regarding annual goals for student achievement. Each LEA's submitted implementation plan (with annual benchmarks and outcomes) will be used for reviewing the reports and monitoring progress and achievement outcomes. The Council will convene throughout the year to discuss LEA progress toward meeting the goals of the SIG plan and to recommend strategies/changes that may be necessary to meet projected goals.

The SERVE Center at UNC-Greensboro will continue to serve as the external evaluator for Project 180. The SERVE Center will inform the SCDE of each LEA's interim and annual progress. In addition, SERVE staff will report on fidelity of implementation of the intervention models. We will use the SERVE evaluation plan, as well as LEA reports, for determining whether LEAs are meeting annual goals.

The decision to continue or renew a SIG subgrant will be determined by the local conditions for improvement and each school's progress toward goals and benchmarks established in their proposal. For each school, evidence may include but not be limited to data such as PASS, interim assessment (MAP), formative assessment, behavior referrals, and attendance. 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. This will include making the following determinations and taking the subsequent actions:

Category 1	Category 2	Category 3
<i>If the Tier 1 or Tier II...</i>		
School is on target with the implementation of their intervention and met (or is on track to meet) the annual goals set for Year 1.	School is having some difficulty in the implementation of their intervention and did not meet (or is not on track to meet) the annual goals set for Year 1.	School did not implement the intervention as designed and did not meet (or will not meet) the annual goals set for Year 1.
<i>Then....</i>		
With guidance and monitoring from the Council, the LEA will continue to guide the school in implementation of the intervention and progress of their annual goals.	The LEA must amend its school plan, including implementation plan and budget in order to be able to meet the requirements of the chosen intervention OR must choose another of the three remaining interventions; AND The LEA must work with the Council in planning and capacity-building exercises. The Council will either	With guidance from the Council, the LEA must choose another of the three remaining interventions that is more feasible for achievement based on the LEA's capacity for implementation.

	provide direct technical assistance or contract with providers to provide technical assistance to the LEA.	
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For Year 2, the Council, with guidance from SERVE, will evaluate the implementation and achievement for each school. All schools judged to be in Category 1 will continue in the SIG project. **Any school that is judged to be in Category 2 or 3 will lose SIG funding.**

(3) Process for reviewing LEA's goals for Tier III Schools (approved by the SCDE) and how we will determine renewal SIG if Tier III schools are not meeting goals

As with Tier I and Tier II schools, the same process for reviewing goals will be followed for Tier III schools. The decision to continue or renew a SIG subgrant will be determined by evaluating the local conditions and each school's goals and benchmarks established in their proposal. The following outcomes are possible for Tier III schools at the end of Year 1:

Category 1: With guidance and monitoring from the Council, the LEA will continue to guide the Tier III school in implementation of the intervention and progress toward their annual goals.

Category 2: The LEA must amend its school plan including the implementation plan and budget to be able to meet the requirements of the proposed plan.

Category 3: The LEA will lose Year 2 and Year 3 funding for the Tier III school.

(4) Monitoring of Subgrantees

The SCDE, with assistance from the Project 180 Council, will conduct regular programmatic and fiscal monitoring of all SIG subgrantees. Monitoring activities will include, but will not be limited to, site visits, required reports, mandatory technical assistance sessions, and an active shared-practices network that will be created among the subgrantees. Staff will conduct site visits at least twice a year (during the first half of the year and during the second half of the year). Each LEA will also be monitored at least twice a year via conference call or Elluminate. LEAs will submit quarterly and year-end reports. These reports will be reviewed by the Project 180 Council and SERVE.

If problems with implementation or progress are noted during the 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. Action steps will include one of the following:

1. The SCDE and Council or appropriate third parties will assist the LEA in amending its plan including implementation plan and budget to be able to meet the requirements of the chosen intervention; OR
2. The LEA must work with the Council to receive direct technical assistance or contract with providers to provide technical assistance to the LEA.

If the LEA continues to have problems in implementing the chosen intervention or the LEA does not make progress toward its goals, the LEA will agree to one of the following options:

1. With guidance from the Project 180 Council, the LEA must choose another of the three remaining interventions that is more feasible for achievement, based on the LEA's true capacity for implementation; OR

2. The LEA will lose SIG funding.

Quarterly and year-end reports must:

- Demonstrate that the selected intervention model has been implemented with fidelity. LEAs must include documentation and data from walk-throughs, observations, or implementation plan review.
- Describe any barriers to implementing the selected intervention model with fidelity (if applicable) and how the LEA has implemented a plan to remove these barriers. LEAs may have documentation on policy changes needed, external service provider evaluations, and professional development needs and implementation.
- Provide a thoughtful explanation, based on data, of why a selected intervention model has not enabled the school to meet its annual goals for student achievement or to make progress on the leading indicators. LEAs must use all available data sources (PASS, MAP, classroom assessment) to justify this response.

The external evaluation, conducted by SERVE, is intended to provide key district and school staff within the partnership with useful information for formative project improvement and to be used as a summative account of the project activities. Information below explains the plan to execute the evaluation, including key evaluation personnel, qualifications of the SERVE Center, data collection methods, timelines, and deliverables.

The evaluation is based on (a) project records, (b) interviews with key program personnel, (c) school case studies, and (d) student- and teacher-level data. Project goals will guide the external evaluation with a focus on identifying specific constraints to meeting benchmarks and answering evaluation questions.

The SERVE Center developed a number of tentative evaluation questions based on performance objectives. These questions are grouped into two main categories: Project Implementation/Process and Project Outcomes. The questions are listed below along with data sources for answering the question and a timeline for data collection. SERVE is prepared to adjust the questions and timelines to best fit the needs of the program, within the scope of the proposed project.

Evaluation Questions with Data Sources

Primary Evaluation Questions	Evaluation Data Sources	Timeline
Project Implementation and Process		
What criteria did the SEA use to evaluate the overall quality of LEA applications and capacity?	Interviews with SEA personnel	Year 1
What processes did LEAs use to assign tier status to their schools?	Interviews with LEA personnel	Year 1
Which of the four school intervention models were implemented by LEAs? How did this align with schools' tier status?	a) Interviews with LEA personnel b) Project records	Year 1

To what extent have chosen school intervention models been implemented as planned?	a) Interviews with SEA and LEA personnel b) Project records c) School case studies	Annually
What factors appear to facilitate or hinder school intervention models?	a) Interviews with SEA and LEA personnel b) Project records c) School case studies	Annually
To what extent have SEA and LEA support structures been put in place to assist schools with implementation and monitoring?	a) Interviews with SEA and LEA personnel b) Project records c) School case studies	Annually
Project Outcomes		
Compared to similar schools that did not implement one of the four school intervention models, to what extent has student achievement been impacted by school intervention models?	a) State-wide matched student-teacher data	Annually, as data becomes available
Comparing the four intervention models, which are more strongly related to improved student achievement?	a) State-wide matched student-teacher data	Annually, as data becomes available
What are the unintended impacts of the project, if any?	a) All data sources	Annually

Data Collection Instruments

Interviews with Key Personnel. As indicated in the above table, a key source of data from this project will be derived from interviews with key personnel to determine implementation progress and to receive perspective on the overall success of the program. A semi-structured interview protocol already developed for SCDE SIG by SERVE will be used for the interviews. Key personnel include SCDE staff, LEA staff, and school staff involved in grant and intervention implementation.

Project Records. Grant and school intervention documentation will be another source of data for SIG. Project records will be collected annually. This will provide another source of information concerning grant program and school intervention implementation progress.

School Case Studies. Project records, interviews, and achievement data will be used to identify effective and ineffective examples of intervention implementation for each of the four intervention models. A sample of these schools, stratified by intervention model and level of effectiveness, will be chosen to participate in a case-study. The purpose of the case study is to provide more detailed information concerning implementation and factors that hinder and support implementation and progress. A variety of methods will be used to conduct the case studies including student and teacher focus groups, classroom observations, and interviews with key personnel.

Student Achievement—Student- and Teacher-Level Data. Outcome measures for student achievement include the exams given annually as part of South Carolina’s standardized testing program. Because we will be using matched student- and teacher-level data, we intend to

analyze all data using hierarchical linear modeling. This type of analysis is appropriate in situations where the data are nested within groups and random effects are included in the models. Hierarchical linear models are often used in studies of educational data, specifically student outcomes, when the structure of the data involves students, classrooms, and schools. For this analysis, we assume a three-level model where students are nested with teachers or classes, which are then nested in schools. To identify similar schools in the state that have not implemented one of the four intervention models, propensity score matching methods will be employed.

Reporting

The evaluation activities will culminate annually into a formative evaluation report with a final report delivered in the last year. The table below shows our tentative dates for delivery of reports. The contents of the reports are contingent on the availability of program data.

Table of Deliverables

Deliverable	Deliverable Date
Annual Formative Reports Formative reports to include: Answers to process and implementation evaluation questions	Year 1 (delivered 60 days after the end of year 1 of the grant) Year 2 (delivered 60 days after the end of year 2 of the grant)
Final (Summative) Evaluation Report in Year 3 Summative report to include: a) Answers to process and implementation evaluation questions b) Answers to outcome evaluation questions c) Overall assessment of success of grant program	Year 3 (delivered 90 days after the close of the project)

(5) Serving Eligible Schools

Because the SCDE has limited funds available to serve all eligible Tier I and Tier II schools, applications from LEAs will be rank ordered and priority will be given to the applications requesting to serve Tier I and Tier II schools that score highest on the rubric scale (out of 100 points). Funding levels will also vary among Tier I and Tier II depending on need (i.e. including enrollment and staff size), the intervention model chosen, and presentation (if applicable). Each LEA will submit a commitment to apply for funding by February 7, 2011.

(6) Priority Among Tier III Schools

No Tier III school will be given funding consideration until funding determinations are made for all LEAs that have applied for their Tier I and Tier II schools. The following priorities apply to funding for Tier III schools:

- (1) The plan for the Tier III school must be developed in conjunction with and align with intervention plans of the Tier I and Tier II schools it feeds

- (2) Student achievement outcomes for Tier III schools must align with those for Tier I and Tier II schools, i.e., a Tier III school must demonstrate that the rigor of its plan will have a direct impact on student achievement at the Tier I and Tier II school it feeds.
- (3) The plan for the Tier III school must be clearly defined with specific targets, clearly identified needed changes, specific strategies and activities, explicit evaluation plans for strategies and activities, a budget that aligns with the plan, and a commitment to sustain reform initiatives beyond the funding period.

(7) Anticipated Takeover of Schools

At this time, the SCDE does not anticipate taking over any schools, regardless of their status as Tier I, Tier II or Tier III schools.

(8) Direct Services by SCDE to Schools or Districts

The SCDE will house a turnaround team in the Office of Federal and State Accountability with a Project Director, Project Coordinator, Program Assistant, and other staff as designated by the Project Director. The Project Director will report directly to the Director of the Office of Federal and State Accountability. This office will lead all state efforts with these funds and monitor LEA progress. In addition, applications provide an opportunity for the LEA/district and the school to request direct services from the SCDE (such as individual technical assistance with data analysis or development of implementation rubrics) and to indicate areas where services will need to be procured or acquired. Also, the SCDE will conduct required technical assistance sessions on a number of topics for SIG participants during the funding period. Some of these sessions will feature contracted expert providers. Topics will include data assessment and analysis, using data to shape decisions, the instructional cycle (standards, curriculum, instruction, assessment, and refinement), curriculum review and selection, leadership, and building stakeholder/community support and investment. The Project 180 Council will also be available to consultation for districts and schools.

Beyond the required participation in training and technical assistance, the LEA's capacity (evinced in its application and presentation) will determine additional levels of direct assistance. The SCDE will use the Project 180 Council to intervene with any Tier I, Tier II, and Tier III schools and districts with limited or unsatisfactory capacity (see discussion under Section C above). Additional guidance will be offered to these schools to enable them to build capacity to implement and sustain a rigorous intervention. The Terms and Conditions and Assurances signed by appropriate LEA and school staff will provide permission and access to the LEA and school for the SCDE to provide those services.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

F. SEA Reservation

The SCDE will reserve 5% of the 2010 SIG award (\$403,341.15) to administer and evaluate Project 180 and to provide technical assistance to schools and districts. Funds will be used to retain the Project Director, Courtney Foster, a Project Coordinator, a Program Assistant, and hire other staff as designated by the Project Director. The Project Director will report directly to the Interim Director of the Office of Federal and State Accountability, currently Steve Abbott. Funds will also support the Project 180 Council meetings, expenditures related to monitoring, and support for the Project Director to participate in national dialogues pertaining to school turnaround.

In addition, the SERVE Center of UNC-Greensboro will be contracted as the external evaluator for the SIG Project (Project 180).

Funds will also be used for technical assistance sessions throughout the year for LEAs and schools, including materials and travel for grant reviews and on-site visits with the Project 180 Council, and any external providers as appropriate. Funds will also be allocated to provide yearly technical assistance institutes each summer for LEAs that will include topics such as implementation, planning and leadership, progress monitoring and program evaluation, and instructional strategies and formative assessment. Each summer session will include opportunities for LEAs to network and share ideas and strategies. The first session is scheduled for July 2011.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including including SERVE and potential members of the Project 180 Council

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here South Carolina requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier

III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** 40.

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here South Carolina requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here South Carolina requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II 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 Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II 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.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡]	Title I eligible [§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[‡] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{**} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III (Priority)	GRAD RATE	NEWLY ELIGIBLE ¹
Aiken	4500720	Lloyd Kennedy Charter School	450072000940	X				
Barnwell 19	4501202	Blackville Hilda High School	450102000126		X			
Barnwell 19	4501202	Blackville-Hilda Junior High School	450102000125		X			
Charleston	4501440	Burke High School	450144001328	X				
Charleston	4501440	Greg Mathis Charter High School	450144000857	X				
Charleston	4501440	James Simons Elementary School	450144000228			X		
Charleston	4501440	RB Stall High School	450144000265	X				
Charleston	4501440	St. Johns High School	450144000264	X				
Clarendon 1	4501740	Scotts Branch High School	450174000323		X			
Darlington	4501860	Darlington High School	450186000098	X				
Darlington	4501860	Darlington Middle School	450186000098			X		
Dorchester 4	4500002	St. George Middle School	450000200439			X		
Dorchester 4	4500002	Woodland High School	450000200445		X			
Florence 4	4502220	Johnson Middle School	450222000737	X				
Jasper	4502520	Ridgeland High School	450252001487		X			
Lee	4502670	Bishopville Primary School	450267000709			X		
Lee	4502670	Dennis Intermediate School	450267001344	X				

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III (Priority)	GRAD RATE	NEWLY ELIGIBLE¹
Marion 2	4502880	Mullins High School	450288000772		X			
Marlboro	4502970	Blenheim Elementary/Middle School	450297000024			X		
Marlboro	4502970	Marlboro County High School	450297001434		X			
Marlboro	4502970	McColl Elementary/Middle School	450297000789			X		
Newberry	4503030	Newberry High School	450303001285		X			
Richland 1	4503360	Lower Richland High School	450336000955		X			
SC Public Charter School District	4503901	Mary L. Dinkins Higher Learning Academy	450267000974*	X				

*Mary L. Dinkins Higher Learning Academy will keep the Lee County NCES #450267000974 until new numbers are assigned after the 2010-11 EdFacts directory data is submitted in mid-January.

SCHOOLS SERVED WITH FY 2009 SIG FUNDS

LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE¹
Allendale	4500750	Allendale Fairfax Middle School	450075001415	X				
Allendale	4500750	Fairfax Elementary School	450075001349	X				
Bamberg 2	4500960	Denmark-Olar Middle School	450096000123	X				
Bamberg 2	4500960	Denmark-Olar High School	450096000122		X		X	
Charleston	4501440	N. Charleston High School	450144000251	X			X	
Charleston	4501440	Morningside Middle School	450144000215	X				
Clarendon 2	4501770	Manning Junior High School	450177000326		X			
Dillon 2	4501920	J. V. Martin Junior High School	450192000386		X			X
Greenville	4502310	Carolina High School and Academy	450231000562		X		X	
Hampton 2	4502460	Estill High School	450246000613		X			
Hampton 2	4502460	Estill Middle School	450246000612	X				
Jasper	4502520	Ridgeland Middle School	450252001449	X				
Jasper	4502520	Hardeeville Middle/High School	450252001481		X			
Lee	4502670	West Lee Elementary	450267000712	X				
Richland 1	4503360	Eau Claire High School	450336000951		X		X	
Richland 1	4503360	C.A. Johnson High School	450336000953		X			
Spartanburg 7	4503660	Whitlock Junior High School	450366001050	X				
Spartanburg 7	4503660	Carver Junior High School	450366001049		X			
Williamsburg	4503780	Kingstree Junior High School	450378001107		X			X



SOUTH CAROLINA

STATE DEPARTMENT OF EDUCATION

School Improvement Grant Subgrant

Request for Proposals (RFP) Application Package

**Deadline for Receipt of Applications:
12:00 p.m., Tuesday, March 29, 2011**

Contact Information:

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PART I: GENERAL INFORMATION

A. Introduction/Background

Authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), the US Department of Education awards School Improvement Grants (SIG) to state education agencies to provide subgrants to local education agencies (LEAs or school districts) to improve struggling schools. The Office of Federal and State Accountability, housed within the Division of Accountability of the South Carolina Department of Education (SCDE), is responsible for administering South Carolina's SIG program funds. The SCDE will monitor the use of these funds, oversee the quality of activities implemented by the targeted schools, and provide technical assistance to subgrantees in implementing grant activities.

The purpose of SIG is to target schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

According to the final requirements, as amended through the interim final requirements published in the *Federal Register* in November 2010, SIG funds are to be focused on each State's "Tier I" and "Tier II" schools, with an additional "Tier III" defined by the SEA. (The requirements can be accessed at <http://www2.ed.gov/legislation/FedRegister/finrule/2010-4/102810a.html>.) Categories of schools are defined as follows.

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.

Tier III

- A Title I school that is in improvement, corrective action, or restructuring and that is not identified as a Tier I school.

In the Tier I and Tier II 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. See definitions for each model in Section B.

An LEA may also use SIG in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. These schools are known as Tier III schools. Tier III schools do not have to implement one of the four rigorous interventions. The following priorities apply to funding for Tier III schools:

- (1) The plan for the Tier III school must be developed in conjunction with and align with intervention plans of the Tier I and Tier II schools it feeds.

- (2) Student achievement outcomes for Tier III schools must align with those for Tier I and Tier II schools, i.e., a Tier III school must demonstrate that the rigor of its plan will have a direct impact on student achievement at the Tier I and Tier II school it feeds.
- (3) The plan for the Tier III school must be clearly defined with specific targets, clearly identified needed changes, specific strategies and activities, explicit evaluation plans for strategies and activities, a budget that aligns with the plan, and a commitment to sustain reform initiatives beyond the funding period.

Note: Funding priority is to serve Tier I and Tier II schools. No Tier III school will be considered for funding until all eligible Tier I and Tier II schools are funded.

For the purpose of this RFP, funding is provided through federal regulations for Title I, Section 1003(g), of the School Improvement Fund of the Elementary and Secondary Education Act (ESEA). Funds must be used for the purposes of strengthening the capacity of LEAs and of supporting the implementation of rigorous interventions. The USED requires that 95% of the total funding allocation to the state be provided to districts and schools; the SCDE is permitted to retain 5% for support and administration of the grant program.

B. Definition of Terms Used

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.

Pre-Implementation: The period of time that enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. As soon as funds are awarded (approximately May 1, 2011), the LEA may use part of its first year allocation for allowable SIG-related activities in schools such as family and community engagement, rigorous review of external providers, staffing, instructional programs, professional development, and preparation for accountability measures.

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 with fidelity, 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.

Tier III school: A Title I school that is in improvement, corrective action, or restructuring and that is not identified as a Tier I school.

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
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

(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
- (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
- (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
- (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
 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)
- (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
 - (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
 - (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)
- (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 are eligible to apply for the 2011-2012 cycle of subgrants under the SIG program.

Schools and Districts Eligible for SIG Funds

LEA Name	School Name	Tier		
		I	II	III
Aiken	Lloyd Kennedy Charter School	X		
Barnwell 19	Blackville-Hilda High School		X	
Barnwell 19	Blackville-Hilda Junior High School		X	
Charleston	Burke High School	X		
Charleston	Greg Mathis Charter High School	X		
Charleston	James Simons Elementary School			X
Charleston	RB Stall High School	X		
Charleston	St. Johns High School	X		
Clarendon 1	Scotts Branch High School		X	
Darlington	Darlington High School	X		
Darlington	Darlington Middle School			X
Dorchester 4	St. George Middle School			X
Dorchester 4	Woodland High School		X	
Florence 4	Johnson Middle School	X		
Jasper	Ridgeland High School		X	
Lee	Bishopville Primary School			X
Lee	Dennis Intermediate School	X		
Marion 2	Mullins High School		X	
Marlboro	Blenheim Elementary/Middle School			X
Marlboro	Marlboro County High School		X	
Marlboro	McColl Elementary/Middle School			X
Newberry	Newberry High School		X	
Richland 1	Lower Richland High School		X	
SC Public School Charter District	Mary L. Dinkins Higher Learning Academy	X		

D. Estimated Available Funds

At this time, approximately \$19,731,123 is available for formula subgrants for the 2011-2014 funding period.

E. Estimated Number and Range of Awards

An LEA may not receive less than \$50,000, nor more than \$2,000,000, per year for each Tier I or Tier II school that the LEA commits to serve. Award amounts are limited to \$2 million per year per school and no more than \$6 million for entire three-year period.

Student enrollment, scope of services, and allowable activity expenditures will be included in funding-level considerations. If an LEA commits to serve Tier III schools, these schools will be considered **only** after all Tier I and Tier II schools in the state are funded. In addition, LEAs should not expect Tier III schools to be funded at the maximum levels.

According to the USED, the SCDE must award SIG 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. Please note that if an LEA chooses to close a school, the school closure budget will be allowed one year of funding only (2011-2012).

F. Grant Funding Period

The funding period for Year 1 will be July 1, 2011, through September 30, 2012. Although the SCDE has requested a waiver from the USED to extend the grant period to September 30, 2014, 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/district has complied with all subgrant requirements and satisfactory progress is being made with intervention activities.

The US Department of Education permits a pre-implementation period to enable an LEA to prepare for full implementation of a school intervention model. Funds can be used prior to the start of Year 1, after grants are awarded from the SCDE.

G. 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 Tier I and Tier II 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 Tier I and Tier II 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 What Works Clearinghouse <http://ies.ed.gov/ncee/wwc>, the Florida Center for Reading Research <http://www.fcrr.org>, and the Best Evidence Encyclopedia, <http://www.bestevidence.org>.

Each subgrant application must contain an appropriate GEPA statement. Instructions are included in this RFP package.

H. Authorized Activities

School Improvement Grant (SIG) subgrant funds must be used to implement one of the rigorous interventions in each school for which the LEA is seeking funding and to provide pre-implementation activities prior to the start of the 2011-2012 school year. Expenditures will be subject to all fiscal guidance requirements under section 1003(g) of the Elementary and Secondary Education Act of 1965 as well as the federal cost principles (2 CFR Part 225). Only activities that are required components or are justified components will be considered as fundable activities. Only those activities described and approved in the application will be considered authorized activities. Subgrantees must obtain prior approval from the SCDE before changing SIG district or school coordinators, changing activities, plans, or scope of services, or moving more than 10% of grant funds among funding categories. The SCDE strongly encourages subgrantees to obtain prior written approval before using grant funds to support any changed activities, plans, or scope of services.

I. 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).

J. 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. Schools or LEAs may not use SIG subgrant funds to “replace” local, district, state, or other funds currently used to support personnel, supplies, travel, or 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.

K. Required Reporting

Subgrantees must submit quarterly and annual reports for each year of the grant funding period. The SIG Project Director will provide a report template to each subgrantee LEA. 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.
4. The number of minutes of instruction within the school year.
5. Number and percentage of students completing advanced coursework (high school only).
6. College enrollment rates (high school only).
7. Distribution of teachers by performance level on the LEA's teacher evaluation
8. Teacher attendance rate.

L. Review, Selection, and Appeal Processes

The SIG Project Director, Courtney Foster, will vet the applications for completeness before forwarding them for review. Incomplete applications will be returned to the applicant for completion by an established deadline. Failure to respond by the deadline will disqualify the application from funding consideration.

The Project 180 Council (representatives from institutions of higher education, districts, schools, researchers, external providers, and stakeholders) will use the scoring rubric to review each application. Each reviewer must sign a conflict of interest statement. The SCDE may request clarification and additional information before approving any application or awarding funds. Failure to fully respond to any request by the deadline provided in the request will disqualify the application.

After all applications have been reviewed, the Project 180 Council will notify any applicants deemed at risk (or lacking the capacity to implement the interventions) and invite them to present their plan. After these presentations, funding amounts will be determined and awards made. Notification of awards will be completed by May 2, 2011, with funds immediately available to LEAs. The SCDE reserves the right not to fund an applicant whose application does not fully meet the criteria contained in the scoring rubric.

An applicant who has submitted a proposal that the SCDE does not fund has 30 calendar days after receiving notification that the proposal is not funded to request a review of the process. Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The SCDE will conduct a hearing in accordance with the provision of 34 CFR Part 76.401.

M. Mandatory Technical Assistance Session for Applicants

The SCDE will conduct mandatory technical assistance sessions January through March 2011, as indicated below. Representatives of the LEA and/or school must attend these sessions to apply for funds. Any application submitted by an LEA that did not attend these sessions will not be considered for funding.

DATE	LOCATION	TIME	TOPIC
January 24	R. L. Bryan 301 Greystone Blvd Columbia, SC 29210	Registration 12:30 Session 1:00 - 4:00	Orientation to the School Improvement Grant and Overview of Subgrant RFP
February 7	R. L. Bryan 301 Greystone Blvd Columbia, SC 29210	Registration 8:30 Session 9:00 - 4:00	Conducting Needs Assessment and Using Data for Needs Assessment
February 14	SCASA 121 Westpark Blvd, Suite A Columbia, SC 29210	Registration 8:30 Session 9:00 – 4:00	Core Components, Annual Goals and Outcomes and Research-proven Practices
March 1	SC Career Dev Ctr 8016 Wilson Boulevard Columbia, South Carolina	Registration 8:30 Session 9:00 – 4:00	Management, Resources, Budgeting and Implementation Plans
March 16	R. L. Bryan 301 Greystone Blvd Columbia, SC 29210	Registration 8:30 Session 9:00 - 4:00	Completing the Subgrant Application

N. Deadline and Submission Procedures

1. All applicants must submit a Notice of Commitment to Apply no later than 12:00 p.m. on Friday, **February 4, 2011**. This Notice of Commitment to Apply should be an e-mail sent to cjfooster@ed.sc.gov, with copy to grants@ed.sc.gov, and the subject line should read: “[name of district] will apply for SIG subgrant.” In the message, please list the names of the schools that the district will serve.
2. Applications must be received by **12:00 p.m., Tuesday, March 29, 2011**. 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 “SIG Formula Grant Application from [insert district name].”
 - c. The e-mail must be sent to cjfooster@ed.sc.gov, with copy to Sue Ray at sray@ed.sc.gov and 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 (as indicated in "d" above) for submission with the electronic application file should mail the signed forms, postmarked by the March 29, 2011, deadline to:

Courtney J. Foster, Project Director
School Improvement Grant
Office of Federal and State Accountability
South Carolina Department of Education
1429 Senate Street, Suite 513
Columbia, SC 29201

PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

Each district must submit one application, regardless of the number of schools served. The application consists of two parts: Section I, delineating the district's experience, capacity, and plans; and Section II, delineating the intervention plan for each school to be served. A district 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
- School(s) to be Served Table
- Table of Contents

- Application Narrative
 - Section I Narrative (LEA)
 - Narrative (9 pages +3 pages per school to be served)
 - Current Needs and Initiatives Worksheet Chart (not included in page limit)
 - Current Policies and Procedures Worksheet Chart (not included in page limit)
 - Pre-Implementation Activities Implementation Plan (not included in page limit)
 - Section II Narrative (for each school to be served)
 - Narrative (8 pages per school)
 - Intervention Model Outline (sample included; not included in the Section II page limit)
 - Implementation Plan (see template; not included in Section II page limit)
 - *Current Needs and Initiatives and Current Policies and Procedures Worksheets should be completed for each school to assist the LEA in completing its portion; however, these worksheets are not required for each school in the submission package)

- Budget
 - Combined Total Budget Summary Form
 - LEA-level Expenditures Budget Summary Form
 - LEA Budget Summary Form of Schools to be Served
 - School-level Budget Summary Form (one for each school)
 - Budget Narrative/Justification
 - For LEA-level expenditures
 - For each school

- Required Forms and Attachments
 - Assurances
 - Terms and Conditions
 - Program-Specific Terms and Conditions
 - Waiver Request
 - GEPA Statement

B. Application Format

Length of Proposal Narrative:	Section I (A, B, C, E) limited to 9 pages; Section I.D. limited to 3 pages per school; Section II (A, B, C) limited to 8 pages. No page limit for Implementation Plan, Chart 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	
A. Effectiveness of Current Initiatives at the District Level	15 points
B. Policies and Procedures at the District Level	15 points
C. Coordination and Alignment of Resources at the District Level	10 points
D. Schools to be Served	10 points
E. Pre-Implementation Activities (if applicable)	0 points (Yes/No)
Total Points for Part I	50 points
Section II: School Narrative (for each school to be served)	
A. Statement of Need and Situation	10 points
B. Core Components, Annual goals, and Outcomes	25 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 (Maximum of 50 points)

A. Effectiveness of Current Initiatives (15 points)

- Explain the process for selecting, implementing, and evaluating district-wide initiatives and programs.
- Explain any current district-wide programming that will contradict or contravene intervention programming and ensure current programming will be terminated.

On the current needs and initiatives worksheet chart, identify current improvement initiatives at district and school levels, including

- how the need for each initiative was determined
- the required resources to implement the initiatives (including the role of stakeholders)
- the cost effectiveness of each initiative
- the results/outcomes of each initiative.

B. Policies and Procedures at the District Level (15 points)

- Provide an overview that identifies and explains specific district-wide policies and procedures that will need to be changed or amended to ensure that each school will be able to implement the intervention and programs successfully, and identify specific areas of operational flexibility (such as procurement, staffing, and scheduling) for each school.
- Describe current hiring, recruitment, evaluation, and retention efforts for personnel at the school level (and district 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 district or school level that may be necessary to ensure effective implementation.
- Explain the district's processes and procedures for due diligence to identify and procure providers/consultants; these processes and procedures may include:
 - the scope of work to be performed by the external provider
 - the mandatory qualifications of the external provider
 - the criteria and process, including who is involved, for judging external bids
 - request for references for external providers
 - the contract or template for the contract
 - assurances of partners being held accountable for results
 - resources available to advertise opportunity.

Use the policies and procedures chart to:

- identify current policies and procedures that advance implementation of the intervention and progress at the district and school levels AND that hinder implementation of the intervention and progress at the district and school levels.
- identify action steps to remove or modify policies or procedures that hinder implementation AND to provide operational flexibility to each SIG school, including areas of scheduling, staffing, and fiscal operations.

C. Coordination and Alignment of Resources at the District Level (10 points)

- Explain how the LEA will effectively manage and provide oversight to each school and ensure effective use of resources, especially if the LEA has more than one intervention model to implement. Include key district personnel, their roles for this grant, and their credentials.
- Identify the district 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 district level or must be acquired.
- Identify 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.
- Describe the LEA's established practice in identifying and involving stakeholders in district- 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)

- Identify any eligible Tier I school that will NOT be served and explain the rationale for determining not to serve the school. If the rationale includes a lack of capacity at the LEA level to serve the school, please explain what capacity components are lacking.
- Identify all schools to be served and explain, for each school to be served, the district's perspective on the school's persistent low performance.
- Explain the collaborative process between the LEA and school in the selecting the intervention model, understanding the core components, and determining programs and action steps.

- Provide annual goals for student achievement in ELA and mathematics for each school. These goals must align with each school’s narrative.
- Describe how the LEA will sustain progress, commitment to the intervention, and success at the school beyond the grant’s 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 district and the entire district.
- Provide a statement of agreement that the SCDE or other external providers may provide direct services to the school(s); for example, the SCDE may provide technical assistance through site visits on developing classroom observation skills and rubrics or assist in assessing current programs.

The SCDE will house a turnaround team in the Office of Federal and State Accountability with a Project Director, Project Coordinator, Program Assistant, and other staff as designated by the Project Director. In addition, applications provide an opportunity for the LEA/district and the school to request direct services from the SCDE (such as individual technical assistance with data analysis or development of implementation rubrics) and to indicate areas where services will need to be procured or acquired. Also, the SCDE will conduct required technical assistance sessions on a number of topics for SIG participants during the funding period. Some of these sessions will feature contracted expert providers. Topics will include data assessment and analysis, using data to shape decisions, the instructional cycle (standards, curriculum, instruction, assessment, and refinement), curriculum review and selection, leadership, and building stakeholder/community support and investment. The Project 180 Council will also be available to consultation for districts and schools.

Beyond the required participation in training and technical assistance, the LEA’s capacity (evinced in its application and presentation) will determine additional levels of direct assistance. The SCDE will use the Project 180 Council to intervene with any Tier I, Tier II, and Tier III schools and districts with limited or unsatisfactory capacity (see discussion under Section C above). Additional guidance will be offered to these schools to enable them to build capacity to implement and sustain a rigorous intervention.

E. Pre-Implementation Activities (0 points; Yes/No)

- Describe the allowable activities that will be necessary to prepare each school for the full, vital implementation of the core components of the selected intervention at each school served.
- Clearly explain the connection between the pre-implementation activities and the capacity and ability to implement the core components of the selected intervention model.

Use the implementation plan chart to:

- Identify allowable pre-implementation activities that will prepare for the full implementation of the intervention
- Explicitly connect pre-implementation activities to specific core components of the selected intervention
- Designate personnel responsible for each pre-implementation activity
- Include data that will be collected and performance measures that will be used to measure the completion and effectiveness of each pre-implementation activity.

**Pre-implementation activities are not required. If an LEA chooses to include them, this section will be included in the review to assure that all activities are allowable.

Section II: School Narrative (one per school) (Maximum of 50 points) (maximum of eight pages)

A. *Statement of Need and Situation* (10 points)

- 1) Describe appropriate data used to identify the problem(s) that the selected intervention will enable the school to resolve. Provide a clear explanation of the school's data that demonstrates or indicates problems or issues to be addressed. *(Tier III schools must identify the impact of their need and situation on Tier I and Tier II schools and the programs selected to resolve those issues.)*
- 2) 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.
- 3) Explain policies and procedures that advance AND that hinder interventions and progress at the school level; describe changes that are necessary and will be made to remove obstacles to successful implementation of the core components of the intervention and to turn the school around.

**Note:* While the Current Needs and Initiatives worksheet is not required for each school, this worksheet may help the school identify and focus on the most pressing issues.

B. *Core Components, Annual Goals, and Outcomes* (25 points)

- 1) Explain how the intervention was selected and who was involved in the selection. *(Tier III schools must explain how their intervention aligns with those for the Tier I and Tier II schools)*
- 2) Identify and explain the exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. *(Tier III schools must explain how their evaluation of effectiveness for the selected programs aligns with that of the Tier I and Tier II schools.)*
- 3) Explain what results and outcomes are expected at the school and district levels beyond the funding period (such as changes in culture, climate, and infrastructure).
- 4) Establish and explain realistic and ambitious annual goals for student achievement in mathematics and English language arts.

Complete the appropriate intervention model outline (contained in this RFP). The outline must

- 1) Identify the concept behind the selected rigorous intervention model, provide a brief summary of the model as the school and LEA will implement it, and identify the specific actions corresponding to required and optional core components and particular researched-based programs within the intervention that the school will implement.
- 2) Identify any additional programs or elements to be included (e.g. modifying district practice and policies, evaluating external service providers, sustainability of reform after funding ends).
- 3) Identify 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).

On the implementation plan (contained in this RFP),

- 1) Identify the dates, activities and core components for the intervention chosen.
- 2) Designate persons responsible for the activity
- 3) Identify the data to be collected and the exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. *(Tier III schools must explain the evaluation of effectiveness for the selected program.)*

For each Tier III school the LEA commits to serve, identify the services the school will receive and the activities the school will implement; describe the alignment of these services and activities with the plans for the Tier I and Tier II schools; describe the goals for the school set by the LEA (subject to approval by the SEA) to hold accountable its Tier III schools that receive school improvement funds; and explain how Tier III schools fit into the LEA's overall turnaround plan and impacts student achievement at the Tier I or Tier II school it feeds.

C. Resources and Management (15 points)

- 1) Identify the resources (fiscal, staff, space, equipment, etc.) necessary for implementation of the core components of the intervention model and specific programs; 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) Identify resources that must be obtained from external providers, including assistance from the SCDE, 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 schools will take to sustain reform, progress, and turnaround beyond the grant funding period. Sustainability indicators include:
 - Continued use of effective strategic planning processes (data examination, needs analysis, research efforts, implementation, monitoring, adjustment, evaluation) and reflection and use of these processes in the school renewal plans, focused goals, or other documentation required for reform model components.
 - Regular procedures and processes in place to identify weaknesses in capacity and action plans to address those weaknesses
 - Continued use and refinement of rubrics developed during the grant period for such tasks as classroom observation, measuring the fidelity of classroom-level implementation of evidence-based instructional practices, curriculum audit, and professional development.
 - Continued identification through budget analyses, alignment, and coordination of resources (staff, facilities, stakeholders, funding streams) to ensure continuous cost-effective, efficient implementation of the selected intervention critical reform elements and progress toward goals and objectives
 - Retention efforts for proven-effective teachers and leaders and procedures and processes to train new personnel so that all new personnel understand, participate in, and lead improvement initiatives.
 - Continued engagement and involvement of identifying and involving stakeholders in district- and school-level decisions, including how stakeholders can support and monitor continued progress at the school and district levels.
 - Assurance that operational changes, programs, and accountability measures that proved beneficial during the grant period would continue after the life of the School Improvement Grant (for example, school schedule, common planning for teachers, professional development opportunities).

Intervention Model Outline

An applicant must submit an Intervention Model Template for each school to be served. This template reflects the components of the intervention model chosen and organizes each model in a way that LEAs and schools assure that they have addressed all required components.

The intervention model outline must

- 1) Identify the concept behind the selected rigorous intervention model, provide a brief summary of the model as the school and LEA will implement it, and identify the specific actions corresponding to required and optional core components and particular researched-based programs within the intervention that the school will implement.
- 2) Identify any additional programs or elements to be included (e.g. modifying district practice and policies, evaluating external service providers, sustainability of reform after funding ends).
- 3) Identify 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).

As an example, a legal-sized template for each model is included in this application package. The intervention model templates do not count toward the page limit for the narrative and all text within the templates may be single spaced. Include all stakeholders and partners as appropriate.

Implementation Plan

Implementation Plans for Years 1, 2 and 3 must be included for each core component of the intervention model to be implemented. For the school closure model, only Year 1 implementation planning is required. (*For Tier III schools, this means the core components of the programs to be implemented.*) Implementation Plans for Years 2 and 3 will be subject to change based on the progress of each school. A legal-sized template for an Implementation Plan is included in 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.

The Implementation Plan must

- Identify the dates, activities and core components for the intervention chosen.
- Designate persons responsible for the activity
- Identify the data to be collected and the exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention.

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.

Each LEA may request no less than \$50,000 per year, per each Tier I and Tier II school to be served and no more than \$2,000,000 per year, per each Tier I and Tier II school to be served.

For the school closure model, only a Year 1 budget is required. (*Year 1 funds must be expended by September 30, 2012.*) Tier III schools will only be considered for funding if there are funds remaining after the SCDE has allocated funds to all Tier I and Tier II schools. The SCDE reserves the right to negotiate line items with the LEA for the LEA and for the school(s).

The budget consists of

- Combined Total Budget Summary Form (in this RFP)
- LEA-level Expenditures Budget Summary Form (in this RFP)
- LEA Budget Summary of Schools to be Served Form (in this RFP)
- School-level Budget Summary Form for each school (in this RFP)

- Budget Narrative/Justification
 - For LEA level expenditures
 - For pre-implementation activities
 - For each school to be served.

The Combined Total Budget Summary Form reflects the total request for SIG funds, including the district's and each school's expenditures for all three years.

The LEA-level Expenditures Budget Summary Form is a summary of the district's expenditures ONLY for the three-year period. The totals on this summary form should match the totals on the district's budget narrative/justification. District-level expenditures are used to support the schools in implementing the intervention models.

The LEA Budget Summary of Schools to be Served Form is a summary of the total request and inkind/match for the three year period for each school to be served as well as pre-implementation activities prior to Year 1.

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 district-level expenditures and for each school's expenditures. 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). Be sure to include all required budget items for the core components and programs. 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.

- Provide details about and justify the total funds requested for each school
- Itemize and explain district-level expenditures to support each school to be served
- Explain in-kind or match district resources or other revenues to support the intervention model
- Provides details about and justify the funds requested for pre-implementation activities at each school served (SCDE and Project 180 Council assure all expenditures are allowable).

Pre-implementation expenditures will be submitted within the Year 1 budget amount. Years 2 and 3 may be amended as needed after Year 1. Please note that for the school closure intervention, only a Year 1 budget is needed.

F. Required Forms and Attachments

This RFP includes the forms that must be completed, signed, and submitted in the application.

- Assurances
- Terms and Conditions
- Program Specific Terms and Conditions
- Waiver Request
- Instructions for the required GEPA Statement are included in this package.

G. Reviewer’s Scoring Rubric

Section I: LEA Narrative (Maximum of 50 points)	Maximum Points
A. Effectiveness of Current Initiatives (10 points)	_____/15
<p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> • Explains the process for selecting, implementing, and evaluating initiatives and programs • Explains any current programming that will contradict or contravene intervention programming and ensure current programming will be terminated. <p><i>The extent to which the applicant uses the current needs and initiatives chart to identify current improvement initiatives at district and school levels, including</i></p> <ul style="list-style-type: none"> • how the need for each initiative was determined • the required resources to implement the initiatives (including the role of stakeholders) • the cost effectiveness of each initiative • the results/outcomes of each initiative 	
B. Policies and Procedures at the District Level (10 points)	_____/15
<p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> • identifies specific policies and procedures that will need to be changed or amended to ensure that each school will be able to implement the intervention and programs successfully, and identifies specific areas of operational flexibility for each school. • describes current hiring, recruitment, evaluation, and retention efforts for personnel at the school level (and district 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 district or school level that may be necessary to ensure effective implementation • explains the district’s processes and procedures for due diligence to identify and procure providers/consultants, that may include: <ul style="list-style-type: none"> ○ the scope of work to be performed by the external provider ○ the mandatory qualifications of the external provider ○ the criteria and process, including who is involved, for judging external bids ○ request for references for external providers ○ the contract or template for the contract ○ assurances of partners being held accountable for results ○ resources available to advertise opportunity <p><i>The extent to which the applicant uses the policies and procedures chart to:</i></p> <ul style="list-style-type: none"> • identify current policies and procedures that advance implementation of the intervention and progress at the district and school levels AND that hinder implementation of the intervention and progress at the district and school levels • identify action steps to remove or modify policies or procedures that hinder implementation AND to provide operational flexibility to each SIG school, including areas of scheduling, staffing, and fiscal operations. 	
C. Coordination and Alignment of Resources at the District Level (10 points)	_____/10
<p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> • explains how it will ensure effective use of resources, especially if it has more than one intervention model to implement • identifies the district 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 district 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 	

<p>progress toward goals and objectives</p> <ul style="list-style-type: none"> describes their established practice in identifying and involving stakeholders in district- 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)	_____/10
<p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> 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 district’s perspective on the school’s persistent low performance explains the collaborative process between the LEA and school in the selecting the intervention model, understanding the core components, and determining programs and action steps 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 district and the entire district provides a statement of agreement that the SCDE may provide direct services to the school(s). 	
E. Pre-Implementation Activities (0 points)	Yes/No
<p><i>The extent to which the application:</i></p> <ul style="list-style-type: none"> Describes the activities that will be necessary and allowable to prepare each school for the full, vital implementation of the core components of the selected intervention at each school served. Clearly explains the connection between the pre-implementation activities and the capacity and ability to implement the core components of the selected intervention model <p><i>The extent to which the applicant uses the implementation chart to:</i></p> <ul style="list-style-type: none"> Identify allowable pre-implementation activities that will prepare for the full implementation of the of the intervention Explicitly connect pre-implementations activities to specific core components of the selected intervention Designate personnel responsible for each pre-implementation activity Include data that will be collected and performance measures that will be used to measure the completion and effectiveness of each pre-implementation activity 	
Total Points	_____/50
LEA Budget Justification and Summary (0 points)	Yes/No
<ul style="list-style-type: none"> Provides details about and justifies the total funds requested for each school Itemizes and explains district-level expenditures to support each school to be served Explains in-kind or match district resources or other revenues to support the intervention model Provides details about and justifies the funds requested for pre-implementation activities at each school served (SCDE and Project 180 Council assure all expenditures are allowable) 	

Section II: School Narrative (one per school)	(50 points)
(A) Statement of Need and Situation (10 points)	_____/10
<p><i>The extent to which the application:</i></p> <ol style="list-style-type: none"> 1) Describes appropriate data used to identify the problem(s) that the selected intervention will enable the school to resolve and provide a clear explanation of the school’s data that demonstrates or indicates problems or issues to be addressed. <i>((Tier III schools must identify the impact of their need and situation on Tier I and Tier II schools and the programs selected to resolve those issues.))</i> 2) 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. 3) Explains policies and procedures that advance AND that hinder interventions and progress at the school level and 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)	_____/25
<p><i>The extent to which the application:</i></p> <ol style="list-style-type: none"> 1) Explains how the intervention was selected and who was involved in the selection <i>((Tier III schools must explain how their intervention aligns with those for the Tier I and Tier II schools))</i> 2) Explains the exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. <i>(Tier III schools must explain how their evaluation of effectiveness for the selected programs aligns with that of the Tier I and Tier II schools.)</i> 3) Explains what results and outcomes are expected at the school and district levels beyond the funding period (such as changes in culture, climate, and infrastructure). 4) Explains realistic and ambitious annual goals for student achievement in mathematics and English language arts. <ul style="list-style-type: none"> • For each Tier III school the LEA commits to serve, identify the services the school will receive and the activities the school will implement; describe the alignment of these services and activities with the plans for the Tier I and Tier II schools; describes the goals for the school set by the LEA (subject to approval by the SEA) to hold accountable its Tier III schools that receive school improvement funds; and explains how Tier III schools fit into the LEA’s overall turnaround plan and impacts student achievement at the Tier I or Tier II school it feeds into. <p><i>The extent to which the applicant uses the <u>intervention model outline</u> to:</i></p> <ol style="list-style-type: none"> 1) Identify the concept behind the selected rigorous intervention model, provide a brief summary of the model as the school and LEA will implement it, and identify the specific actions corresponding to required and optional core components and particular researched-based programs within the intervention that the school will implement. 2) Identify any additional programs or elements to be included (e.g. modifying district practice and policies, evaluating external service providers, sustainability of reform after funding ends). 3) Identify 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). 	

<p><i>The extent to which the applicant uses the <u>implementation chart</u> to:</i></p> <ol style="list-style-type: none"> 1) Identify the dates, activities and core components for the intervention chosen. 2) Designate persons responsible for the activity 3) Identify the data to be collected and the exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. (Tier III schools must explain the evaluation of effectiveness for the selected program.) 	
<p>(C) Resources and Management (15 points)</p>	<p>_____/15</p>
<p><i>The extent to which the application:</i></p> <ol style="list-style-type: none"> 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 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. 	
<p>Points for Section II: School Narrative</p>	<p>_____/50</p>
<p>Points for Section I: LEA narrative</p>	<p>_____/50</p>
<p>Total Points</p>	<p>_____/100</p>
<p>Budget Narrative (0 points; applicants must submit a budget summary and budget narrative that is approved before funds will be released)</p> <ol style="list-style-type: none"> 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 (2 CFR Part 225), state procurement requirements, market value, and actual cost estimates). 3) Costs per student are reasonable. 	<p>Yes/No</p>
<p>Council/Reviewer Comments:</p>	



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	
DUNS #:	_____	Tax Identification #:	_____

Total Funds Requested:		\$ _____
Funds Requested for Year 1:		\$ _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	This LEA claims a lack of capacity to manage or support the implementation of the intervention models.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	This LEA proposes to serve Tier III 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
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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

SCHOOLS TO BE SERVED

Name of District: _____

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Contact Information for Schools

(add rows as needed)

School Name	Principal Name	Contact Person	Position	Phone and Email



Assurances

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 South Carolina 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

PROGRAM-SPECIFIC ASSURANCES

As the duly authorized representative of _____,
I certify that this applicant will _____ (Please print or type name of applicant)

USED Requirements:

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II 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 Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II 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.

SCDE Requirement:

5. Permit the SCDE or its agent to provide direct services to the school as appropriate.

The SCDE will house a turnaround team in the Office of Federal and State Accountability with a Project Director, Project Coordinator, Program Assistant, and other staff as designated by the Project Director. In addition, applications provide an opportunity for the LEA/district and the school to request direct services from the SCDE (such as individual technical assistance with data analysis or development of implementation rubrics) and to indicate areas where services will need to be procured or acquired. Also, the SCDE will conduct required technical assistance sessions on a number of topics for SIG participants during the funding period. Some of these sessions will feature contracted expert providers. Topics will include data assessment and analysis, using data to shape decisions, the instructional cycle (standards, curriculum, instruction, assessment, and refinement), curriculum review and selection, leadership, and building stakeholder/community support and investment. The Project 180 Council will also be available to consultation for districts and schools.

Beyond the required participation in training and technical assistance, the LEA’s capacity (evinced in its application and presentation) will determine additional levels of direct assistance. The SCDE will use the Project 180 Council to intervene with any Tier I, Tier II, and Tier III schools and districts with limited or unsatisfactory capacity (see discussion under Section C above). Additional guidance will be offered to these schools to enable them to build capacity to implement and sustain a rigorous intervention.

Signature of authorized official

Date

Signature of authorized financial official

Date

Terms and Conditions

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 South Carolina 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.
Upon the termination of a grant awarded under a federal program, the grantee shall have a right to a hearing as set forth in 34 CFR Part 80.43. The Grantee must notify the SCDE of its request for a hearing within 30 days of receiving written notice of the termination. If a hearing is requested, the SCDE will conduct the hearing in accordance to the procedures outlines in 34 CFR Part 80.43.
- 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 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.

Terms and Conditions
(Page 2 of 2)

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

 <p>SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION</p>	<p>School Improvement Subgrant Application (2011-2014)</p> <p>GEPA Statement Instructions</p>
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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.

WAIVER REQUEST

In its application to the USED, the SCDE submitted a request for waivers for two conditions: extend the period of availability for funds from one to three years; and enable schools that implement turnaround or restart intervention models to “start over” in the school improvement timeline and status. To consolidate our application, the SCDE requests that the applicant also check the waivers it seeks.

A. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. (The SEA has not requested a waiver for this condition, so any LEA interested in such a waiver must seek permission from the Secretary of Education, US Department of Education. Please see SIG guidance for directions)

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.



Chart Worksheet: Current Needs and Initiatives

LEA CHART WORKSHEET: CURRENT NEEDS AND INITIATIVES

District Name: _____ School Name: _____

Data/Current Situation what needs do you have? What data shows this need? (be specific by subgroups if appropriate);	What programs have been implemented to address the need? (from the past 5 years)	Cost of Programs	Required Resources to Implement Programs (i.e. personnel, time, etc.)	Results and Conclusions: Have previous programs worked? (cost vs effectiveness)	Indicate whether you choose to “remove” or “keep” this program

Add rows as needed.



Chart Worksheet: Policies and Procedures

CHART WORKSHEET: POLICIES AND PROCEDURES

District 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 to change if policy or practice hinders implementation	Action Steps (plan to remove or modify policies and practices that hinder implementation)

Add rows as needed.



TRANSFORMATION MODEL TEMPLATE

LEA: _____

School: _____

Transformation Model Concept: _____

Give a *brief* summary of your transformation model.

Each of these areas must be addressed. In addition, any of the permissible activities in italics may be addressed as well. **You must explain what you are going to do (program and/or program activity) and how you are going to do it (implementation plan) for each required component.** A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness

Required activities. The LEA must—

_____ Replace the principal who led the school within the last two years prior to commencement of the transformation model

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



Transformation Model Template

_____ Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—

_____ 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

_____ Are designed and developed with teacher and principal involvement

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____ 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

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____ 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

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____ 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.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

Transformation Model Template

Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as—

_____ Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.

_____ Instituting a system for measuring changes in instructional practices resulting from professional development; or

_____ 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.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

_____ 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.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____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.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—

_____ *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;*

_____ *Implementing a school-wide “response-to-intervention” model;*

_____ *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;*

_____ *Using and integrating technology-based supports and interventions as part of the instructional program; and*

In secondary schools--

_____ *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;*

_____ *Improving student transition from middle to high school through summer transition programs or freshman academies;*

_____ *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*

_____ *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component

(3) *Increasing learning time and creating community-oriented schools*

Required activities. The LEA must—

_____ Establish schedules and strategies that provide increased learning time (as defined in this notice); and

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



_____Provide ongoing mechanisms for family and community engagement.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-

_____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;

_____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;

_____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

_____Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



(4) *Providing operational flexibility and sustained support*

Required activities. The LEA must—

_____ 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

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____ 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).

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



Transformation Model Template

Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
_____ *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*
_____ *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

TURNAROUND MODEL TEMPLATE

LEA: _____

School: _____

Turnaround Model Concept: _____

Give a *brief* summary of your turnaround model. Include whether or not you are requesting to start over in the improvement process.

Each of these areas must be addressed. In addition, any of the permissible activities may be addressed as well. **You must explain what you are going to do (program and/or program activity) and how you are going to do it (implementation plan) for each required component.** A turnaround model is one in which an LEA implements each of the following strategies:

Required activities. The LEA must—

_____ Replace the principal and rehire no more than 50% of staff

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



_____ 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

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____ Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



Turnaround Model Template

_____ 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;

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____ 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

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

Turnaround Model Template

_____ 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

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____ 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

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



_____ 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

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____ Provide appropriate social-emotional and community-oriented services and supports for students.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

Turnaround Model Template

A turnaround model may also implement other strategies such as—

_____ any of the required and permissible activities under the transformation model

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____ a new school model (e.g., themed, dual language academy).

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

RESTART MODEL TEMPLATE

LEA: _____

School: _____

Restart Model Concept: _____

Give a *brief* summary of your restart model. Include whether or not you are requesting to start over in the improvement process.

Each of these areas must be addressed.. **You must explain what you are going to do (program and/or program activity) and how you are going to do it (implementation plan) for each required component.** A restart model is one in which an LEA implements each of the following strategies:

Required activities. The 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)

**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.*

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



_____The charter school operator, CMO or EMO has been selected through a rigorous review process. You must provide documentation of that process in this section.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

_____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.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:

CLOSURE MODEL TEMPLATE

LEA: _____

School: _____

Give a *brief* summary of your school closure plan. Include a rationale for choosing to close this school.

Each of these areas must be addressed. **You must explain what you are going to do (program and/or program activity) and how you are going to do it (implementation plan) for each required component.** A closure model is one in which an LEA implements each of the following strategies:

Required activities. The LEA —

_____ closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



_____ 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. Be sure to include plans in place for the receiving school has or must put in place.

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



Implementation Plan Template

IMPLEMENTATION PLAN

For _____ (insert Name of School)
In _____ (insert Name of District)

Intervention Model: _____

Need Summary (one sentence):

Action Summary (one sentence):

Add additional rows and lines as needed. (insert column after start/end date for Year 1 quarter 1...through to Year 3, quarter 4)

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure



Budget Summary

COMBINED TOTAL BUDGET SUMMARY FORM (LEA AND ALL SCHOOLS TO BE SERVED)

Name of District: _____

This form should reflect the total application of SIG funds, including district- and school-level activities. Applicants may request between \$50,000 and \$2,000,000 per year for each Tier I and Tier II school to be served. For Tier III schools, applicants may request from \$50,000 to \$2,000,000 per school per year, with the understanding that funds are may not be available. No more than 10% of each year’s award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2012; plans, progress, and compliance will determine continuation funding.

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	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							



LEA-LEVEL EXPENDITURES BUDGET SUMMARY FORM

LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR _____ (INSERT NAME OF DISTRICT)

No more than 10% of each year’s award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2012; plans, progress, and compliance will determine continuation funding.

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	Total <u>Requested</u>
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							



LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

LEA (DISTRICT) BUDGET SUMMARY FOR SCHOOLS TO BE SERVED IN _____ (INSERT NAME OF DISTRICT)

Applicants may request between \$50,000 and \$2,000,000 per year for each Tier I and Tier II school to be served. For Tier III schools, applicants may request from \$50,000 to \$2,000,000 per school per year with the understanding that funds are may not be available. Year 1 funds must be expended by June 30, 2012, and continuation funding depends on progress and compliance with requirements.

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	Total Requested
	Pre-implementation	Year 1 – Full Implementation						
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 BUDGET SUMMARY FORM

SCHOOL-LEVEL BUDGET SUMMARY FORM

Name of School _____ Name of District _____

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	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
Tier III Schools

Y = Met Objective

N = Did not Meet Objective

District Name	District NCES/CCS ID Code	School Name	School NCES/CCS ID Code	Reading/Language Arts		Mathematics		Other Academic Indicator		School Improvement Status	Title I	1003(a)
				Proficiency Target	Participation Rate Target	Proficiency Target	Participation Rate Target	Attendance	Graduation			
AIKEN 01	4500720	PAUL KNOX MIDDLE	450072000050	N	Y	Y	Y	Y		School Improvement Year 2	Y	Y
AIKEN 01	4500720	LANGLEY BATH CLEARWATER MIDDLE	450072001194	N	N	N	N	Y		Restructuring Year 2 (Implementing)	Y	Y
AIKEN 01	4500720	RIDGE SPRING-MONETTA HIGH	450072000056	N	Y	N	Y		N	School Improvement Year 1	Y	Y
AIKEN 01	4500720	BUSBEE CORBETT	450072000021	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
AIKEN 01	4500720	SCHOFIELD MIDDLE	450072001201	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
AIKEN 01	4500720	RIDGE SPRING-MONETTA ELEMENTARY	450072000034	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
AIKEN 01	4500720	REDCLIFFE ELEMENTARY	450072001390	Y	Y	N	Y	Y		School Improvement Year 2	Y	Y
AIKEN 01	4500720	AIKEN MIDDLE	450072000073	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
AIKEN 01	4500720	AIKEN PERFORMING ARTS CHARTER	450072000940	N	Y	N	Y		Y	School Improvement Year 2	Y	Y
ALLENDALE 01	4500750	ALLENDALE ELEMENTARY	450075001184	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
ANDERSON 05	4500900	SOUTHWOOD MIDDLE	450090000112	Y	Y	N	Y	Y		Corrective Action	Y	Y
BAMBERG 02	4500960	DENMARK-OLAR ELEMENTARY	450096001426	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
BARNWELL 45	4501080	BARNWELL PRIMARY	450108000130	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y
BEAUFORT 01	4501110	BEAUFORT ELEMENTARY	450111000135	N	Y	N	Y	Y		School Improvement Year 2	Y	Y
BEAUFORT 01	4501110	JAMES J DAVIS ELEMENTARY	450111000137	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y
BEAUFORT 01	4501110	WHALE BRANCH ELEMENTARY	450111000392	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
BERKELEY 01	4501170	BERKELEY ELEMENTARY	450117000154	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
BERKELEY 01	4501170	CROSS ELEMENTARY	450117000157	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y
BERKELEY 01	4501170	COLLEGE PARK ELEMENTARY	450117000158	N	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
BERKELEY 01	4501170	HENRY E BONNER ELEMENTARY	450117000162	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
BERKELEY 01	4501170	WHITESVILLE ELEMENTARY	450117000166	N	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
BERKELEY 01	4501170	DEVON FOREST ELEMENTARY	450117000035	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
BERKELEY 01	4501170	BERKELEY INTERMEDIATE	450117000082	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
CHARLESTON 01	4501440	BAPTIST HILL HIGH	450144000250	Y	Y	Y	Y		N	Restructuring Year 2 (Implementing)	Y	Y
CHARLESTON 01	4501440	GARRETT ACADEMY OF TECHNOLOGY	450144000257	N	Y	N	Y		Y	School Improvement Year 1	Y	Y
CHARLESTON 01	4501440	LINCOLN HIGH	450144000259	Y	N	Y	N		N	School Improvement Year 1	Y	Y
CHARLESTON 01	4501440	MILITARY MAGNET ACADEMY	450144001330	Y	Y	Y	Y		Y	Corrective Action	Y	Y
CHARLESTON 01	4501440	NORTHWOODS MIDDLE	450144001211	N	Y	N	Y	N		Restructuring Year 2 (Implementing)	Y	Y
CHARLESTON 01	4501440	EDMUND A BURNS ELEMENTARY	450144000200	Y	Y	Y	Y	Y		Restructuring Year 1 (Planning)	Y	Y
CHARLESTON 01	4501440	MARY FORD ELEMENTARY	450144000202	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y
CHARLESTON 01	4501440	JAMES SIMONS ELEMENTARY	450144000228	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y
CHEROKEE 01	4501500	MARY BRAMLETT ELEMENTARY	450150000275	Y	Y	Y	Y	Y		Restructuring Year 1 (Planning)	Y	Y
CHEROKEE 01	4501500	LUTHER VAUGHAN ELEMENTARY	450150000282	Y	Y	Y	Y	Y		Corrective Action	Y	Y
CHEROKEE 01	4501500	BLACKSBURG ELEMENTARY	450150001391	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
CHEROKEE 01	4501500	LIMESTONE/CENTRAL ELEMENTARY	450150000287	Y	Y	N	Y	Y		Corrective Action	Y	Y
CHESTER 01	4501530	CHESTER MIDDLE	450153000299	N	Y	N	Y	Y		School Improvement Year 1	Y	Y
CHESTER 01	4501530	GREAT FALLS ELEMENTARY	450153000291	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
CHESTER 01	4501530	LEWISVILLE ELEMENTARY	450153000292	N	Y	N	Y	Y		Corrective Action	Y	Y
CHESTER 01	4501530	CHESTER PARK ELEM OF INQUIRY	450153000036	Y	Y	Y	Y	Y		Corrective Action	Y	Y
CHESTERFIELD 01	4501560	CHERAW PRIMARY	450156000303	Y	Y	N	Y	Y		Restructuring Year 1 (Planning)	Y	Y

District Name	District NCES/CCS ID Code	School Name	School NCES/CCS ID Code	Reading/Language Arts		Mathematics		Other Academic Indicator		School Improvement Status	Title I	1003(a)
				Proficiency Target	Participation Rate Target	Proficiency Target	Participation Rate Target	Attendance	Graduation			
CHESTERFIELD 01	4501560	PETERSBURG PRIMARY	450156000307	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
CHESTERFIELD 01	4501560	CHERAW INTERMEDIATE	450156000170	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
CHESTERFIELD 01	4501560	PAGELAND ELEMENTARY	450156000870	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
CLARENDON 01	4501740	ST PAUL ELEMENTARY	450174000321	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y
CLARENDON 02	4501770	MANNING ELEMENTARY	450177001439	N	N	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
CLARENDON 03	4501800	WALKER-GAMBLE ELEMENTARY	450180000329	Y	Y	N	Y	Y		School Improvement Year 2	Y	Y
COLLETON 01	4501830	COLLETON MIDDLE	450183000345	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
COLLETON 01	4501830	BELLS ELEMENTARY	450183000332	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
COLLETON 01	4501830	FOREST CIRCLE MIDDLE	450183000335	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
COLLETON 01	4501830	COTTAGEVILLE ELEMENTARY	450183000336	N	Y	N	Y	Y		Corrective Action	Y	Y
COLLETON 01	4501830	NORTHSIDE ELEMENTARY	450183000189	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
COLLETON 01	4501830	HENDERSONVILLE ELEMENTARY	450183000713	Y	Y	N	Y	Y		Corrective Action	Y	Y
DARLINGTON 01	4501860	BROCKINGTON ELEMENTARY	450186000350	Y	Y	N	Y	Y		Restructuring Year 1 (Planning)	Y	Y
DARLINGTON 01	4501860	BRUNSON-DARGAN ELEMENTARY	450186000360	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
DARLINGTON 01	4501860	WASHINGTON ST ELEMENTARY	450186000365	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y
DILLON 02	4501920	GORDON ELEMENTARY	450192000383	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
DORCHESTER 02	4502010	KNIGHTSVILLE ELEMENTARY	450201000395	Y	Y	N	Y	Y		Corrective Action	Y	Y
DORCHESTER 02	4502010	WILLIAM M REEVES ELEMENTARY	450201001488	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y
DORCHESTER 04	4500002	ST. GEORGE MIDDLE	450000200439	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
DORCHESTER 04	4500002	WILLIAMS MEMORIAL ELEMENTARY	450000200444	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
EDGEFIELD 01	4502070	JOHNSTON ELEMENTARY	450207000412	Y	Y	N	Y	Y		School Improvement Year 2	Y	Y
EDGEFIELD 01	4502070	MERRIWETHER ELEMENTARY	450207000411	Y	Y	N	Y	Y		School Improvement Year 2	Y	Y
FAIRFIELD 01	4502100	FAIRFIELD ELEMENTARY	450210001407	N	Y	N	Y	N		School Improvement Year 1	Y	Y
FLORENCE 01	4502130	MOORE INTERMEDIATE	450213000438	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
FLORENCE 01	4502130	BRIGGS ELEMENTARY	450213000425	Y	Y	N	Y	Y		School Improvement Year 2	Y	Y
FLORENCE 01	4502130	THEODORE LESTER ELEMENTARY	450213001235	N	Y	N	Y	Y		School Improvement Year 2	Y	Y
FLORENCE 01	4502130	NORTH VISTA ELEMENTARY	450213000432	Y	Y	Y	Y	Y		Restructuring Year 1 (Planning)	Y	Y
FLORENCE 01	4502130	SAVANNAH GROVE ELEMENTARY	450213000434	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
FLORENCE 01	4502130	HENRY TIMROD ELEMENTARY	450213000436	Y	Y	N	Y	Y		School Improvement Year 2	Y	Y
FLORENCE 01	4502130	WALLACE GREGG ELEMENTARY	450213000437	N	Y	N	Y	Y		Restructuring Year 1 (Planning)	Y	Y
FLORENCE 01	4502130	PALMETTO YOUTH ACADEMY CHARTER	450213000958	Y	Y	N	Y	Y		School Improvement Year 1	Y	Y
FLORENCE 02	4502160	HANNAH-PAMPLICO	450216001409	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
FLORENCE 03	4502190	RONALD E MCNAIR MIDDLE	450219000457	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
FLORENCE 03	4502190	LAKE CITY ELEMENTARY	450219001237	N	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
FLORENCE 03	4502190	MAIN STREET ELEMENTARY	450219000451	N	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
FLORENCE 03	4502190	J PAUL TRULUCK MIDDLE	450219000452	N	Y	N	N	Y		Restructuring Year 2 (Implementing)	Y	Y
FLORENCE 04	4502220	TIMMONSVILLE HIGH	450222000723	N	Y	N	Y		N	School Improvement Year 2	Y	Y
FLORENCE 04	4502220	BROCKINGTON ELEMENTARY	450222000738	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
FLORENCE 05	4502250	JOHNSONVILLE ELEMENTARY	450225000466	Y	N	Y	N	Y		School Improvement Year 2	Y	Y
GEORGETOWN 01	4502280	ANDREWS HIGH	450228000482	N	Y	N	Y		N	School Improvement Year 1	Y	Y
GEORGETOWN 01	4502280	ANDREWS ELEMENTARY	450228000469	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y
GEORGETOWN 01	4502280	MCDONALD ROAD ELEMENTARY	450228000475	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y
GEORGETOWN 01	4502280	ROSEMARY MIDDLE	450228000478	Y	Y	Y	Y	Y		Restructuring Year 1 (Planning)	Y	Y
GEORGETOWN 01	4502280	CARVERS BAY HIGH	450228000554	Y	Y	Y	Y		Y	School Improvement Year 1	Y	Y
GREENVILLE 01	4502310	ALEXANDER ELEMENTARY	450231000488	Y	Y	Y	Y	Y		Corrective Action	Y	Y
GREENVILLE 01	4502310	ARMSTRONG ELEMENTARY	450231000490	Y	Y	Y	Y	Y		Corrective Action	Y	Y
GREENVILLE 01	4502310	BEREA ELEMENTARY	450231000494	Y	Y	Y	Y	Y		Corrective Action	Y	Y
GREENVILLE 01	4502310	HOLLIS ACADEMY	450231000514	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y

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GREENVILLE 01	4502310	LAKEVIEW MIDDLE	450231001248	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
GREENVILLE 01	4502310	MONAVIEW ELEMENTARY	450231000519	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
GREENVILLE 01	4502310	TANGLEWOOD MIDDLE	450231001254	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
GREENVILLE 01	4502310	GROVE ELEMENTARY	450231000544	N	Y	Y	Y	Y		Restructuring Year 1 (Planning)	Y	Y	
GREENVILLE 01	4502310	THOMAS E KERNS ELEMENTARY	450231001035	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y	
HAMPTON 01	4502430	HAMPTON ELEMENTARY	450243000606	Y	Y	N	Y	Y		Corrective Action	Y	Y	
HAMPTON 01	4502430	VARNVILLE PRIMARY	450243000607	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y	
HAMPTON 02	4502460	ESTILL ELEMENTARY	450246000611	Y	Y	N	Y	Y		Restructuring Year 1 (Planning)	Y	Y	
HORRY 01	4502490	WHITTEMORE PARK MIDDLE	450249001178	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
HORRY 01	4502490	LORIS MIDDLE	450249000637	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
HORRY 01	4502490	LORIS ELEMENTARY	450249000622	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y	
HORRY 01	4502490	MYRTLE BEACH PRIMARY	450249000619	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y	
HORRY 01	4502490	PEE DEE ELEMENTARY	450249000630	Y	Y	N	Y	Y		Corrective Action	Y	Y	
HORRY 01	4502490	SOUTH CONWAY ELEMENTARY	450249000621	Y	Y	Y	Y	Y		Restructuring Year 1 (Planning)	Y	Y	
JASPER 01	4502520	HARDEEVILLE ELEMENTARY	450252001395	Y	N	N	N	Y		Restructuring Year 2 (Implementing)	Y	Y	
JASPER 01	4502520	RIDGELAND ELEMENTARY	450252001396	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
KERSHAW 01	4502550	MIDWAY ELEMENTARY	450255000659	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y	
KERSHAW 01	4502550	PINE TREE HILL ELEMENTARY	450255000661	Y	Y	Y	Y	Y		Corrective Action	Y	Y	
LANCASTER 01	4502580	BROOKLYN SPRINGS ELEMENTARY	450258000670	N	Y	N	Y	Y		Restructuring Year 1 (Planning)	Y	Y	
LANCASTER 01	4502580	BUFORD ELEMENTARY	450258000671	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y	
LANCASTER 01	4502580	CLINTON ELEMENTARY	450258000673	Y	Y	N	Y	Y		Corrective Action	Y	Y	
LEE 01	4502670	BISHOPVILLE PRIMARY	450267000709	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y	
LEE 01	4502670	LOWER LEE ELEMENTARY	450267000711	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
LEE 01	4502670	LEE CENTRAL HIGH	450267000559	N	Y	N	Y		Y	School Improvement Year 1	Y	Y	
LEXINGTON 01	4502700	PELION ELEMENTARY	450270000721	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
LEXINGTON 01	4502700	SAXE GOTHA ELEMENTARY	450270000014	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
LEXINGTON 02	4502730	R EARLE DAVIS SCHOOL FOR TECHN	450273000729	N	Y	N	Y	Y		Corrective Action	Y	Y	
LEXINGTON 02	4502730	CONGAREE ELEMENTARY	450273000730	Y	Y	Y	Y	Y		Corrective Action	Y	Y	
LEXINGTON 02	4502730	HERBERT A WOOD ELEMENTARY	450273000736	Y	Y	Y	Y	Y		Restructuring Year 1 (Planning)	Y	Y	
LEXINGTON 02	4502730	CONGAREE/WOOD EARLY CHLD CTR	450273000589	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y	
LEXINGTON 03	4502760	BATESBURG-LEESVILLE ELEMENTARY	450276000744	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
LEXINGTON 03	4502760	BATESBURG-LEESVILLE PRIMARY	450276000745	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
LEXINGTON 05	4502820	HARBISON WEST ELEMENTARY	450282001345	Y	Y	N	Y	Y		Restructuring Year 1 (Planning)	Y	Y	
MARION 01	4502850	MARION HIGH	450285000765	N	Y	N	Y		N	Restructuring Year 2 (Implementing)	Y	Y	
MARION 01	4502850	EASTERLING PRIMARY	450285000761	Y	Y	Y	Y	Y		Corrective Action	Y	Y	
MARION 01	4502850	JOHNAKIN MIDDLE	450285000764	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
MARION 01	4502850	MARION INTERMEDIATE	450285000053	Y	Y	Y	Y	Y		Restructuring Year 1 (Planning)	Y	Y	
MARION 02	4502880	MCCORMICK ELEMENTARY	450288000768	Y	Y	N	Y	Y		School Improvement Year 2	Y	Y	
MARION 02	4502880	N MULLINS PRIMARY	450288000771	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y	
MARION 07	4500012	CREEK BRIDGE HIGH	450001201183	N	Y	N	Y		Y	School Improvement Year 2	Y	Y	
MARLBORO 01	4502970	BENNETTSVILLE ELEMENTARY	450297000781	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
MARLBORO 01	4502970	BENNETTSVILLE MIDDLE	450297001366	N	N	N	N	N		Restructuring Year 2 (Implementing)	Y	Y	
MARLBORO 01	4502970	MCCOLL ELEMENTARY/MIDDLE	450297000789	N	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
MARLBORO 01	4502970	BLLENHEIM ELEMENTARY/MIDDLE	450297000024	Y	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
NEWBERRY 01	4503030	NEWBERRY ELEMENTARY	450303000812	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y	
OCONEE 01	4503060	JAMES M BROWN ELEMENTARY	450306000828	N	Y	N	Y	Y		School Improvement Year 2	Y	Y	
ORANGEBURG 03	4503150	HOLLY HILL-ROBERTS MIDDLE	450315001289	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
ORANGEBURG 03	4503150	HOLLY HILL ELEMENTARY	450315000853	N	Y	N	Y	N		Restructuring Year 2 (Implementing)	Y	Y	

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ORANGEBURG 03	4503150	VANCE-PROVIDENCE ELEMENTARY	450315000855	Y	Y	Y	Y	N		School Improvement Year 2	Y	Y	
ORANGEBURG 03	4503150	ELLOREE ELEMENTARY	450315000877	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
ORANGEBURG 04	4503180	CARVER EDISTO MIDDLE	450318000861	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
ORANGEBURG 04	4503180	EDISTO PRIMARY	450318000860	Y	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
ORANGEBURG 04	4503180	EDISTO ELEMENTARY	450318000116	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
ORANGEBURG 04	4503180	HUNTER-KINARD-TYLER SCHOOL	450318000196	N	Y	Y	Y		N	Restructuring Year 2 (Implementing)	Y	Y	
ORANGEBURG 05	4503210	ROBERT E HOWARD MIDDLE	450321001291	N	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
ORANGEBURG 05	4503210	WHITTAKER ELEMENTARY	450321000869	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y	
SPARTANBURG 07	4503660	CLEVELAND ELEMENTARY	450366001042	N	Y	N	Y	Y		Restructuring Year 1 (Planning)	Y	Y	
SPARTANBURG 07	4503660	PARK HILLS ELEMENTARY	450366001045	Y	Y	Y	Y	Y		Restructuring Year 1 (Planning)	Y	Y	
SUMTER 02	4503720	MAYEWOOD MIDDLE	450372001080	Y	N	N	N	Y		Restructuring Year 1 (Planning)	Y	Y	
SUMTER 02	4503720	CHERRYVALE ELEMENTARY	450372001066	Y	Y	N	Y	Y		Corrective Action	Y	Y	
SUMTER 02	4503720	SHAW HEIGHTS ELEMENTARY	450372001073	Y	N	Y	Y	Y		School Improvement Year 1	Y	Y	
SUMTER 02	4503720	POCALLA SPRINGS ELEMENTARY	450372001452	Y	Y	Y	Y	Y		Corrective Action	Y	Y	
SUMTER 17	4503690	WILDER ELEMENTARY	450369001061	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y	
UNION 01	4503750	BUFFALO ELEMENTARY	450375001082	N	Y	N	Y	Y		School Improvement Year 2	Y	Y	
UNION 01	4503750	FOSTER PARK ELEMENTARY	450375001085	Y	Y	Y	Y	Y		School Improvement Year 1	Y	Y	
WILLIAMSBURG 01	4503780	HEMINGWAY HIGH	450378001108	N	Y	N	Y		Y	Restructuring Year 1 (Planning)	Y	Y	
WILLIAMSBURG 01	4503780	KINGSTREE HIGH	450378001111	N	Y	N	Y		N	Restructuring Year 2 (Implementing)	Y	Y	
WILLIAMSBURG 01	4503780	C E MURRAY HIGH	450378001112	Y	Y	Y	Y		N	School Improvement Year 1	Y	Y	
WILLIAMSBURG 01	4503780	CADES-HEBRON ELEMENTARY	450378001097	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y	
WILLIAMSBURG 01	4503780	KINGSTREE ELEMENTARY	450378001099	N	Y	Y	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
WILLIAMSBURG 01	4503780	YOUTH ACADEMY CHARTER	450378000652	Y	Y	Y	Y		I/S	Restructuring Year 1 (Planning)	Y	Y	
YORK 01	4503810	HUNTER STREET ELEMENTARY	450381001456	N	Y	N	Y	Y		Restructuring Year 2 (Implementing)	Y	Y	
YORK 03	4503870	CHILDRENS ATTENTION CHARTER	450387001006	Y	Y	Y	Y	Y		School Improvement Year 2	Y	Y	
SC PUBLIC CHARTER	4503901	CALHOUN FALLS CHARTER	450390101510	Y	N	N	N		Y	School Improvement Year 1	Y	Y	
SC PUBLIC CHARTER	4503901	SC CONNECTIONS ACADEMY	450390101520	Y	Y	N	Y		N	School Improvement Year 1	Y	Y	
SC PUBLIC CHARTER	4503901	SC VIRTUAL CHARTER SCHOOL	450390101513	Y	Y	N	Y		N	School Improvement Year 1	Y	Y	
SC PUBLIC CHARTER	4503901	PALMETTO STATE E-CADEMY	450390101522	N	Y	N	Y		N	School Improvement Year 1	Y	Y	

* The school changed districts in 2010-11 and no NCES code was available at this time.