STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Mark Sanford	Post Office Box 12267 Columbia, South Carolina

State Contact for the Education Stabilization Fund

Name: Jeff Schilz

Position and Office: Policy Director and Staff Attorney

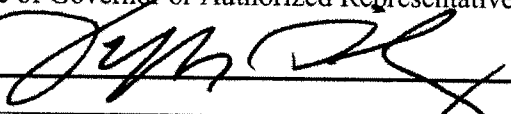
Contact's Mailing Address: Post Office Box 12267, Columbia, South Carolina 29211

Telephone: 803-734-2100

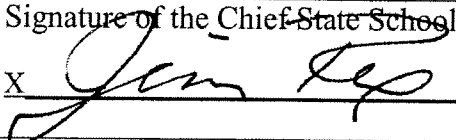
Fax: 803-734-5167

E-mail address: jschilz@gov.sc.gov

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Mark Sanford	803-734-2100
Signature of Governor or Authorized Representative of the Governor: X 	Date: 3-26-10

Recommended Statement of Support from the Chief State School Officer *(Optional)*:
The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name):	Telephone:
Jim Rex	803-734- 8491
Signature of the Chief State School Officer: X 	Date: 3.26-10

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

State Fiscal Stabilization Phase II

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

Indicator/Descriptor	Date Amended
*(a)(4)	March 26, 2010
(a)(5)	March 26, 2010
*(a)(7)	March 26, 2010
(d)(5)	March 26, 2010
(d)(1)	March 26, 2010
(d)(7)	March 26, 2010

*Amendment in State Plan

The central website for South Carolina's State Fiscal Stabilization Fund, Phase II application is http://ed.sc.gov/features/sfsf2/.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	**$ 2,525,689,106**
FY 2009	**$ 2,573,002,107**
FY 2010*	**$ 2,527,430,660 (FY 2009-10 Appropriation Act)**
FY 2011*	**$ Unknown**

(* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

FY 2006	**$ 671,345,807**
FY 2009	**$ 597,311,556**
FY 2010*	**$ 588,041,463 (FY 2009-10 Appropriation Act)**
FY 2011*	**$ Unknown**

(* Provide data to the extent that data are currently available.)

3. **Additional Submission Requirements**: In an attachment to the application –

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

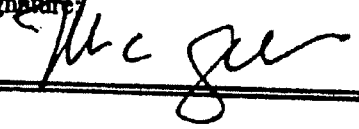
PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

☐ for elementary and secondary education.

☐ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Mark Sanford	
Signature: 	Date: 12/10/09

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

☒ has already submitted a MOE Waiver Request to the US Department of Education.

☐ is submitting a MOE Waiver Request with this application package.

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	**Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).**

Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check only one):

[4] ☒ The State makes the data *publicly available* and updates the data *annually* on a website.

➔ Provide the State website where the data are provided by the State to the public:[5] http://www.scteachers.org/titleii/hqdata.cfm

➔ Currently, the 2007–08 data are posted; the 2008–09 data will be available on this website on or before May 1, 2010.

[6] ☐ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).

Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check only one):

[4] ☒ The State makes the information *publicly available* and updates the information *annually* on a website.

➔ Provide the State website where the information is provided by the State to the public:[5] A link to the State's Teacher Equity Plan, submitted to the United States Department of Education (USED) in August 2006 can be accessed at http://www.scteachers.org/TitleII/index.cfm. The original 34 page PDF document represents the efforts that were in place at the time of the original submission.

While the plan sent to USED was a great snapshot of initiatives in place at the time of the submission, the South Carolina Department of Education (SCDE) views the plan as a living document and constantly strives to make enhancements. In an effort to provide current information to the public, the SCDE has revised the plan so that it includes our most recent initiatives. These additional initiatives and strategies that have been implemented since 2006. A link to the updated document can also be accessed at http://www.scteachers.org/TitleII/index.cfm .

Revisions to the 2006 plan include:

- additional strategies and initiatives for recruiting a workforce of highly qualified teachers;
- additional strategies and initiatives for retaining a workforce of highly qualified teachers;
- updated data representing districts' percent of classes taught by teachers who are not highly qualified;
- updated data representing courses taught by non-HQ teachers at a frequency greater than 15 percent; and
- updated data representing the occurrence of non-HQ classes in high poverty and high minority schools.

The plan includes descriptions of innovative endeavors such as:

- teacher housing initiatives in rural areas;
- loan programs to assist teachers in purchasing homes;
- a state of the art Teacher Renewal Center;
- a secure social networking site for teachers
- a committee to increase the State's math and science teaching force; and
- a program that creates a seamless transition for teacher candidates in two-year technical schools to four-year institutions of higher education.

[6]☐ The State makes the information *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[7] Click here to enter text.

[8]☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] All school districts in South Carolina are required to implement the statewide system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for evaluating teacher performance. (State Statute: http://www.scteachers.org/Adept/evalpdf/ADEPTStatute.pdf; State Board of Education Regulation: http://www.scteachers.org/Adept/Regulat.cfm#Annual%20Contract%20Teachers; State Board of Education Guidelines: http://www.scteachers.org/Adept/evalpdf/adept_guidelines.pdf). All local educational agencies (LEAs) are required to submit the following information annually to the SCDE for every teacher who is employed by the district: (1) the teacher's contract level for the current school year; (2) the teacher's ADEPT performance evaluation results for the year; (3) the teacher's hiring status for the following year; and (4) the teacher's recommended contract level for the following year. Additionally, LEAs must report the results for each ADEPT Performance Standard for every teacher who undergoes a formal evaluation. LEAs submit these data to the SCDE via a secure (i.e., password-protected) web-based application known as the ADEPT Data System (ADS). Annual teacher performance (ADEPT) data are available by district, by school, and for each individual teacher, and are made available to each LEA via the ADS. Statewide ADEPT teacher performance data are aggregated annually and are available online at http://www.scteachers.org/Adept/evalpdf/ADEPTResults2009.pdf.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

[8] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10] In South Carolina, teacher performance (ADEPT) results must be used to inform decision-making at both the state and local levels in the following areas: certificate advancement, certificate suspensions, contract advancement, contract non-renewals, individual professional development needs, and collaborative professional development initiatives. (State Statute: http://www.scteachers.org/Adept/evalpdf/ADEPTStatute.pdf; State Board of Education Regulation: http://www.scteachers.org/Adept/Regulat.cfm#Annual%20Contract%20Teachers; State Board of Education Guidelines: http://www.scteachers.org/Adept/evalpdf/adept_guidelines.pdf).

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [12] Click here to enter text.

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] All school districts in South Carolina are required to implement the statewide system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for evaluating teacher performance. (State Statute: http://www.scteachers.org/Adept/evalpdf/ADEPTStatute.pdf; State Board of Education Regulation: http://www.scteachers.org/Adept/Regulat.cfm#Annual%20Contract%20Teachers; State Board of Education Guidelines: http://www.scteachers.org/Adept/evalpdf/adept_guidelines.pdf). All local educational agencies (LEAs) are required to submit the following information annually to the SCDE for every teacher who is employed by the district: (1) the teacher's contract level for the current school year; (2) the teacher's ADEPT performance evaluation results for the year; (3) the teacher's hiring status for the following year; and (4) the teacher's recommended contract level for the following year. Additionally, LEAs must report the results for each ADEPT Performance Standard for every teacher who undergoes a formal evaluation. LEAs submit these data to the SCDE via a secure (i.e., password-protected) web-based application known as the ADEPT Data System (ADS). Annual teacher performance (ADEPT) data are available by district, by school, and for each individual teacher and are made available to each LEA via the ADS. Statewide ADEPT teacher performance data are aggregated annually and are available online at http://www.scteachers.org/Adept/evalpdf/ADEPTResults2009.pdf.

➔ Student achievement is embedded in the ADEPT system which all LEAs must use. The state's new teacher evaluation model, SAFE-T (Summative ADEPT Formal Evaluation of Classroom-Based Teachers (http://www.scteachers.org/Adept/evaluatingeducator.cfm), includes a student achievement component, the *Unit Work Sample*, to examine teacher effectiveness relative to ADEPT Performance Standards 2 (Short-Range Planning of Instruction) and 3 (Planning Assessments and Using Data). Adapted from the work of the nationally recognized Renaissance Teacher Work Sample Consortium (http://edtech.wku.edu/rtwsc/index.htm), the Unit Work Sample requires teachers to use formative assessments to guide instruction; to measure, analyze, and report student learning gains; and to use this information to guide future planning and instruction. South Carolina is continuing to expand its ADEPT system by adding other measures of student

learning, including a value-added student achievement component.

Additionally, 45 schools in the state are implementing the Teacher Advancement Program (TAP) model that includes a value-added student achievement component for individual teachers as well as for the entire school (http://www.scteachers.org/Tadvance/advance.cfm).

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
  [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☒ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] South Carolina collects data by teacher, school, and LEA; however, SC does not publicly report evaluation data by school (see indicator (a)(4) and related state plan for information on public reporting by LEA). The state level information is included in the descriptor that accompanies the "Statewide ADEPT Results for 2008–09" (http://www.scteachers.org/Adept/index.cfm), and the fact that this information is not reported at the school level is indicated on the SCDE's SFSF2 website at http://ed.sc.gov/features/sfsf2/.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates it *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[3] As one of only eleven (11) states to use a statewide principal evaluation system, South Carolina has utilized the Program for Assisting and Developing Principal Performance (PADEPP) to evaluate principal performance since 2001. The following is the link to the South Carolina Department of Education PADEPP website: http://www.scteachers.org/leadership/principalperformance.cfm .
- ➔ The South Carolina PADEPP statute, regulation, description, downloadable forms, and training dates are found at this website: http://www.scteachers.org/leadership/principalperformance.cfm. The downloadable Assurance Forms 1 and 2, which are completed and submitted annually by superintendents, verify to the South Carolina Department of Education that results from the evaluation are used in decisions regarding principal development, compensation, promotion, retention, and removal.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

[8] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10] The following is the PADEPP website: http://www.scteachers.org/leadership/principalperformance.cfm.

➔ The SC Statute 59-24-40 http://www.scstatehouse.gov/cgi-bin/query.exe?first=DOC&querytext=Education&category=Code&conid=5308236&result_pos=30&keyval=1170 requires principals to be evaluated using the nine PADEPP standards and their criteria, as adopted by the South Carolina Board of Education. In addition to the statute, Regulation 43-165.1 mandates that principals, under the supervision of their superintendent/superintendent's designee, create a professional development plan (PDP) annually. This PDP must be based upon the strengths and weaknesses identified in the PADEPP evaluation and the school's strategic plan, for the purpose of improving the principal's performance. As a service to the districts, the Office of School Leadership in the South Carolina Department of Education offers a continuum of professional development for teacher leaders, assistant principals, principals, district administrators, and superintendents. Reference SCDE website: http://www.scteachers.org/leadership/leadership.cfm

South Carolina Statute 59-24-110 outlines the distribution of funds for the school principal incentive program (compensation).

http://www.scstatehouse.gov/cgibin/query.exe?first=DOC&querytext=Education&category=Code&conid=5308236&result_pos=30&keyval=1170 This statute states that no school principals shall receive funds under the incentive program unless the individual meets or exceeds all eligibility standards set out in the district's program. One of the incentive criteria in the statute is "evaluation for instructional leadership performance as it relates to improved student learning and development." Unfortunately, due to the poor economy, this incentive program has been suspended.

As stated in Regulation 43-165.1, http://www.scstatehouse.gov/cgi-bin/query.exe?first=DOC&querytext=Principals&category=Regs&conid=5308360&result_pos=0&keyval=41, any principal

whose performance on the formal evaluation is rated as unsatisfactory must be formally evaluated again the following year. School districts are to consider evaluation results in making reemployment decisions (promotion/retention/removal). However, satisfactory performance on an evaluation does not guarantee reemployment as a principal.

Districts are required to submit Assurance Forms 1 and 2 (see PADEPP website's downloadable Assurance Forms 1 and 2 http://www.scteachers.org/leadership/principalperformance.cfm) to the Office of School Leadership at the SCDE. Assurance Form 1 verifies that superintendents are fulfilling their obligations to evaluate principals according to SC statutes and regulations and will use the evaluation results in decisions regarding principal development, compensation, promotion, retention, and removal. Superintendents also list on Assurance Form 1 their district's list of principals who are being evaluated for the upcoming school year. Assurance Form 2 is signed by the principal and the superintendent at the conclusion of the school year; this form verifies that all principal evaluation procedures were completed.

The PADEPP Implementation Guidelines are also on the PADEPP website (password protected until approved by SC—**oslpadepp**): http://www.scteachers.org/leadership/principalperformance.cfm. These PADEPP Implementation Guidelines detail the principal evaluation process, as well as district reporting of principal evaluation results. Principal evaluation data will be linked to student achievement when the SCDE Longitudinal Data System (LDS) is operational.

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information are provided by the State to the public: [12] Click here to enter text.

[13] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☐ No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:[3] http://www.scteachers.org/leadership/docs/adeppstandardsandcriteria.pdf. All LEAs in the state are required to implement the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). PADEPP Standard 2 includes student achievement criteria. Plans are under way to add a value-added component to this system. The Assurance Forms 1 and 2 (on the PADEPP website above) are completed annually by superintendents. Superintendents must verify on Assurance Form 1 (see #3 on Assurance Form 1) that their districts include student achievement outcomes/student growth data as an evaluation criterion.

[4] ☐ The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator

(a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☒ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

Each year the South Carolina Department of Education collects information about high school completers from the previous year to determine the numbers of students now at four- or two-year in- and out-of-state colleges, technical colleges, other schools, the armed forces, or other activities. To the extent information is available, data is also collected concerning courses passed or failed in the first year after high school. This data is published in the Freshman Report (http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/old/research/CollegeFreshmanReport.html). There is no mechanism that tracks students through the end of their first year in college or through completion of their program of study. The proposed integration of PK-12 and postsecondary data will enhance the state's ability to take a longer-term view of a student's success in postsecondary education.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Although no gaps currently exist for this system element, integration of PK-12 and postsecondary data will enhance the state's ability to take a longer-term view of a student's preparation for and success in postsecondary education.

- Current functionality: South Carolina's P-12 and post-secondary institutions have implemented a course alignment program that ties high school course content to the entry level college courses so that high schools can be successful at preparing learners for those college courses.
- Proposed outcome: This proposal creates links between each district's student information system and the course alignment database so that course requests made during high school scheduling will include information about preparation for college level course work.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

☐ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

☐ Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	**Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.**

Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?

[1] ☒ Yes, the status is correct.

→ [2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public:[5]
http://www.ed.sc.gov/agency/Accountability/Assessment/ApprovalStatusUnderESEA.html

[6] ☐ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the status is correct.

➔ [2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public:[5] (c)(2)
http://www.ed.sc.gov/agency/Accountability/Assessment/ApprovalStatusUnderESEA.html

➔

[6] ☐ The State makes the status information *publicly available* on a website and *does not keep it up-to-date.*

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available: [7] Click here to enter text.

[8] ☐ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5] http://www.ed.sc.gov/agency/Accountability/Assessment/SouthCarolinaAlternateAssessment.html

➔

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

[1] ☒ Yes, this has been completed within the last two years.

[2] ☐ No, this has been completed, but it occurred more than two years ago.

[3] ☐ No, this has never been completed.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:[5]

http://www.ed.sc.gov/agency/Accountability/Assessment/old/assessment/programs/swd/documents/MARSTechnicalReport.pdf

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls , are correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] For 2008–2009 (http://www.ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm)
The data on the SCDE web site are different from the data in the provided link because of the different reporting criteria.

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5] SCDE makes the data relative to the inclusion of students with disabilities on State assessments in reading/language arts and mathematics publicly available and keeps it up-to-date on the SCDE website. The data include the denominator and percentage of disabled students tested (from which the numerator can be calculated). Beginning with the 2009-2010 school year, the numerator will be reported as part of the data.

➔ The following link goes to the AYP portal page, from which any year's data can be accessed:
http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/NCLBAYPReportsByYear.html

➔ The following link goes to the latest AYP results, including the denominator and percent tested for disabled students, for 2008–2009:
http://www.ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm

[6] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date.*

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the

Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5m.xls , are correct?

[9] ☐ Yes, the data are correct.

[10] ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11] For 2008-2009 (http://www.ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm)
The data on the SCDE web site are different from the data in the provided link because of the different reporting criteria.

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13] SCDE makes the data relative to the inclusion of students with disabilities on State assessments in reading/language arts and mathematics publicly available and keeps it up-to-date on the SCDE website. The data include the denominator and percentage of disabled students tested (from which the numerator can be calculated). Beginning with the 2009-2010 school year, the numerator will be reported as part of the data.

The following link goes to the AYP portal page, from which any year's data can be accessed:
http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/NCLBAYPReportsByYear.html

The following link goes to the latest AYP results, including the denominator and percent tested for disabled students:
For 2008–2009 (http://www.ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm)

[14] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date.*

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

[1] ☒ Yes, this was completed within the last two years.

[2] ☐ No, this was completed more than two years ago.

[3] ☐ No, this has never been completed.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:[5]
http://www.ed.sc.gov/agency/Accountability/Assessment/old/assessment/AVAD.html

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date.*

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one): Is the State's current status available on the State's website?

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:[5] Page D-2 in the manual at the following address: http://www.ed.sc.gov/agency/Accountability/Assessment/old/assessment/publications/documents/PASS09TAM_ASN.pdf;

and on page 38 of the accountability workbook at the following address:

http://www.ed.sc.gov/agency/Accountability/Federal-and-State-Accountability/old/fp/title_i/documents/SouthCarolinaAccountabilityPlan.pdf.

➔

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls , are correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] For 2008-2009: (http://www.ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm)

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5] SCDE makes the data relative to the inclusion of LEP on State assessments in reading/language arts and mathematics publicly available and keeps it up-to-date on the SCDE website. The data include the denominator and percentage of LEP students tested (from which the numerator can be calculated). Beginning with the 2009-2010 school year, the numerator will be reported as part of the data.

The following link goes to the AYP portal page, from which any year's data can be accessed:
http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/NCLBAYPReportsByYear.html

The following link goes to the latest AYP results, including the denominator and percent tested for LEP students:
For 2008–2009 (http://www.ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm)

[6] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date.*

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the

Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8m.xls , are correct?

[9] ☐ Yes, the data are correct.

[10] ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11] For 2008–2009: (http://www.ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm)

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13] SCDE makes the data relative to the inclusion of LEP on State assessments in reading/language arts and mathematics publicly available and keeps it up-to-date on the SCDE website. The data include the denominator and percentage of LEP students tested (from which the numerator can be calculated). Beginning with the 2009-2010 school year, the numerator will be reported as part of the data.

The following link goes to the AYP portal page, from which any year's data can be accessed:
http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/NCLBAYPReportsByYear.html

The following link goes to the latest AYP results, including the denominator and percent tested for LEP students:
For 2008–2009: http://www.ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm

[14] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly*

available on a website but *does not keep it up-to-date.*

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16]☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

☐ Yes, the State Report Card includes this information.

☒ No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:

SCDE makes the most recent NAEP results available on its web site, although those data are not included in the online version of the state report card. Beginning with the 2009-2010 AYP report card, a link will be placed on the report card page so the public can find the information easily within the report card context.

The following link goes to the AYP report card portal page, from which any year's report card can be accessed:
http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/NCLBAYPReportsByYear.html

The following link goes to the latest AYP report card results:
http://www.ed.sc.gov/topics/assessment/scores/ayp/2008/fullratings.cfm

The following link goes to the NEAP results page, from which the public can access current and historical NAEP results:
http://ed.sc.gov/agency/Accountability/Assessment/old/assessment/programs/naep/NAEPReports_000.html

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.
➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☒ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

☐ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.**

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually.*

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.
➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☒ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

☐ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.
→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	**Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.**

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1)	Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.

Please respond (check Yes or No): Does the State have a definition of "persistently lowest achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

[1] ☒ Yes, the State has a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the definition here:[2]

The South Carolina Department of Education (SCDE) used the following method to determine the lowest 5% 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). 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). 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 averaging the current year's test results with the previous two years.
- Schools with fewer than 40 tested students were excluded.

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 Tier1, but have a proficiency rate that falls within the range of those identified as Tier II were identified.

If Yes, please respond (check one):

[3] ☒ The State has made the definition *publicly available* on a website.

➔ Provide the State website where the definition is publicly available:[4] https://www.ed.sc.gov/agency/Accountability/Federal-and-State-Accountability/old/fp/title_i/documents/DefinitionPLAS.doc linked on the pages http://ed.sc.gov/features/sfsf2/ and https://www.ed.sc.gov/agency/Accountability/Federal-and-State-Accountability/old/fp/title_i/SchoolImprovementFundSIF.html

[5] ☐ The State does not make the definition publicly available on a website.

➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[6] ☐ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan

Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

https://www.ed.sc.gov/agency/Accountability/Federal-and-State-Accountability/old/fp/title_i/SchoolImprovementFundSIF.html

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)	Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5)	Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] https://dev.ed.sc.gov/agency/Accountability/Federal-and-State-Accountability/old/fp/title_i/documents/PLAS.doc - schools referenced in the column "Reason" as "Secondary" and the column "Tier" as "2."

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6)	Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7)	Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available: [3] On http://ed.sc.gov/features/sfsf2/ and http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice-and-Innovation/Charter-Schools/ the public is advised that South Carolina has no cap on charter schools. The lists of charter schools may be obtained on http://ed.sc.gov/features/sfsf2/ (click on Indicator (d)(7) <http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice-and-Innovation/Charter-Schools/ListofCharterSchools.html> , which takes the public to the web page with lists of charter schools in various categories and points in time).

➔ There is no cap on charter schools.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8)	Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at http://www.ed.gov/programs/statestabilization/indicator-d8.xls correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

[3] **Total Number of Charter Schools in SOUTH CAROLINA: 37**

State Name	Local Education Agency Name	LEA Identifier NCES	LEA Count of Charter Schools
SOUTH CAROLINA	Aiken 01	4500720	3
SOUTH CAROLINA	Beaufort 01	4501110	1
SOUTH CAROLINA	Charleston 01	4501440	7
SOUTH CAROLINA	Chester 01	4501530	1
SOUTH CAROLINA	Clarendon 02	4501770	1
SOUTH CAROLINA	Darlington 01	4501860	1
SOUTH CAROLINA	Edgefield 01	4502070	1

SOUTH CAROLINA	Florence 01	4502130	1
SOUTH CAROLINA	Greenville 01	4502310	6
SOUTH CAROLINA	Horry 01	4502490	1
SOUTH CAROLINA	Lancaster 01	4502580	1
SOUTH CAROLINA	Lee 01	4502670	1
SOUTH CAROLINA	Public Charter School District	4503901	7
SOUTH CAROLINA	Richland 01	4503360	3
SOUTH CAROLINA	Williamsburg 01	4503780	1
SOUTH CAROLINA	York 03	4503870	1

Please respond (check one):

[4] ☒ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5] http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice/ListofCharterSchools.html .

[6] ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date.*

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice/documents/ObsoleteCharterSchools.doc and also in "Lessons Learned from SC Closed Charter Schools" at http://ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice/CharterSchools/.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice/documents/ObsoleteCharterSchools.doc and also in "Lessons Learned from SC Closed Charter Schools" at http://ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice/CharterSchools/

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas ***(a), (c), and (d)*** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan.

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

Element	Collection (check if applies)	Public Reporting (check if applies)
Indicator (a)(4)		✓
Indicator (a)(7)	✓	✓
Indicator (c) (9)		✓
Indicator (c) (10)	✓	✓
Indicator (c) (11)	✓	✓
Indicator (c) (12)	✓	✓
Indicator (d)(1)		✓

Element	Collection (check if applies)	Public Reporting (check if applies)
Indicator (d)(2)		✓
Indicator (d)(4)		✓
Indicator (d)(6)		✓
Indicator (d)(9)		✓
Indicator (d)(10)		✓

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1),** please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

COMPETES Element	Must be addressed in plan	Does not need to be addressed in plan
1		✓
2		✓
3		✓
4	✓	
5		✓
6		✓
7		✓
8	✓	
9		✓
10		✓
11		✓
12		✓

III. INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

(1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:

- The milestones established toward developing those means;
- The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
- The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.

(2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

Element	Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).	Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).
Indicator (c)(11)	✓	
Indicator (c)(12)	✓	

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

(1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

(2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

ATTACHMENTS

ATTACHMENT A

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

3. **Additional Submission Requirements**: In an attachment to the application–

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

South Carolina's data in support of the Request for a Waiver of the Maintenance of Effort (MOE) consists of appropriations for elementary and secondary education from the State's General Fund, Lottery and the Education Improvement Act (EIA-one penny sales tax dedicated to elementary and secondary education) as passed by the SC General Assembly in the annual General Appropriations Act. The data reported is consistent with the May 1, 2009, US Department of Education "Guidance on the Maintenance of Effort Requirement in the State Fiscal Stabilizations Fund Program." For the purposes of the MOE criterion, South Carolina is using *appropriations* for "total State revenues" as outlined on page 10 of the referenced guidelines.

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs

South Carolina's data in support of the Request for a Waiver of the Maintenance of Effort (MOE) consists of appropriations for public IHEs from the State's General Fund and Lottery as passed by the SC General Assembly in the annual General Appropriations Act. The data reported is consistent with the May 1, 2009, US Department of Education "Guidance on the Maintenance of Effort Requirement in the State Fiscal Stabilizations Fund Program." For the purposes of the MOE criterion, South Carolina is using *appropriations* for "total State revenues" as outlined on page 10 of the referenced guidelines.

ATTACHMENT B

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

(SEE NEXT PAGE)

DATA COLLECTION & PUBLIC REPORTING PLAN

General Overview

The South Carolina Department of Education (SCDE) is the central agency in the State of South Carolina that will be responsible for the development, execution, and oversight of this plan. The SCDE will work with the South Carolina General Assembly, State Board of Education, Commission on Higher Education, the Governor's Office, and school districts to facilitate the accomplishments of the goals outlined in this plan.

Each component of this plan stands alone as a separate section and is included in Attachment B and at http://ed.sc.gov/features/sfsf2/. Those individual plans are specific as to timelines and budget. Links referenced in South Carolina's application can be found at the aforementioned link.

The agency Chief Information Officer (CIO) will be the point of contact and person responsible for providing oversight. The CIO serves as a member of the SCDE's senior staff and will keep senior staff updated on the progress.

I. ASSURANCES (a), (c), AND (d)

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

All LEAs are required to submit the following information annually to the SCDE for every teacher who is employed by the district: (1) the teacher's contract level for the current school year; (2) the teacher's ADEPT performance evaluation results for the year; (3) the teacher's hiring status for the following year; and (4) the teacher's recommended contract level for the following year. Additionally, LEAs must report the results for each ADEPT Performance Standard for every teacher who undergoes a formal evaluation. LEAs submit these data to the SCDE via a secure (i.e., password-protected) web-based application known as the ADEPT Data System (ADS). Annual teacher performance (ADEPT) data are available by district, by school, and for each individual teacher and are made available to each LEA via the ADS. Statewide ADEPT teacher performance data are aggregated annually and are available online at http://www.scteachers.org/Adept/evalpdf/ADEPTResults2009.pdf.

Currently, LEA data are not made available to the general public. Current LEA data may be accessed by clicking on the following secure Web link (http://www.scteachers.org/Adept/evalpdf/dsr2009.xls) and entering the password **adept**. [Note: LEA-level data include teachers employed under Letters of Agreement and other non-ADEPT employment arrangements. Therefore, these reports will not necessarily reflect exact summary totals.]

MILESTONES	DATE
- Development of appropriate format for publicly reporting LEA data	June 2010
- Dissemination of reporting format to all LEAs	September 2010
- Data Collection	June 2011
- Publication of data	September 2011

OBSTACLES:

- Sufficient time and personnel:
  - to determine the appropriate reporting format
  - for IT staff to develop the reporting format
  - for DEQL and legal staff to ensure compliance with all applicable data reporting requirements
  - to properly advise the LEAs of this change and respond to concerns
  - to place this information on the web and follow-up with LEAs

NATURE AND FREQUENCY OF PUBLIC REPORTS:

NATURE	FREQUENCY
Interim: A public report on the status of this project will be posted on the Division of Educator Quality and Leadership's section of the South Carolina Department of Education's Web site.	- September 2010
Interim: A public report on the status of this project will be posted on the Division of Educator Quality and Leadership's section of the South Carolina Department of Education's Web site.	- May 2011
Final: Teacher performance reports for each LEA will be made public via the Division of Educator Quality and Leadership's section of the South Carolina Department of Education's Web site.	- Annually, beginning September 2011

BUDGET:

ACTION	COST
Development and deployment of web-based data report application.	$2,500 (State; Nonrecurring)
Annual report preparation and upgrades	$500 (State; Recurring)

RESPONSIBLE AGENCY: The responsible agency for this action is the Division of Educator Quality and Leadership (DEQL), South Carolina Department of Education

TECHNICAL ASSISTANCE AND SUPPORT: The DEQL will seek the advice of the Department's Office of General Counsel to ensure compliance with all applicable data reporting requirements.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

The statewide Program for Assisting, Developing and Evaluating Principal Performance (PADEPP) has been in place since 2001. Statewide training of induction principals and superintendents/their designees regarding the PADEPP process, instrument, and principal professional development plan is conducted several times annually.

The amended PADEPP Regulation 43-165.1, approved by the State Board of Education in October 2008 and passed by the South Carolina General Assembly in June 2009, mandates that the SCDE collect from school districts required principal evaluation data. On the PADEPP instrument, principals receive performance ratings on each of the 9 Standards. To view the principal evaluation data collection forms, access this website (and click on *PADEPP Implementation Guidelines – Draft Only* toward the bottom of the page):

http://www.scteachers.org/leadership/principalperformance.cfm (Refer to Forms 3 and 4 on pages 59 and 60. This information is password protected; password is oslpadepp)

The PADEPP Implementation Guidelines (which detail the current principal evaluation process and, following the requirements of the recently updated PADEPP regulation, expand the responsibilities of districts and the SCDE) were written and reviewed by a statewide committee in 2009. As of November 2009, the appropriate software applications programs are being developed for South Carolina school districts to report principal evaluation data. Before September 30, 2011, SCDE will be ready to report to the public in each LEA principal performance ratings in each of the nine PADEPP standards. The number and percentage of principals (by LEA as well as statewide) ranked at each performance rating/level will be reported annually. However, in order to maintain confidentially of individual principal's evaluations, districts with fewer than ten (10) schools will not be reported on the public website.

Simultaneous with the delivery of this reporting system, the SCDE will continue to refine/enhance the student achievement criteria (Standard 2) of our current principal evaluation system as more robust information becomes available linking teacher evaluations with student performance.

MILESTONES	DATE
- Proposed PADEPP Implementation Guidelines presented to the State Board of Education for approval	June 2010
- Disseminate information regarding principal evaluation data gathering to superintendents, principals, HR staff, program directors of university preparation programs	July and August 2010
- Software applications for gathering principals' evaluation data completed	August 2010
- Principal evaluation summary software data piloted in 5 districts	September 2010
- Professional development for all local school districts	Spring 2011
- Refined PADEPP system is operational statewide	September 2011

OBSTACLES:

- Time in schedules for technical staff to complete the software changes
- Time in schedules for current staff to inform Board of Education, superintendents, principals, etc., as well as provide staff development on using PADEPP software application

NATURE AND FREQUENCY OF PUBLIC REPORTS:

NATURE	FREQUENCY
Interim: Report describing the nature and purposes of statewide principal evaluation data collection will be posted on the SCDE website.	August 2010

NATURE	FREQUENCY
Interim: Report on the status of the PADEPP web application pilot project will be posted on the SCDE website.	December 2010
Interim: Report on the status of the statewide training in the PADEPP web application will be posted on the SCDE website.	June 2011, December 2011, June 2012
Final: Aggregated report presented to the South Carolina Board of Education and posted on the SCDE website regarding the number and percentage (including numerator and denominator) of principals (by LEA and statewide) receiving *Exemplary, Proficient, or Improvement Needed* performance ratings on each of the nine Standards of PADEPP for the previous school year. Note: The State is working with its Office of General Counsel to ensure that any data that are made available to the general public are presented in a manner consistent with legal requirements.	Dec. 1, 2012 (Annually thereafter)

BUDGET:

ACTION	COST
Temporary software engineer to develop and implement the PADEPP software application	$65,000 (State)

RESPONSIBLE AGENCY: The responsible agency for this action is the Division of Educator Quality and Leadership (DEQL), SC Department of Education

TECHNICAL ASSISTANCE AND SUPPORT: DEQL will seek collaboration with other states and organizations that are implementing principal evaluation systems. Current collaborators include: The National Commission on Teaching and America's Future (NCTAF) and National Institute for Excellence in Teaching (NIET).

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

No.	Milestone	Completion	Obstacles	Reporting	Costs
1	On the state AYP report card, place a link to the NAEP portal page, which includes links to the most recent NAEP results in all available content areas	November 2010	None	Report cards are updated annually and posted to the SCDE web site; NAEP results are posted immediately upon receipt and verification	N/A

General Requirements

The following agencies will be responsible for the development, execution, and oversight of the plan to address the requirements of Indicator (c)(9). Each of these agencies will be actively involved in building capacity to collect the appropriate data elements, in building the infrastructure under which those data can be brought together, and in building the mechanisms through which those data can be accessed for reporting and research. Each of these agencies also will be responsible for providing technical assistance or other support in the development, execution, and oversight of the plan to address the requirements of Indicator (c)(9).

- SC Department of Education (SCDE): SCDE has primary responsibility for P-12 education. SCDE will take the lead in the development, execution, and oversight of the plan to meet the requirements for reporting the most current NAEP results on the State's annual state report card.

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

For the last several years, South Carolina has used the NGA definition for the calculation of graduation rate (through the 2009-2010 school year.) The results of those calculations (for high schools, districts, and the state) are posted publicly on the SCDE web site. Although, SCDE calculates the graduation rate for all subgroups (with 40 or more students), the State publishes only the graduation rate for all students in the modified adjusted cohort.

The following link goes to the AYP report card portal, from which each year's data can be accessed:
http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/NCLBAYPReportsByYear.html

The following link goes to the most current year's data (2007-2008), from which the state graduation rate can be obtained and for which there are links to each school district's data and each high school's data:
http://www.ed.sc.gov/topics/assessment/scores/ayp/2008/default.cfm

SCDE also provides a set of data files that can be downloaded by the public. One of those files includes high school performance data which include graduation rate counts (numerators and denominators). The following link goes to the most current year's data (2007-2008):
http://www.ed.sc.gov/topics/researchandstats/schoolreportcard/2008/data/documents/SC-2008-HIGH-SCHOOL-PERFORMANCE-DATA-021109.XLS

Data files containing graduation rate counts and other information can be accessed from the following link:
http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/SchoolReportCardsByYear.html

Beginning with the 2009-2010 school year, South Carolina will calculate graduation rate based on the December 22, 2008, non-regulatory guidance issued by USED. That document can be accessed at the following link:
http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf

No.	Milestone	Completion	Obstacles	Reporting	Costs
1	Implement the four-year adjusted cohort graduation rate calculation, as defined by USED guidance (published December 22, 2008)	August 2011	None	Report cards are updated annually and posted to the SCDE web site	$90,000 (State)
2	Modify the online report card formats to include graduation rates for all student subgroups with 40 or more students	August 2011	Identification of members of subgroups based on new federal ethnicity and race classifications	Report cards are updated annually and posted to the SCDE web site	$15,000 (State)
3	Modify the printed report card formats to include graduation rates for all student subgroups with 40 or more students	August 2011	Identification of members of subgroups based on new federal ethnicity and race classifications	Report cards are updated annually and posted to the SCDE web site	$15,000 (State)
4	Interim updates to status of this activity	July 1, 2010; October 1, 2010; January 1, 2011; April 1, 2011; July 1, 2011; October 1, 2011 (final)	None	Quarterly reporting for each program component on each agency's website	None

General Requirements

The following agencies will be responsible for the development, execution, and oversight of the plan to address the requirements of Indicator (c)(10). Each of these agencies will be actively involved in building capacity to collect the appropriate data elements, in building the

infrastructure under which those data can be brought together, and in building the mechanisms through which those data can be accessed for reporting and research. Each of these agencies also will be responsible for providing technical assistance or other support in the development, execution, and oversight of the plan to address the requirements of Indicator (c)(10).

- SC Department of Education (SCDE): SCDE has primary responsibility for P-12 education. SCDE will take the lead in the development, execution, and oversight of the plan to meet the requirements for reporting the number and percentage of students who graduate from high school using the four-year adjusted cohort graduation rate as described in USED's non-regulatory guidance dated December 22, 2008, or revised thereafter. Reports will be published for the State, each school district, and each high school, for all students and for the designated subgroups with 40 or more students.

Indicator (c)(11)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.**

South Carolina's public and private institutions of higher education submit data to K-12 districts and high schools about the number of students enrolled in those institutions at the end of the first semester after the students enter for the first time after high school graduation. Those data are accumulated by SCDE and compiled into the "College Freshmen Report." This report is published on the SCDE web site annually.

The following link goes to the College Freshmen Report portal page, from which any year's report can be accessed:
http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/old/research/CollegeFreshmanReport.html

The following link goes to the most recent College Freshmen Report (2007-2008):
http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/old/research/documents/COSTAT09a.doc

This report includes all high school "completers" and not just graduates. It also includes all students who entered college in the given year and not just the students from the four-year cohort.

Beginning with the 2010-2011 school year, the institutions of higher education and the public high schools will begin reporting the data based on the criteria established by USED, including reporting the data by specific subgroups of students. South Carolina's SLDS grant application proposes strategies with which higher education and the public schools can collect and report these data. In addition, South Carolina will subscribe to and use the National Student Clearinghouse data to identify and report on students who go to school out-of-state.

No.	Milestone	Completion	Obstacles	Reporting	Costs
1	Meetings with P-12 and higher education partners to discuss required data collections and reporting periods	October 2009	None	Reported as part of SCDE web site	N/A
2	Develop and implement, in collaboration between P-12 and higher education, a strategy and tools for collecting and reporting the required data elements	June 2010	Unique student identifier linking higher education student records to high school data	Quarterly updates to P-12 and higher education stakeholders; quarterly updates to public on agency web sites	$20,000 (State)
3	Subscribe to and use the National Student Clearinghouse resources for collecting and reporting data from out-of-state colleges	June 2010	Licensing and staffing	Quarterly updates to public on agency web sites	$100,000 (State and federal)
4	Data for the Class of 2009 and beyond collected and reported	June 2011	None	Annual reporting on SCDE and/or higher education web sites	$10,000 (State)
5	Interim updates to status of this activity	July 1, 2010; October 1, 2010; January 1, 2011; April 1, 2011; July 1,	None	Quarterly reporting for each program component on each agency's website	None

		2011; October 1, 2011 (final)			

General Requirements

The following agencies will be responsible for the development, execution, and oversight of the plan to address the requirements of Indicator (c)(11). Each of these agencies will be actively involved in building capacity to collect the appropriate data elements, in building the infrastructure under which those data can be brought together, and in building the mechanisms through which those data can be accessed for reporting and research. Each of these agencies also will be responsible for providing technical assistance or other support in the development, execution, and oversight of the plan to address the requirements of Indicator (c)(11).

- SC Department of Education (SCDE): SCDE has primary responsibility for P-12 education. SCDE will coordinate, with the other agencies listed here, and will take the lead in the development, execution, and oversight of the plan to meet the requirements for reporting the number and percentage of high school graduates who enroll in an institution of higher education within 16 months of receiving a regular high school diploma.
- SC Commission on Higher Education (CHE): CHE works with the State's two- and four-year public institutions of higher education, including the technical colleges. CHE will guide the development of data strategies among its member institutions to meet the requirements for reporting the number and percentage of high school graduates who enroll in an institution of higher education within 16 months of receiving a regular high school diploma.
- SC Technical College System (TEC): TEC works with the State's two-year technical colleges on matters directly related to those colleges. TEC will guide the development of data strategies among its member institutions to meet the requirements for reporting the number and percentage of high school graduates who enroll in an institution of higher education within 16 months of receiving a regular high school diploma.
- SC Budget and Control Board's Office of Research and Statistics (ORS): ORS maintains data sets for most of the state agencies in South Carolina. ORS has the capacity to bring data sets together, in de-identified ways, to meet the requirements for reporting the number and percentage of high school graduates who enroll in an institution of higher education within 16 months of receiving a regular high school diploma.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Neither South Carolina's institutions of higher education nor its public high schools collect or report these data.

Beginning with the 2010-2011 school year, the institutions of higher education and the public high schools will begin reporting the data based on the criteria established by USED, including reporting the data by specific subgroups of students. South Carolina's SLDS grant application proposes strategies with which higher education and the public schools can collect and report these data.

No.	Milestone	Completion	Obstacles	Reporting	Costs
1	Meetings with P-12 and higher education partners to discuss required data collections and reporting periods	October 2009	None	Reported as part of SCDE web site	N/A
2	Develop and implement, in collaboration between P-12 and higher education, a strategy and tools for collecting and reporting the required data elements	June 2010	Unique student identifier linking higher education student records to high school data	Quarterly updates to P-12 and higher education stakeholders; quarterly updates to public on agency web sites	$20,000 (State)
3	Data collected and reported as students enter institutions of higher education and successfully complete course work	June 2011	None	Annual reporting on SCDE and/or higher education web	$10,000 (State)

				sites	
4	Interim updates to status of this activity	July 1, 2010; October 1, 2010; January 1, 2011; April 1, 2011; July 1, 2011; October 1, 2011 (final)	None	Quarterly reporting for each program component on each agency's website	None

General Requirements

The following agencies will be responsible for the development, execution, and oversight of the plan to address the requirements of Indicator (c)(12). Each of these agencies will be actively involved in building capacity to collect the appropriate data elements, in building the infrastructure under which those data can be brought together, and in building the mechanisms through which those data can be accessed for reporting and research. Each of these agencies also will be responsible for providing technical assistance or other support in the development, execution, and oversight of the plan to address the requirements of Indicator (c)(12).

- SC Department of Education (SCDE): SCDE has primary responsibility for P-12 education. SCDE will coordinate, with the other agencies listed here, and will take the lead in the development, execution, and oversight of the plan to meet the requirements for reporting the number and percentage of high school graduates who enroll in an institution of higher education within 16 months of receiving a regular high school diploma and who complete at least one year of college credit within two years of enrollment in college.
- SC Commission on Higher Education (CHE): CHE works with the State's two- and four-year public institutions of higher education, including the technical colleges. CHE will guide the development of data strategies among its member institutions to meet the requirements for reporting the number and percentage of high school graduates who enroll in an institution of higher education within 16 months of receiving a regular high school diploma and who complete at least one year of college credit within two years of enrollment in college.
- SC Technical College System (TEC): TEC works with the State's two-year technical colleges on matters directly related to those colleges. TEC will guide the development of data strategies among its member institutions to meet the requirements for reporting the number and percentage of high school graduates who enroll in an institution of higher education within 16 months of receiving a regular high school diploma and who complete at least one year of college credit within two years of enrollment in college.

- SC Budget and Control Board's Office of Research and Statistics (ORS): ORS maintains data sets for most of the state agencies in South Carolina. ORS has the capacity to bring data sets together, in de-identified ways, to meet the requirements for reporting the number and percentage of high school graduates who enroll in an institution of higher education within 16 months of receiving a regular high school diploma and who complete at least one year of college credit within two years of enrollment in college.

Plan to meet data requirements for Section D – Turning Around Struggling Schools

Indicator	Milestones	Agency Responsible	Funds Required	Obstacles	Completion Date
(d)(1)	Run computations based on Spring 2009 PASS testing Post results on SCDE website Update annually	SCDE Data Management	$4,000.00 (State)	none	6/1/2010
(d)(2)	Run computations based on Spring 2009 PASS testing Post results on SCDE website Update annually	SCDE Data Management	$4,000.00 (State)	none	6/1/2010
(d)(4)	Run computations based on Spring 2009 PASS testing Post results on SCDE website Update annually	SCDE Data Management	$4,000.00 (State)	none	6/1/2010
(d)(6)	Run computations based on Spring 2009 PASS testing Post results on SCDE website Update annually	SCDE Data Management	$4,000.00 (State)	none	6/1/2010

(d)(9)	Run computations based on Spring 2009 PASS testing Post results on SCDE website Update annually	SCDE Data Management	$4,000.00 (State)	none	6/1/2010
(d)(10)	Run computations based on Spring 2009 PASS testing Post results on SCDE website Update annually	SCDE Data Management	$4,000.00 (State)	none	6/1/2010

II. Indicator (b)(1)

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Element Four-- The capacity to communicate with higher education data systems.

In South Carolina, PK-12 and postsecondary data are not currently linked by any mechanism. A primary focus of the South Carolina Department of Education's proposal for the statewide longitudinal data system is the integration of PK-12 and postsecondary data. The state's Commission of Higher Education, the State Technical College System, and individual institutions of higher education are collaborating with the South Carolina Department of Education on the state's longitudinal data system and are ready to move forward on this major initiative. Together, these agencies have identified prioritized strategies for implementation of a P-20 data solution.

The following table is the same as the table in 3) above:

No.	Milestone	Completion	Obstacles	Reporting	Costs
1	Collaborative meetings of P-12 and higher education partners to discuss requirements	November 2009	Done	Outcomes of meetings posted on SCDE web site	N/A
2	Submission of SLDS grant proposal by SC Department of Education (P-12) with plan to integrate higher education data systems into statewide data system for education	December 4, 2009	Time	Copy of application posted on SCDE web site; presentations to educational and community groups	N/A
3	Establishment of data governance structure to include P-12 and higher education representatives	February 2010	Currently, P-12 statewide	Policies, regulations,	$50,000 (Federal

			administration and higher education administration are separate agencies	practices will be reported on web sites of agencies; posted as updated	and State)
4	Establishment of data management team to plan and implement data integration	July 2010	Currently, P-12 statewide administration and higher education administration are separate agencies	Action strategies and outcomes will be reported on web site of agencies; posted as updated	$100,000 (State)
5	Determination of data standards and mechanisms for integrating P-12 and higher education data	January 2011	Different data standards and formats (SIF, PESC, NCES) used by P-20 environment	Action strategies and outcomes will be reported on web site of agencies; posted as updated	$50,000 (State)
6	Integration of required data elements into a comprehensive longitudinal data system	September 30, 2011	Determination of model for data sharing (one data warehouse or separate integrated data systems)	Quarterly updates posted on each agency's website	$3,523,505 (Federal SLDS and State)
7	Interim updates to status of this activity	July 1, 2010; October 1, 2010; January 1, 2011; April 1, 2011; July 1, 2011;	None	Quarterly reporting for each program component on each agency's website	None

		October 1, 2011 (final)			

Element Eight--A teacher identifier system with the ability to match teachers to students.

Currently, teachers can be uniquely identified within their individual districts, which meets, in a minimal way, the data requirement. In some cases, a teacher who moves from one district to another cannot be tracked with a unique identifier. Additionally, South Carolina needs a system that will uniquely identify other educators (administrators, counselors, etc.) who work with students. South Carolina's proposal for the statewide longitudinal data system creates a system to generate a statewide unique educator identifier that will follow the educator as the educator moves from one district to another (similar to the state's unique student ID system).

The proposed system links student data with teacher data to enable, among other things, the matching of a given student with the particular teachers primarily responsible for providing instruction in various content areas.

- A unique educator ID numbering system to include teachers, administrators, counselors, media specialists, and other educators who work directly with students. (December 2010)
- A unique program ID numbering system so that educational programs can be evaluated for effectiveness in meeting student needs, including effectiveness with specific subgroups of students. (December 2010)
- The integration of educator datasets into the educational data system to facilitate assessment of educator performance as a function of student performance. (June 2011)
- Statewide deployment of a curriculum and standards management system (CMS) to inform classroom and building-level educators of performance indicators for students regarding learning standards. (June 2011)

No.	Milestone	Completion	Obstacles	Reporting	Costs
1	Collaborative meetings of P-12 and higher education partners to discuss requirements	November 2009	Done	Outcomes of meetings posted on SCDE web site	N/A
2	Establishment of planning team, including P-12 and higher education to determine system and to guide implementation	June 2010		Strategies and outcomes posted on agency web sites; quarterly or as developed	$50,000 (State)

3	Development and implementation of automated system to generate unique educator IDs across the P-20 education environment; integrate, if possible, into current SUNS system	September 30, 2011	P-12 and higher education have separate administrative systems	Policies and practices posted on agency web sites as developed	$690,000 (Federal SLDS)
4	Interim updates to status of this activity	July 1, 2010; October 1, 2010; January 1, 2011; April 1, 2011; July 1, 2011; October 1, 2011 (final)	None	Quarterly reporting for each program component on each agency's website	None

III. INDICATOR (b)(2)

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

The South Carolina Department of Education delivers individual student assessment results in all tested content areas (including reading/language arts and mathematics) to districts in July of each year, following the May administration of the state testing program. Districts distribute the score reports to the teachers who taught each student during the previous year. From those score reports, teachers and principals are able to determine the impact that a teacher has had on individual students as well as specific groups of students.

The South Carolina Department of Education will provide directly to teachers of reading/language arts and mathematics in state-tested grade levels student growth data for students taught in the previous year (the school year just ended) and the current year (the school year just started). The data will be useful to teachers in the analysis of their impact on the students they taught in the previous year and in their instructional planning for the students in their classes for the current year. The data will be provided either directly (in the form of reports) or interactively (through access to the statewide longitudinal data system, as described below).

South Carolina's statewide longitudinal data system (SLDS) proposal includes real-time access to data through an educator interface to the state's data warehouse. Funds from SFSF2 will be used to provide these resources to teachers if the state's SLDS and/or Race to the Top grant applications are denied. The following text comes from that SLDS proposal (to be submitted to USED December 4, 2009):

What the Educator Will See

Teachers and building administrators have very specific needs with regard to student-level data. Access to aggregated data is not sufficient; it is imperative that teachers and principals have access to identifiable student data. Those data should inform the educators about what the student has done, how the student has done, what the student needs (within the curriculum and academic standards), what to do to meet those needs, what resources are available to help meet those needs, and if there are other students like this student.

The educator will gain rights to the educator interface based on her or his role as an educator. That role is a function of network access provided by the district or school. With that secure access, the educator will have at least two umbrella options when he or she logs into the network: (1) Training and (2) the education longitudinal data system.

The online training for using the educator interface (and, thus, to student-level data) will be accessible only after logging into the system; others will not be able to participate in the training for this level of access unless they are given special rights and roles. The online training will be in text, audio, and video formats and will deal with accessing, analyzing, and applying the data to educational issues.

The educator will have access to student-level data based on the educator's school or district (that is, the location at which the educator works). Classroom teacher roles will limit access to students who are enrolled in classes taught by that teacher. Principal roles will limit their access to students enrolled at the principal's school.

Each educator will be able to see the following types of information and resources (although they will not be limited to just these possibilities):

- Enrollment, schedules, attendance, discipline, grades, and other student information system (SIS) data
- At-risk characteristics (failure, dropout, and others)
- Statewide testing results, diagnostic testing results, college aptitude test results, teacher assessment results, and others
- Portfolios of previous work, including academic, special talents, and more
- Health and social issues that might have an impact on learning
- Academic plans for students, based on academic standards and achievement results
- Curriculum components
- Academic standards
- Common assessments directly related to standards (and some that are not)
- Available lesson plans and resources as well as tools to create additional lessons and resources
- Online staff development resources and references to off-line resources
- Predefined queries and reports for each student or group of students
- A query tool so that new questions can be asked of the data and new answers can be obtained
- And much more

The longitudinal data system will inform educators in real-time of individual student needs and of the resources to meet those needs. Teachers will be better prepared to teach because they will have real information about each student – and the teachers will have that information at the time teaching is to take place. In effect, teachers (and all educators) will be better able to cause learning.

No.	Milestone	Completion	Obstacles	Reporting	Costs
1	Academic standards are already recognized as some of the best in the nation	Done	None	Standards are posted online	N/A
2	S3 curriculum: default curriculum for core content areas	August 2009	None	Curriculum posted on SCDE web site	N/A
3	Anderson 5 curriculum: licensed for statewide implementation	December 2009	None	Curriculum posted on SCDE web site	$600,000 (State)
4	Common core curriculum: participation in development and adoption	September 30, 2011	None	Monthly updates about progress; posted on SCDE web site	Unknown (Federal)
5	Curriculum management system developed to manage curriculum components, integration of standards, development and integration of assessments	September 30, 2011	1. Common format of curriculum components for management in a database environment 2. Aligning standards and assessments in management system 3. Training for educators and stakeholders	Monthly updates about teams working on content alignment, database formats, and training modules	$3,500,000 (Federal)
6	Assessment management system licensed to provide teacher and administrator access to student assessment data for previous years (including growth results) and for coming year; to include statewide summative assessments, state and local formative assessments, and integration with	September 30, 2011	Short time frame for implementation	Monthly updates about implementation to be included on SCDE web site; stakeholder	Initial licensing: $942,000 (Federal); annual licensing:

	curriculum, curriculum standards, teacher planning, and student reporting			meetings for updates and guidance as implementation proceeds	$942,000 (Federal and State)
7	Interim updates to status of this activity	July 1, 2010; October 1, 2010; January 1, 2011; April 1, 2011; July 1, 2011; October 1, 2011 (final)	None	Quarterly reporting for each program component on each agency's website	None

General Requirements

The following agencies will be responsible for the development, execution, and oversight of the plan to address the requirements of Indicator (b)(2). Each of these agencies will be actively involved in building capacity to collect the appropriate data elements, in building the infrastructure under which those data can be brought together, and in building the mechanisms through which those data can be accessed for reporting and research. Each of these agencies also will be responsible for providing technical assistance or other support in the development, execution, and oversight of the plan to address the requirements of Indicator (b)(2).

- SC Department of Education (SCDE): SCDE has primary responsibility for P-12 education. SCDE will coordinate, with the other agencies listed here, and will take the lead in the development, execution, and oversight of the plan to meet the requirements for providing assessment results to inform instructional programs in a manner that is timely and effective.
- SC First Steps Program (First Steps): First Steps has primary responsibility for early childhood educational programs. First Steps will assist in the development of data strategies to integrate its data into the P-20 databases to meet the requirements for providing assessment results to inform instructional programs in a manner that is timely and effective.
- SC Budget and Control Board's Office of Research and Statistics (ORS): ORS maintains data sets for most of the state agencies in South Carolina. ORS has the capacity to bring data sets together, in de-identified ways, to meet the requirements for providing assessment results to inform instructional programs in a manner that is timely and effective.

VI. INDICATOR(b)(3)

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

The South Carolina Department of Education delivers individual student assessment results in all tested content areas (including reading/language arts and mathematics) to districts in July of each year, following the May administration of the state testing program. Districts distribute the score reports to the teachers who taught each student during the previous year. From those score reports, teachers and principals are able to determine the impact that a teacher has had on individual students as well as specific groups of students.

The South Carolina Department of Education will provide directly to teachers of reading/language arts and mathematics in state-tested grade levels performance data for students taught in the previous year (the school year just ended) and the current year (the school year just started). The data will be useful to teachers in the analysis of their impact on the students they taught in the previous year and in their instructional planning for the students in their classes for the current year. The data will be provided either directly (in the form of reports) or interactively (through access to the statewide longitudinal data system, as described below).

South Carolina's SLDS proposal includes an assessment management system that will be populated with the results of all state assessments. Based on a teacher's schedule of classes and the students whose names appear in class rosters, the data system will permit the teacher and principal to see individual student results over several school years. The system will include reports that will show individual student growth (which translates into teacher impact) so that the teacher and principal can not only analyze the teacher's impact but can compare that impact to previous impact on each student's growth as well as on the growth of the entire class. Results can be disaggregated by specific student subgroups, as well. Funds from SFSF2 will be used to provide these resources to teachers if the state's SLDS and/or Race to the Top grant applications are denied.

In its application for an SLDS (statewide longitudinal data system) grant, the South Carolina Department of Education and its partners plan to provide systematic electronic access for teachers and principals to longitudinal assessment results by student and class so that actual teacher impact can be assessed by an analysis of student academic growth from one assessment to the next. South Carolina's proposed SLDS includes an "educator interface" through which teachers and principals will have immediate access to all student assessment and performance data, including state assessments, diagnostic assessments, college readiness assessments, career readiness

assessments, and others that will guide instruction related to the state's academic standards and common core curriculum. The proposed SLDS implementation will provide timely information, not only for the teacher from the year-just-ended but will provide information to the teacher scheduled for the year-just-beginning. The teachers starting a new year will have access to the complete assessment records for all the students in their classes well before the start of the new school year so that instruction can be planned based on individual and group academic needs.

The proposed system generates data through intuitive interfaces and easily generated reports for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.

- A curriculum management system to provide data that can inform curricular and programmatic evaluation and decision-making across P-12 and post-secondary education systems. (June 2011)
- A data system that integrates assessment data from various sources, including statewide testing results, formative data, data from multiple times within each school year, and other data that will facilitate teacher planning at the learner level. (December 2010)
- The creation of new interfaces to the educational data system (in addition to the public interface); one interface will provide secure teacher and administrator access to student-level assessment data and other data to inform individual student-level decisions in relative real-time; a second interface will provide secure access for researchers and policy makers to longitudinal de-identified data to inform the education community and policy decisions about strategies to improve learner performance and reform education; a third interface will provide access to student-level data for the student and his/her parents. (June 2011)
- Creation and distribution of training for all stakeholder groups, including data collection staff, data entry staff, public and community members, policy makers, researchers, teachers, education leaders, and others who need to know the data exist, how to access the data, how to analyze the data, and how to apply the data to specific needs and problems. (June 2011)
- Funding is the major obstacle; South Carolina has applied for SLDS funding that includes these resources as priorities. (November 2009)

No.	Milestone	Completion	Obstacles	Reporting	Costs
1	Development of an automated process for pushing/pulling data to the state level for reporting purposes	June 2010	Local policies and requirements governing data and assessment results	Data governance policies posted online; quarterly stakeholder updates	$85,000 (State)

2	Reporting data about individual teacher impact on student performance	June 2010	Concerns about the misuse of impact reports based solely on student performance; definition of "impact" is not clear	Reports available to teachers and administrators from system; annual reporting of teacher-, school-, and district-level impact results	Development: $137,000 (Federal); Reporting: $50,000 (State and Federal)
3	Interim updates to status of this activity	July 1, 2010; October 1, 2010; January 1, 2011; April 1, 2011; July 1, 2011; October 1, 2011 (final)	None	Quarterly reporting for each program component on each agency's website	None

General Requirements

The following agencies will be responsible for the development, execution, and oversight of the plan to address the requirements of Indicator (b)(3). Each of these agencies will be actively involved in building capacity to collect the appropriate data elements, in building the infrastructure under which those data can be brought together, and in building the mechanisms through which those data can be accessed for reporting and research. Each of these agencies also will be responsible for providing technical assistance or other support in the development, execution, and oversight of the plan to address the requirements of Indicator (b)(3).

- SC Department of Education (SCDE): SCDE has primary responsibility for P-12 education. SCDE will coordinate, with the other agencies listed here, and will take the lead in the development, execution, and oversight of the plan to meet the requirements for providing assessment results to individual teachers about their impact on student achievement as measured by those assessments.

- SC First Steps Program (First Steps): First Steps has primary responsibility for early childhood educational programs. First Steps will assist in the development of data strategies to integrate its data into the P-20 databases to meet the requirements for providing assessment results to individual teachers about their impact on student achievement as measured by those assessments.
- SC Budget and Control Board's Office of Research and Statistics (ORS): ORS maintains data sets for most of the state agencies in South Carolina. ORS has the capacity to bring data sets together, in de-identified ways, to meet the requirements for providing assessment results to individual teachers about their impact on student achievement as measured by those assessments.

V. INDICATORS (c)(11) AND (c)(12)—SEE PART 3B, SECTION I

PART 3C-- GENERAL REQUIREMENTS

(1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

- Data from the statewide student information system are collected quarterly, with additional collections for assessment periods
- Those data are run through a set of data verifications at the South Carolina Department of Education (SCDE), and error reports are generated for each school and district
- The error reports are sent to the districts and schools
- Schools and districts correct the data in the statewide student information system
- The data are collected again for final reporting
- Assessment results are obtained from the scoring contractor
- SCDE staff run a series of verification tests on the data files
- If errors are found, the contractor makes corrections and re-submits the files
- A follow-up verification process is completed, and the data are sent to production if the process indicates the data are clean
- Additional data quality strategies are included in the agency's statewide longitudinal data system (SLDS) application; specifically, PowerSchool will be enhanced to trap data errors at the point of entry rather than after submission to SCDE.

(2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

- Student and employee data, including personal data, assessment data, and other sensitive data are maintained
- Public access to the SLDS is limited to aggregated and disaggregated data
- Educator access to the SLDS is restricted by standard network protocols and by class schedules and student rosters
- Researcher and policy maker access is restricted by the data request process, the assignment of roles that restrict access to specific data elements, an automated de-identification system that removes identifiable data and eliminates data for which there are too few records (so that identities cannot be inferred
- All FERPA and HIPPA requirements will be followed

The following paragraphs describe the access strategies included in SCDE's application for SLDS funding:

The User Interfaces: What Can the End-User Do?

The proposed education longitudinal data system includes three unique user interfaces: (1) The public interface, (2) the educator interface, and (3) the research and policymaker interface. Each interface is web-based, role-based, and resource-specific.

What the Public Will See

The public interface will be accessed from the web. The SCDE website will provide a link directly to that interface. Other partners may also provide such links. The public user will be able to access aggregated data through sets of queries, questions, and reports. Questions and reports will be predefined in the system based on common requests for information. The user will be able to build ad hoc queries that generate aggregated results from available datasets and use specific data elements within those sets.

Common applications of the public interface will include, but not be limited to, results that allow:

- Comparison of school and district criteria across years
- Comparison of statewide assessment results across years and content areas
- Review and comparison of school and district accountability report cards
- Summary student and staff demographic data by district, school, grade level
- Enrollment data by district, school, state
- Financial data reported by schools, districts, state
- Summary data about student college and career readiness, including college readiness test results, enrollment in college programs, and others
- Summary of workforce, including aggregated salary data, career opportunities, and others

There will be no access to data that can uniquely identify a single individual or a small group of individuals. Results will be limited to summary data with at least XX number of records so that individuals cannot be identified through membership in small groups.

Online training for the public interface will be available from links on that interface. The training will be in text, audio, and video formats and can be accessed without special rights or roles.

What the Educator Will See

Teachers and building administrators have very specific needs with regard to student-level data. Access to aggregated data is not sufficient; it is imperative that teachers and principals have access to identifiable student data. Those data should inform the educators about what the student has done, how the student has done, what the student needs (within the curriculum and academic standards), what to do to meet those needs, what resources are available to help meet those needs, and if there are other students like this student.

The educator will gain rights to the educator interface based on her or his role as an educator. That role is a function of network access provided by the district or school. With that

secure access, the educator has at least two umbrella options when he or she logs into the network: (1) Training and (2) the education longitudinal data system.

The online training for using the educator interface (and, thus, to student-level data) will be accessible only after logging into the system; others will not be able to participate in the training for this level of access unless they are given special rights and roles. The online training will be in text, audio, and video formats and will deal with accessing, analyzing, and applying the data to educational issues.

The educator will have access to student-level data based on the educator's school or district (that is, the location at which the educator works). Classroom teacher roles will limit access to students who are enrolled in classes taught by that teacher. Principal roles will limit their access to students enrolled at the principal's school.

Each educator will be able to see the following types of information and resources (although they will not be limited to just these possibilities):

- Enrollment, schedules, attendance, discipline, grades, and other student information system (SIS) data
- At-risk characteristics (failure, dropout, and others)
- Statewide testing results, diagnostic testing results, college aptitude test results, teacher assessment results, and others
- Portfolios of previous work, including academic, special talents, and more
- Health and social issues that might have an impact on learning
- Academic plans for students, based on academic standards and achievement results
- Curriculum components
- Academic standards
- Common assessments directly related to standards (and some that are not)
- Available lesson plans and resources as well as tools to create additional lessons and resources
- Online staff development resources and references to off-line resources
- Predefined queries and reports for each student or group of students
- A query tool so that new questions can be asked of the data and new answers can be obtained
- And much more

The longitudinal data system will inform educators in real-time of individual student needs and of the resources to meet those needs. Teachers will be better prepared to teach because they will have real information about each student – and the teachers will have that information at the time teaching is to take place. In effect, teachers (and all educators) will be better able to cause learning.

What the Researcher and Policy Maker Will See

Researchers and policy makers have data needs specifically different from the needs of the public and educators. They want to look at student-level data in order to ask questions that

may be outside the normal realm of pre-defined reports and queries. At the same time, there must be protections of the privacy of individual students and other learners whose data are in the system; so, the system must be able to answer important queries while protecting the learners whose data may be included in those answers.

Researchers and policy makers will gain access to the longitudinal data system through a written request to the system's managers. The request for access will include a summary of the data to be accessed (for example, the research might include student demographic data, assessment results, family economic indicators, and parent educational level) and the purpose of the research. The request would also include the specific years for which the data would be needed.

A standard contract will be issued and signed by the appropriate parties, ensuring confidentiality and detailing how the data will be destroyed when the research is completed. The contract also sets forth procedures that are to take place if the researcher finds that may include identifiable data records.

The database manager would then establish a role for that researcher or policy maker. The role would define access to the appropriate data tables for the appropriate years. The role would assign rights to the specific data elements to which the researcher or policy maker would have access in the data tables. The data manager would assign and notify the researcher or policy maker of her or his username and password (or other security criteria).

The researcher or policy maker would login to the system, which would recognize his role and rights to data. The system would provide two broad options to the user: (1) Training and (2) access to the data.

The online training for using the research/policy interface (and, thus, to student-level data) will be accessible only after logging into the system; others will not be able to participate in the training for this level of access unless they are given special rights and roles. The online training will be in text, audio, and video formats and will deal with accessing, analyzing, and applying the data to solutions.

When the user chooses to access the database, the system will begin a de-identification process in which (1) a unique identifier will be assigned to all requested records and identifying data are stripped from those records, (2) for the requested data elements, cell sizes less than a specific number will be removed from the data to be provided, and (3) other protections will be implemented. The de-identification process is intended only to ensure that students and other learners cannot be identified when the data are analyzed by the user; the de-identification process does not impose other filters on the data. The unique identifier will permit longitudinal relationships to be researched as well as linking data within any one year. The researcher or policy maker is then provided a set of data files that can be downloaded for research purposes.

Through this procedure, researchers and policy makers are able to ask important questions and get answers without the need to go through data intermediaries. The researchers and policy makers can manage their own data quality and stability issues, creating confidence in their results.