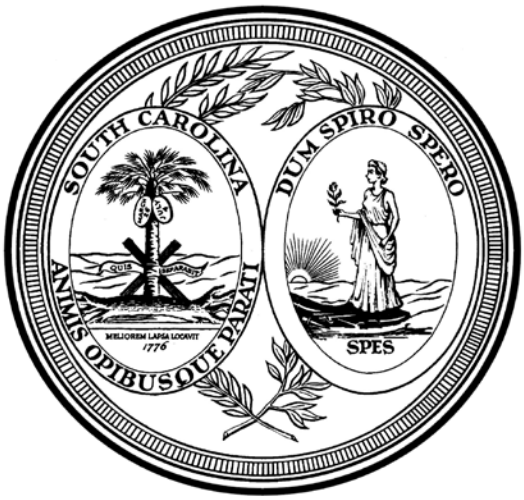
ESEA Flexibility

Request



STATE OF SOUTH CAROLINA

For submission to the
U.S. Department of Education
Washington, DC 20202
February 28, 2012

OMB Number: 1810-0708

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: South Carolina Department of Education	Requester's Mailing Address: 1429 Senate Street Room 1005 The Rutledge Building Columbia, SC 29201
State Contact for the ESEA Flexibility Request Name: Charmeka Bosket Position and Office: Deputy Superintendent, Office of Policy and Research Contact's Mailing Address: 1429 Senate Street Suite 1001 The Rutledge Building Columbia, SC 29201 Telephone: (803)734-8104 Fax: (803) 734-4426 Email address: CBosket@ed.sc.gov	
Chief State School Officer (Printed Name): Mick Zais, Ph.D.	Telephone: (803) 734-8500
Signature of the Chief State School Officer: X Mick Zais	Date: July 18, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated

recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; provide appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

Note on revision to Assurance #6: Under the advice of staff of the U.S. Department of Education, South Carolina is revising Assurance #6 to reflect the methodology the state is using to assess students in social studies and science in certain grades.

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and

the students they taught in the previous year to, at a minimum, all 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, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The South Carolina Department of Education (SCDE) held two rounds of stakeholder meetings during which feedback was solicited from educators and interested community parties. The first round of targeted stakeholder meetings took place in November and December 2011, and the second round of open public forums (referred to as community stakeholder meetings) took place during January 2012. Both rounds of meetings addressed teachers and their representatives and other diverse communities.

Initial Stakeholder Meetings

The SCDE engaged teachers to solicit their input on South Carolina's ESEA waiver request initially through a targeted stakeholder meeting on the morning of November 8, 2011; invitees included current and previous Teacher of the Year awardees, previous Milken Award winners, Honor Roll Teachers (the top five runners-up for the teacher of the year awards), Montessori, charter school, and virtual school teachers. State Superintendent Zais welcomed the participants to this three-hour working meeting and shared his vision for how the waivers can help schools and districts and build on reform activities already underway. Staff from SEDL (the Southwest Educational Development Laboratory) explained the ten waiver opportunities and led the work groups in discussion and reporting activities following presentations by SCDE staff on the state's status regarding each of the four principles of the waiver request.

Teachers participating in this stakeholder meeting provided valuable input that was incorporated into a draft ESEA waiver request document. They advocated for including the content areas of science and social studies in the accountability system. They also expressed interest in exploring other methods of evaluating teacher performance, such as peer evaluations and student surveys, which we have included in the process that the Educator Evaluator Stakeholder Group will consider as we implement aspects of Principle 3. The SCDE also incorporated teacher input in providing and expediting the timeline for professional development and instructional materials that support the implementation of the Common Core State Standards.

In another targeted stakeholder meeting on the ESEA waiver request with principals from elementary, middle, and high schools on the afternoon of November 8, all attendees were asked to communicate the ESEA waiver plans to their teachers (see section 2 below for details on more of these stakeholder meetings).

South Carolina is a right-to-work state and, as such, does not have teacher unions. Representatives from SCASA (the South Carolina Association of School Administrators) and SCSBA (the South Carolina School Boards Association) were invited to and actively participated in a targeted stakeholder meeting on the ESEA waiver request on November 9, 2011. SCASA presented a webinar on the ESEA waiver request process and the state's draft request, which is posted with accompanying slides on its website (www.scasa.org). SCSBA posted a response to the state's draft request on its website (www.scsba.org) that indicated areas of concern.

Community Stakeholder Meetings

Along with making a draft of the waiver request available for public comment, the SCDE held a series of 20 evening community stakeholder meetings across South Carolina from January 3–23, 2012 (schedule at http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm); eleven of these meetings were held at LEA and local school facilities. At each meeting, a team of three staff members, representing the SCDE's Office of Policy and Research, Division of School Accountability, and Division of School Effectiveness respectively, presented on the four principles of the ESEA waiver opportunity and details of the state's draft plan. After each principle, staff paused to invite questions from the audience. These question-and-answer exchanges provided useful feedback and allowed staff to provide additional information and ask questions of attendees. Reminders for every meeting were posted to both the Department Facebook page and Twitter account with the county, location, and time of that evening's meetings. Each post linked back to the SC ESEA webpage.

Teachers, administrators, and district personnel comprised a large majority of attendees. The large majority of questions asked came from teachers, superintendents, principals, and district accountability personnel. Based on the e-mail addresses provided with the online responses submitted, 699 LEA/school personnel, including teachers, submitted the online form to provide feedback on the draft ESEA flexibility request, and 16 provided their response via the e-mail address.

Effects of the Community Stakeholder Meetings

During the public input process, stakeholders expressed strong concerns about the accountability system presented in the draft waiver request; the requests for simulations were compelling. To respond to this request before finalizing and submitting the state's ESEA waiver request, the SCDE's Office of Data Management and Analysis made changes to the system that was initially proposed in the draft waiver request and ran simulations for each school and LEA statewide. The SCDE invited two representatives from each LEA to a meeting on the morning of January 31, 2012, for division staff to explain the proposed methodology, which had been modified based on stakeholder feedback, and discuss the results of the simulations using the spring 2011 student assessment data.

The SCDE does not anticipate that the concerns raised by teachers will serve as an impediment to implementing the proposed changes to the state's educator evaluation system.

School districts, with the exception of public charter schools, are required by state statute to use the SCDE's educator evaluation system. Public charter schools are given the option of using the system and many choose to use it.

Equally important as the state's statutory authority is the process that the state follows when making significant changes to the educator evaluation system. Previous changes to the educator evaluation system were open to the educator community and transparent to the public. State law, through the Administrative Procedures Act, requires this transparent process. The same process used in previous regulatory revisions to the statewide educator evaluation system will be used again to implement Principle 3. This includes but is not limited to public notice, public comment at State Board of Education meetings, and public hearings to receive public testimony before legislative committees. Based upon the public comments received and the stakeholder meetings, there was little to no opposition to Principle 3.

In summary, there is a transparent process for receiving input from educators and legislative review prior to the full implementation of Principle 3.

The SCDE recognizes that districts continue to raise concerns about the proposed school and district rating system, as well as technical matters related to the calculation of Annual Measureable Objectives in South Carolina's ESEA Flexibility request. The SCDE does not anticipate that these concerns will impede implementation of the state's plan. The Education Accountability Act of 1998 requires school districts and schools to implement a statewide system of academic standards and accountability measures; this Act also grants the SCDE significant legal authority to ensure compliance. Public charter schools must also follow these statutes. The reforms required in Principles 1 and 2 will be implemented because state law requires schools and school districts to implement them.

The state's request presents the opportunity for meaningful change in South Carolina. Many aspects of the request, including the rating system, are based on models that have already been approved by the USED for other states, districts, or schools. Like South Carolina, these states experienced tremendous opposition to the reforms they sought to implement. South Carolina has benefited from these trailblazers by being able to observe the impact a transparent, fair, and easy-to-understand system of accountability can have in shifting priorities and resources to focus the full force of the education system on raising student achievement. Such reforms rarely receive praise when they are proposed or initially implemented; yet, given the opportunity, they yield a harvest that few can question. Like several other states, South Carolina seeks to create a system of accountability that serves students and parents with a clear message of how well schools are performing.

The SCDE will continue to meaningfully engage stakeholders in the implementation of the state's ESEA Flexibility request through an existing process that is transparent, draws on input from educators, and provides for legislative review prior to the full implementation.

Since the submission of the state's request, the SCDE has presented to the state's Instructional Leaders Roundtable during its April 2012 meeting at SCASA on the status of the

waiver request. The SCDE plans additional meetings and presentations once South Carolina's waiver request is approved, to inform and engage teachers in the implementation plans and processes as the state transitions to the Common Core State Standards, the new accountability system, and the enhanced teacher and principal evaluation systems.

The SCDE values the input we solicited and received from teachers and their representatives. Throughout our waiver request we identify areas where we received and considered input from teachers or their representatives. We also indicate ways in which their input shaped our request or will shape aspects of our proposal that are planned and will develop over the implementation timeline.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The South Carolina Department of Education (SCDE) held two rounds of stakeholder meetings during which feedback was solicited from educators and interested community parties. The first round of targeted stakeholder meetings took place in November and December 2011, and the second round of Community Stakeholder Meetings took place during January 2012. Both rounds of meetings addressed teachers and their representatives (see 1 above) and other diverse communities.

Initial Stakeholder Meetings

In addition to the initial stakeholder meetings for teachers and their representatives (detailed in 1 above), the SCDE began engaging other diverse communities through the initial stakeholder meetings in November 2011. As he did for the teacher stakeholder meeting, State Superintendent Zais welcomed participants to each of these three-hour working meetings and shared his vision for how the waivers can help schools and districts and build on reform activities already underway. Staff from SEDL then explained the ten waiver opportunities. SCDE staff presented on the state's status regarding each of the four principles of the waiver request. SEDL staff led the work groups in discussion and reporting activities following the presentations on each principle.

The SCDE gained valuable ideas and input through these stakeholder meetings, which included, in addition to the teacher stakeholder meeting already mentioned,

- principals from elementary schools, middle schools and high schools (12 participants) on November 8, 2011;
- superintendents and assessment personnel from LEAs across the state (22 participants) on November 9, 2011; and
- representatives from community groups, boards, and professional organizations (17 participants) on November 9, 2011. This meeting included representatives from the state council of the NAACP, the SC Hispanic Leadership Council, the South Carolina

Commission on Minority Affairs, and the Special Education Advisory Council.

The SCDE conducted additional stakeholder meetings to engage

- representatives (27 participants) from Institutions of Higher Education (IHEs) on December 1, 2011; and
- South Carolina's Title I Committee of Practitioners (25 participants) on December 9, 2011.

The SCDE also briefed other stakeholders through presentations to

- 14 participants of the South Carolina Commission on Higher Education's DataSC meeting of public IHEs on November 29, 2011;
- the Education Professions Committee of the State Board of Education on December 8, 2011; and
- the South Carolina State Board of Education on January 11, 2012.

Accessibility, Legislative Inclusion, and Media Outreach

On December 16, 2011, the SCDE posted a draft of the waiver request on its website (www.ed.sc.gov) and announced a public comment period that was scheduled through January 21, 2012. State Superintendent Zais sent a memo notifying all LEA superintendents (see Attachment 1) and requesting that they inform all staff, including teachers, of the waiver draft and the public comment period. The ESEA waiver request news release was posted to the rotating display on the homepage, and a large button featured prominently on the homepage linked any visitor from ed.sc.gov to the ESEA Waiver specific information.

To facilitate public response, the SCDE posted an online comment form on its ESEA Waiver request web page (http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm) and provided an e-mail address (ESEAWaiver@ed.sc.gov). The SCDE's Office of Legislative and Public Affairs notified media throughout the state (see Attachment 3) of the availability of the draft and the public comment period.

The Office of Legislative and Public Affairs also contacted each member of the legislative delegations for every county in which a meeting was held. For the meetings taking place before the legislature was back in session, SCDE staff members mailed letters to each senator and representative's home address and followed up with a phone call inviting them to attend the stakeholder meeting in their county. For meetings taking place after the legislature returned to Columbia, letters were hand-delivered to the offices of each senator and representative.

Once the General Assembly reconvened, Dr. Zais testified in front of the Senate Education Committee on January 18, 2012. Amongst other areas of interest, he discussed the ESEA Flexibility Waiver application process and draft content with the committee members.

The Office of Legislative and Public Affairs sent out a press release to all members of the South Carolina media in December to announce the ESEA Waiver community stakeholder

meeting locations and meeting times. South Carolina media were alerted to the upcoming NCLB Waiver event locations a week prior to the scheduled event, and media were notified the day of the event as well. A link to the full ESEA Waiver schedule, the comment form, and an updated draft of the ESEA Waiver request were included in each e-mail to the media. Overall, the Office of Legislative and Public Affairs sent a total of 14 e-mails to South Carolina media.

Community Stakeholder Meetings

Along with the three presenters from their respective offices/divisions, a staff member from the SCDE's Office of Legislative and Public Affairs attended each community stakeholder meeting to coordinate the presentation, greet attendees, administer a sign-in sheet, and distribute an "ESEA Community Stakeholder Meeting Comment Form" (Attachment A) to encourage attendees to provide their input at the meeting. Presenting staff also told attendees about the other methods for providing feedback—through the online comment form and the e-mail address.

For teachers and others unable to attend one of the community stakeholder meetings, the SCDE held a live webcast meeting on January 11, 2012. This presentation was recorded and posted to the SCDE's ESEA flexibility website (http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm) to enable 24/7 access.

The regional community stakeholder meetings held statewide from January 3–23, 2012, gave local civil rights and other groups an opportunity to voice their concerns about the draft waiver request directly to SCDE staff. Participants in the January 3 meeting in Manning, South Carolina, included the leader of the local NAACP chapter, the mayor, and representatives from the Clarendon County Education Association. More than 20 members of 100 Black Men of Columbia, Inc. attended the January 17 meeting in Columbia, South Carolina, along with members of the Catalytic Leadership Initiative. Three legislators, including a vice chair and a member of the House Education Committee and the Chairman of the House Ways and Means Committee were present at the Anderson County meeting. The entire Aiken County School Board changed their regularly scheduled monthly meeting and all attended the Aiken County Community Stakeholder Meeting. The largest meeting was held in Horry County with 83 participants. The Deans of Education from Anderson University, Clemson University, and South Carolina State University all attended their local community stakeholder meetings as well.

Effects of the Community Stakeholder Meetings

Initially, the public comment period was set to end on January 23, 2012. However, the SCDE's Division of Accountability proposed providing additional information to the LEAs, so on January, 23, 2012, State Superintendent Zais announced an extension of the public comment period to February 1, 2011, in a memo to LEAs (Attachment 1; see Attachment 2 for LEA (school district) responses); this memo was also distributed to all who were invited to the November and December 2011 stakeholder meetings, which included teachers, principals, superintendents, LEA assessment personnel, representatives of both public and private

institutions of higher education (professors and administrators), the SC Commission on Higher Education, and community leaders and organizations, including the United Way of South Carolina, the South Carolina Advisory Council on the Education of Students with Disabilities, the South Carolina Chamber of Commerce, and the Public Charter School Alliance of South Carolina.

One of the largest concerns raised by members of these diverse stakeholder groups centered on whether the ESEA Flexibility request process would allow the state to reduce the level of transparency and accountability on the performance of all students in the public education system. In response to these concerns, the SCDE has preserved the subgroup reporting that will prevent the proposed system of accountability from masking the performance of historically underperforming subgroups.

Additionally, the SCDE plans to build on the relationships forged during this period of stakeholder involvement in the ESEA Flexibility Waiver Request by continuing to engage stakeholder groups, particularly civil rights groups and those that represent historically low-performing student subgroup populations. We believe that these groups are a missing component of efforts to raise student achievement, close achievement gaps, and increase access to rigorous courses among students that the state simply has not served well.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement.

—Preamble to the Education Accountability Act (1998)

In the global economy and rapidly changing world of the 21st century, a quality education is neither a privilege nor luxury; it is a basic necessity. South Carolina's students' future ability to survive—to support themselves and their families and to contribute to their communities—will be determined by the competencies and skills they attain and maintain over the course of their lifetimes.

The public education system has a duty to help students attain the skills that today's world demands. To fulfill this responsibility in South Carolina, we believe that

- Education must be personalized.
- Instruction must be high quality.
- Schools must grow stronger and cultivate strong community support.

South Carolina's commitment to personalizing learning dates back to 1977 when the state's General Assembly, recognizing that each student needs a base level of funding for educational services and practices to be effective, passed the Education Finance Act to set a funding formula. Subsequent legislation—the Education Improvement Act (1984), the Charter School Act (1996), the Education Accountability Act (1998), the Education and Economic Development Act (2005), and the South Carolina Virtual School Program (2006)—reflects an increased recognition that the state must set expectations, make provisions for learning to take place, and hold schools and districts accountable for results.

South Carolina is committed to establishing higher curriculum and achievement standards and to demonstrating national and international competitiveness. Our hardworking teachers and leaders are currently getting mixed results in their efforts to raise student achievement, as evidenced by our fluctuating graduation rates and scores on the state assessment, PASS (Palmetto Assessment of State Standards).

With passage of the Education Accountability Act (EAA, S.C. Code Ann. § 59-18-100 *et seq.* (Supp. 2011); see Appendix B; see Appendix C for a glossary of acronyms) the General Assembly established a statewide accountability system to measure school performance, provide recognition for high performing schools, and provide technical assistance for low performing schools prior to the federal No Child Left Behind Act (NCLB).

The passage of NCLB brought another accountability system to accompany South Carolina's system. Initially, the federal system improved our ability to identify student subgroups that needed assistance and to hold schools and districts accountable for all their students. Both systems provided useful information to parents and taxpayers.

However, as the adequate yearly progress (AYP) goals under NCLB have increased

over the years, disparities between the state and federal systems have grown. Today, many of the schools that the state system identifies as "average" and "above average" are labeled through the federal system as failing to make AYP. This confuses parents and taxpayers. The stigma of failure demoralizes the teachers and principals in some of our most effective schools who are working diligently to better serve their students and whose results are not accurately reflected in the federal accountability system.

The federal accountability system imposes punishments and sanctions and at the same time limits action. Hence, it compels leaders to give reasons for failures rather than inspiring them to blaze trails to success. The system over-identifies schools in need of assistance, which has diluted the state resources available to serve these schools.

In 2011, only one school district in the state, Saluda School District One, made AYP. Without changes, by 2014, the goal year for 100 percent proficiency under the federal system, no schools or districts in South Carolina will meet the requirements of NCLB.

For South Carolina to see the outcomes that only transforming the system can yield, federal restrictions that limit innovation need to be lifted. The opportunity to request flexibility from some of the requirements of NCLB is timely. The four principles for improving student academic achievement and increasing the quality of instruction required for the flexibility waivers are well-aligned with the statewide reform efforts currently underway:

- For almost 15 years, the state has had a teacher evaluation system that it has constantly improved. Largely for this reason, *Ed Week's* annual *Quality Counts* has ranked South Carolina highest in its "Teaching Professions" category for six consecutive years.
- The state has adopted and is implementing the Common Core State Standards.
- The South Carolina Department of Education (SCDE) has reorganized its resources to target aggressive strategies for turning around our lowest performing schools and districts through the newly-created Office of School Transformation.

South Carolina already meets many of the requirements of the four principles for the waivers and continues to lead the nation in establishing rigorous standards and assessments and developing great teachers and leaders. By developing a system of differentiated recognition, accountability, and support, we will improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction in our schools.

While unifying the state's two accountability systems into one will require action by the state legislature, which falls beyond the timeframe for requesting and enacting the federal waivers, this waiver opportunity will nonetheless propel the state further toward achieving the goal of a modernized and unified accountability system.

<u>Personalizing Learning</u>

South Carolina is committed to modernizing our system of accountability to take better advantage of our ability to provide feedback and intervention. The effective use of data makes

it possible for education to truly meet each student where they are, rather than simply provide an account of what happened—or, all too often, what did not happen—over the school year. Likewise, the effective use of data makes it possible to identify areas where teachers and leaders need more customized instruction and assistance to enhance their abilities to provide quality instruction that improves student achievement.

The state continues to set high and clearly defined objectives for students. As the State Board of Education and the Education Oversight Committee review and approve standards, each cycle of updates improves the precision with which the state defines the learning expectations for students. South Carolina is also improving the tools by which we measure progress towards reaching objectives and to measure student progress towards proficiency.

Improving Instruction

The ESEA Flexibility Request opportunity supports the state's progression in improving the education profession. It provides an impetus for refining our teacher evaluation system to reflect the latest research and

- increase the precision with which we identify a teacher's effectiveness;
- incorporate the use of quantifiable student performance data to provide feedback quickly on how a teacher is performing over the course of the school year as well as long-term;
- personalize professional development so that our good teachers get better and our better teachers become the best they can be; and
- identify our strongest professionals for recognition and our weakest for effective interventions to improve their abilities.

Our plan will also enhance our principal evaluation system so that it better assesses a leader's specific performance in raising overall student achievement and his or her general performance in school leadership. Improving our educator evaluation systems by including multiple measures of student performance will lead to increased quality of instruction and greater student achievement.

South Carolina will hold educators to a higher standard. Continued failure will no longer be an option. We will identify, recognize, and reward those who perform well with the flexibility they need for continued success. Those who perform poorly will receive appropriate interventions so that they can serve our students more effectively.

Building Stronger Community Schools

The state is moving from a model that largely forces compliance on inputs to one that requires progress toward reaching attainable results. Our plan is to eliminate the disincentives that have cultivated low-performance so that we can leverage state and federal resources to build capacity in our lowest-performing schools. We will accomplish this, in part, by reducing the ineffective "treatments" that are imposed on struggling schools so that we can recruit and empower effective leaders for these schools where we most need to set a new course.

In schools where leaders demonstrate success, we plan to decrease the prescriptive nature of programmatic requirements; leaders who are getting results deserve a level of trust that reflects their hard work. Our highest-performing schools need far less government direction and, in some instances, intrusion. We will identify, recognize, and reward those who perform well with the flexibility they need for continued success.

The community stakeholder meetings (see Consultation above) demonstrated the strong commitment the citizens of South Carolina have for their community schools. The SCDE will continue such efforts to engage parents, community members, leaders, and other stakeholders to build stronger local support for our community schools.

Flexibility to Move Our Students Forward

South Carolina has made much improvement; yet we have far to go. The last decade reflects a focus by key decision makers in our state to reform education to better prepare students for work or higher education by

- aligning academic content with student's long-term career goals;
- implementing interventions to engage low-performing or at-risk students;
- expanding educational options to meet student needs rather than force them to fit into systems adults have created; and
- improving instructional practices to better equip educators to meet the challenge of preparing students for an ever changing and increasingly competitive world.

This request reflects our state's ambition to change so that our students can succeed. South Carolina will use the flexibility afforded through the waivers to target resources more effectively to increase student learning; to encourage, recognize, and reward success by schools and districts; to accurately identify low-performing schools through a refined accountability system; and to strengthen our teacher and principal evaluation systems. This flexibility request is a means to establish a comprehensive and coherent approach to align the state's professional development programs, state and federal accountability systems, student and school intervention programs, and educator evaluation systems. The request demonstrates how this flexibility will help the SCDE and the state's 86 school districts to align accountability and improvement initiatives.

In the request that follows, South Carolina presents its commitments to fulfill the requirements of each principle (Principle 4 is presented in Appendix D).

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

COMMITMENT 1: SOUTH CAROLINA WILL IMPLEMENT AND TRANSITION TO NEW COLLEGE- AND CAREER-READY STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS TO INCREASE QUALITY INSTRUCTION AND IMPROVE STUDENT ACADEMIC PERFORMANCE.

South Carolina has adopted the Common Core State Standards (CCSS) (see Attachment 4) and will transition to and implement them by the 2013−14 school year. The CCSS complement initiatives already underway, as legislated through the South Carolina Education and Economic Development Act (EEDA, S.C. Code Ann. § 59-59-10 *et seq.* (Supp. 2011); see Appendix E), to match a student's school work with his or her career objectives. Hence, the CCSS will enhance the state's goal to increase the high school graduation rate through efforts to better prepare students for success after graduation, whether their preference is to immediately enter the workforce or to continue their education. (See Appendix C for a glossary of acronyms.)

Passed by the SC General Assembly and signed into law in 2005, the EEDA mandates a system to provide students with individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system includes individual graduation plans, career clusters of study, career counseling, regional education centers, and a model for addressing at-risk students. We will discuss the specific ways that the EEDA complements the CCSS as details of the plan are presented in this section.

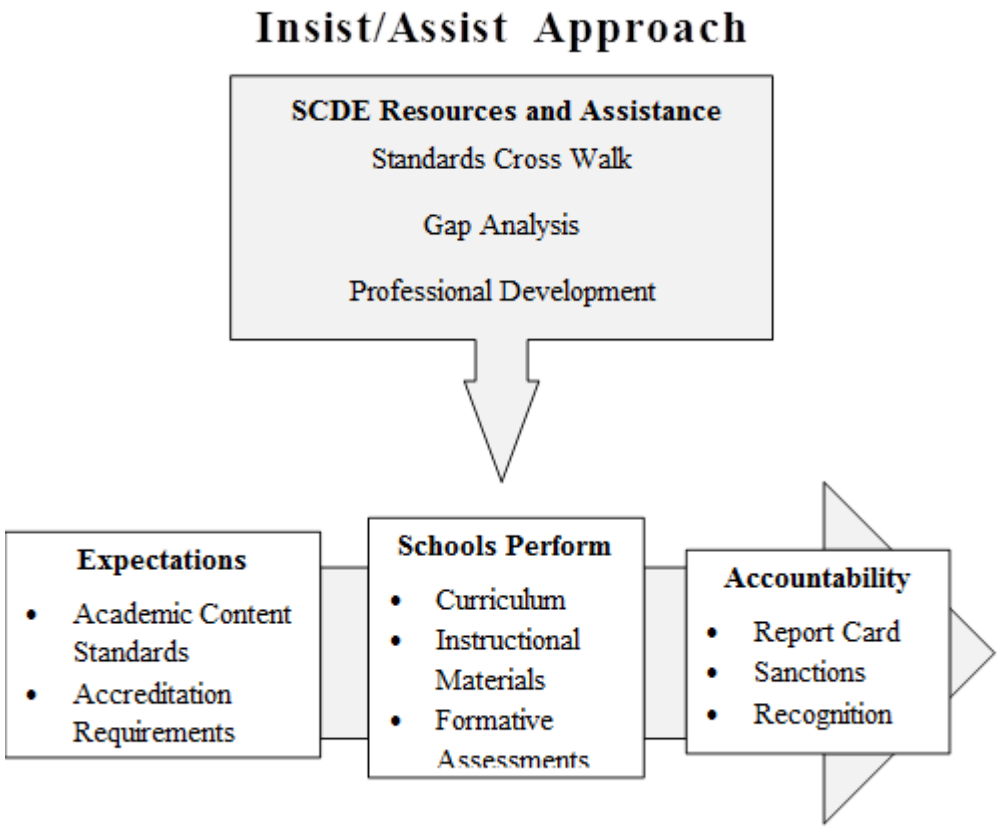
The South Carolina Department of Education (SCDE) is charged with guiding the transition to and implementation of the CCSS and will use this opportunity to refine its processes for moving to new academic standards and delivering professional development, resources, and supports to the state's 86 public school districts. Through this process, the SCDE will work to better coordinate with school districts, institutions of higher education, parents, parent organizations, and business and community organizations, especially those representing special student populations and historically underrepresented groups.

In guiding the transition to the new standards, the SCDE will also focus on better intra-office collaboration while transitioning to and implementing the CCSS. Offices within the Division of Accountability (Assessment, Data Management and Analysis, Exceptional Children, Federal and State Accountability), Division of School Effectiveness (e-Learning, Leader Effectiveness, Teacher Effectiveness), and the Office of Policy and Research (Standards and Curriculum) will work together to develop more efficient and effective processes that can form a model for transitioning to and implementing future curriculum standards.

The SCDE would like to see the CCSS transform instruction and learning in South Carolina schools. While the CCSS are rigorous, their power to change instruction and learning hinges on how well superintendents, district and school administrators, principals, teachers, other educators and education professionals, parents, students, schools of education, business leaders, and community members understand the role the new standards play in improving educational outcomes for all students. Our approach for implementing and transitioning to the new standards is to leverage these multiple points of influence on instruction and learning to focus on achieving the state's goal of increasing the high school graduation rate. If any group does not understand the role the standards play, the impetus to change is lessened.

The CCSS will help make English language arts (ELA) and mathematics courses more relevant to and challenging for students as they place greater emphasis on academic content, such as informational texts and problem solving, that develop skills all students need when they finish high school.

To support South Carolina's 86 districts and more than 1,100 public schools, the SCDE adheres to an insist/assist approach (see graphic below), in part because, historically and culturally, the state places high value on preserving local control in many policy issues. Within education, the state sets high standards and expectations for students, teachers, and schools; sets metrics for performance expectations; and then holds schools and districts accountable for their performance. The state does not mandate curriculum, professional development courses, formative test selections, and a whole host of other local decisions that drive instruction. The SCDE does insist on high quality performance, and we offer strong assistance and support (including curriculum models, timelines for testing changes, etc.) where it is needed.



A benefit of the insist/assist approach is that it places the focus for educating students where it should be—in the community at each school site. The SCDE exists to build capacity where it is needed and to push resources out to the frontlines—to teachers, administrators, principals, and superintendents—as efficiently and effectively as possible.

To guide the transition to and implementation of the CCSS, the SCDE has developed an Implementation Timeline that culminates with the new standards in ELA and mathematics guiding instruction statewide beginning with the 2013−14 school year.

Common Core State Standards Implementation Timeline Outline	
School Year	**Implementation Phase**
2010−11	Planning, Awareness, and Alignment
2011−12	Transition and Professional Development
2012−13	Transition and Professional Development
2013−14	Implementation (Bridge Year)
2014−15	Full Implementation

In South Carolina, our plan to implement Common Core State Standards incorporates the use of a bridge year in 2013-14. During the 2013-14 school year, all schools in all districts will use the Common Core State Standards for English language arts and for mathematics to guide instruction. The SCDE identifies the 2013-14 school year as a bridge year referring to the transition from the use of the current state developed assessments to a new test developed to align to the Common Core State Standards. South Carolina will continue using the state developed assessments in 2013-14, limiting test items to those that are aligned to the Common Core State Standards. The South Carolina State Board of Education has adopted the assessment that is being developed by Smarter Balanced Assessment Consortia (refer to page 47, *Assessments of the Common Core State Standards*) to replace the state developed assessments for English language arts and mathematics. However, the Smarter Balanced assessment will not be available for state use until the 2014-15 school year. South Carolina refers to the 2014-15 school year as the year of full implementation for Common Core State Standards as it is the year in which the standards will be used to guide instruction and tested using the Smarter Balanced assessment.

During the community stakeholder meetings and public comment period, much of the feedback regarding the implementation of the CCSS centered on whether the state has the capacity to implement the new standards and if it is moving quickly enough to fully implement by the start of the 2014−15 school year. Such feedback reflects how capacity varies from district to district across the state. The school districts that are well-situated to implement the CCSS are anxious for the entire state to move more rapidly. However, those that recognize the challenges that the CCSS represent in the way of needed professional development and changes to assessment question the state's readiness to move forward with initiating implementation by the 2013−14 bridge year.

In response to the feedback from districts, administrators, and teachers, the SCDE has

- developed a Common Core State Standards in South Carolina website (http://ed.sc.gov/agency/pr/standards-and-curriculum/South_Carolina_Common_Core.cfm) to enable 24/7 access to the state's implementation timeline and other useful resources to help all teachers, schools, and districts as they prepare for full implementation by the 2014−15

school year; and

- added a process for sharing sample implementation timelines so that districts can see the different approaches to implementing the CCSS. We will post these samples to the Common Core in South Carolina website in early spring 2012, and will incorporate them into the professional development and support that the SCDE's Office of Teacher Effectiveness will provide to districts.

The state's approach to the transition to and implementation of the CCSS is balanced, reflecting our continued commitment to an insist/assist approach and the state's disposition towards local control. The SCDE will insist on implementation by the 2013−14 school year; we have communicated that expectation thoroughly and frequently. However, we will provide a customized assortment of support to assist districts in building their capacity to attain and sustain high-quality instructional practices through the implementation of the CCSS.

While the SCDE recognizes that some districts are ready to implement and should not be prevented nor delayed in their desire to move forward, we caution these districts regarding the timeline for changes in assessment for accountability but encourage them to move forward as their capacity allows.

The work plan (see page 47) for implementation and transition provides milestones to keeping all involved stakeholders on track to move from using the current South Carolina academic standards for mathematics and ELA to using the CCSS for ELA and mathematics to guide instruction.

In school year 2010−11, the SCDE provided training to increase awareness among school district personnel on the strengths of the CCSS, how they align with current state standards, and ways in which content will transfer from different grade levels, emphasis, and rigor.

School years 2011−12 and 2012−13 are capacity-building years. As mentioned previously, not all of our districts are equal in their ability to provide their teachers training in the content mastery and pedagogical strategies necessary to successfully implement the CCSS. The SCDE will take the time necessary to assist districts in developing transition plans to help them build their capacity to sustain the transition to and support for the CCSS in their schools.

The first year in which the state will modify its assessment to reflect the CCSS is the 2013−14 school year. During this year, we will only assess content that is shared across the current standards and CCSS. Teachers are expected to use the CCSS to guide instruction in 2013−14.

By 2014−15, the state will no longer support the use of the now current state standards for mathematics and ELA. The state will only support the CCSS. The state will no longer use the state-developed summative assessment. It will use the assessment that will have been developed by the SMARTER Balanced Assessment Consortium.

<u>Alignment between South Carolina's Current Standards and the Common Core State</u>

Standards

South Carolina engaged in a thorough process to analyze the alignment between the state's current content standards and the CCSS prior to adopting these new standards in the summer of 2010. However, as was revealed by questions that parents, teachers, and others posed during the statewide community stakeholder meetings in January 2012, the public needs more information both on how the state adopted the CCSS and how it will assist its 86 school districts in the implementation of and transition to using and assessing these new standards for ELA and mathematics.

In South Carolina, the process for review and adoption of state standards and assessments is defined in the Education Accountability Act (EAA; see Appendix B). Passed in 1998, the EAA establishes the subject areas in which standards are set and establishes the accountability system by which schools and student performance are measured. This state statute requires that the South Carolina State Board of Education, in consultation with the South Carolina Education Oversight Committee (EOC), review state standards and assessments every seven years to ensure that they maintain a high level of expectation for learning and teaching. This cyclical review process places a high premium on active participation by a variety of stakeholders. Prior to the development of the CCSS, the state most recently completed reviews of mathematics in 2007 and ELA in 2008.

Although the CCSS initiative began earlier, the SCDE began working with the EOC regarding adoption of these standards in 2009 in preparing its initial application for the Race to the Top grant for submission to the US Department of Education in January 2010. A requirement of the Race to the Top program was that states demonstrate their commitment to and progress toward adopting a common set of K−12 standards.

In November 2009, staff from the SCDE and the EOC attended a meeting that the Council of Chief State School Officers (CCSSO) and the National Governors Association jointly convened to provide details about the Common Core State Standards Initiative and the timeline for adopting the standards. During this meeting, the EOC and SCDE representatives considered the implications of the timeline for adoption and decided to request a joint meeting of the State Board of Education and the EOC to update all members on the initiative and the timeline; this meeting was held on February 8, 2010.

The SCDE established a Leadership Team to recruit two review panels, one for ELA and one for mathematics, to examine the draft CCSS documents. To ensure a variety of stakeholders, the team solicited nominations to the panels from the State Board of Education, the EOC, and the state's public school districts; nominations included teachers, school and district administrators, and representatives from higher education and professional organizations. SCDE staff assigned the nominees to one of the two review panels. Because the CCSS ELA standards integrate content from science and social studies to foster thematic instruction and real-life types of problem solving, staff convened science and social studies practitioners to consider the inclusion of science and social studies content in the ELA standards and discuss implications of those content areas if the CCSS were adopted.

The two review panels carefully compared the CCSS content and format to current South Carolina standards for ELA and mathematics. This review and alignment process focused on the criteria of comprehensiveness and balance, rigor, measurability, manageability, organization, and communication. Each review panel conducted a standard-by-standard review of its respective CCSS standards (ELA or mathematics) for the assigned grade levels, calculating the percentage that align with the state's standards. This analysis culminated in a report on the alignment between the two sets of standards and an assessment of whether the CCSS are at least as rigorous as current state standards (Appendix F).

In many cases, the CCSS aligned with but exceeded the rigor of the current South Carolina standards for ELA and mathematics. Where the review panels identified differences, they convened a working group of their respective panels, recruited additional members for their expertise, and continued meeting to determine whether action was needed to address the specific differences between the two sets of standards. Subsequently, these working groups made recommendations based on what is crucial to student learning and what is necessary for success in subsequent grade levels.

As a result of this review and alignment process, South Carolina deemed that the differences between the current state standards for ELA and mathematics and the CCSS did warrant adoption without modifications. Thus, in July 2010, South Carolina adopted the *Common Core State Standards for English Language Arts* and *Common Core State Standards for Mathematics* (see Attachment 4) The recommendations of the review panels have guided the timeline for implementation.

Ensuring Success for All Students

South Carolina's college- and career-readiness aspirations extend to all students, including those who need additional support and consideration because English is not their first language or due to a disability. To help ensure that we effectively analyze the linguistic demands of the CCSS to inform development of corresponding standards specific to these students that enable their success, the SCDE is actively participating in two organizations, the World-Class Instructional Design and Assessment Consortium (www.wida.us/) and the National Center and State Collaborative (www.cehd.umn.edu/nceo/projects/NCSC/NCSC.html).

The World-Class Instructional Design and Assessment Consortium (WIDA) is comprised of 27 member states. It supports academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. Already WIDA has conducted an alignment study (www.wida.us/Research/agenda/Alignment) that found adequate linkage between the WIDA English Language Proficiency Standards (2007 edition) and the CCSS for ELA, which suggests that the WIDA standards are an option for consideration as South Carolina revises its English Speakers of Other Languages (ESOL) standards to align them with CCSS for ELA. WIDA's timeline for revising its CCSS-aligned standards coincides with the

state's timeline for the full implementation of the new standards for all of our students (pilot testing in 2012−13, standards revised and field testing by 2013−14, and full implementation by 2014−15).

When last updated in 2006, South Carolina's ESOL standards were closely aligned to the state's 2001 ELA standards. The SCDE will work with the State Board of Education and the EOC to analyze the linguistic demands of the CCSS in ELA to develop aligned ESOL standards that can be used by both ESOL and English immersion content teachers and address social and academic language development across the four language domains (reading, writing, listening, and speaking) in the major content disciplines. Adoption of the WIDA standards will be considered as part of this process.

The SCDE is continuing to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to access learning content aligned with the CCSS. The SCDE will ensure that all activities related to the CCSS, including outreach, dissemination, and professional development, address the needs of students with disabilities. The SCDE also plans to analyze the learning factors necessary to ensure that students with significant cognitive disabilities have access to the CCSS at reduced levels of complexity.

South Carolina is working with the National Center and State Collaborative (NCSC) to develop an alternative assessment on alternate achievement standards aligned to the CCSS. South Carolina is a partner state in the NCSC, a consortia funded by the US Department of Education, Office of Special Education Programs General Supervision Enhancement Grant to develop a system of support, including assessment, curriculum, instruction, and professional development, to ensure that students with significant cognitive disabilities graduate from high school ready for post-secondary options.

Currently, staff in the SCDE's Office of Assessment and Office of Exceptional Children (within the Division of Accountability) are participating with the NCSC to analyze the learning and accommodation factors necessary to ensure that students with significant cognitive disabilities will have the opportunity to achieve the CCSS in ELA and mathematics. This work includes developing linkages to the CCSS in ELA and mathematics, known as Common Core Connectors, which will be the basis of instruction and assessment for students who participate in the alternate assessment aligned to the CCSS. The SCDE has established a 30-member community of practitioners, which includes special educators and other stakeholders, to support implementation of professional development related to instruction based on the CCSS for students with significant cognitive disabilities.

Following a timeline that coincides with the full implementation of the CCSS in South Carolina, the NCSC member states will use the Common Core Connectors to guide instruction by the 2013−14 school year, field test assessment items aligned to the CCSS through the Common Core Connectors, and fully implement the alternate assessment aligned to the CCSS by the 2014−15 school year.

Educating Stakeholders on the Common Core State Standards

South Carolina is using multiple approaches to inform stakeholders statewide about the CCSS. Our outreach entails making educators aware of the importance of fully implementing the CCSS, involving the larger community that supports schools through the state's Regional Education Centers, and communicating to parents through a network of programs to ensure that they are on board with preparing their children for the new standards. In addition to the professional development and supports that the Office of Teacher Effectiveness is providing (to be detailed later in this section), the SCDE is providing resources to educators and administrators digitally via the state's educational television network and the SCDE's website and leveraging the resources of partnering state and community organizations to inform families, businesses, and institutions of higher education at the local level.

Beginning in 2011, the SCDE released its *Implementing Common Core State Standards for South Carolina* video series through StreamlineSC. A free resource available to all public, private, and home schools in the state, StreamlineSC is a partnership between South Carolina Educational Television (SCETV), the SCDE, and the K−12 Technology Initiative to improve and manage learning resources in the state's schools. This release reflects the SCDE's commitment to using a digital platform to enable a more customized approach to deploying CCSS professional development.

Many of the state's principals, instructional leaders, and district administrators are using the *Implementing the Common Core State Standards for South Carolina* videos to develop their plans for implementing the CCSS. The series has reinforced to superintendents the importance of establishing strong district implementation teams to lead their schools through the transition to the CCSS. District instructional leaders are using the videos to help them assess their district's human resource capacity to implement the CCSS. For most South Carolina school districts, the issue for educators is not a matter of having enough teachers, but rather a matter of retraining teachers to have the right skills in terms of subject content and pedagogical strategies.

The SCDE will begin public engagement activities in spring 2013 to help parents and the general public more clearly understand the impact the CCSS will have on instruction. These activities will focus on the importance of supporting students, especially children of less-engaged parents, through the CCSS implementation. This outreach will include information sessions similar to the community stakeholder meeting process in January 2012 (see Consultation section above) and digital distribution of information directly to stakeholders.

An important resource to help parents and families understand the CCSS is the Family Friendly Standards that the EOC and the SCDE have published and disseminated ever since the South Carolina Legislature passed the Parental Involvement in Their Children's Education Act (www.scstatehouse.gov/code/t59c028.php) in 2001. The *South Carolina Family Friendly Standards* (http://scffs.org/) are a series of guides to help families understand the South Carolina academic standards; the guides are presented by grade level so that a family can access all of the academic standards for a given grade in one document. The *Family Friendly*

*Standar*ds are published in English and Spanish and are updated with each cyclical review of academic standards.

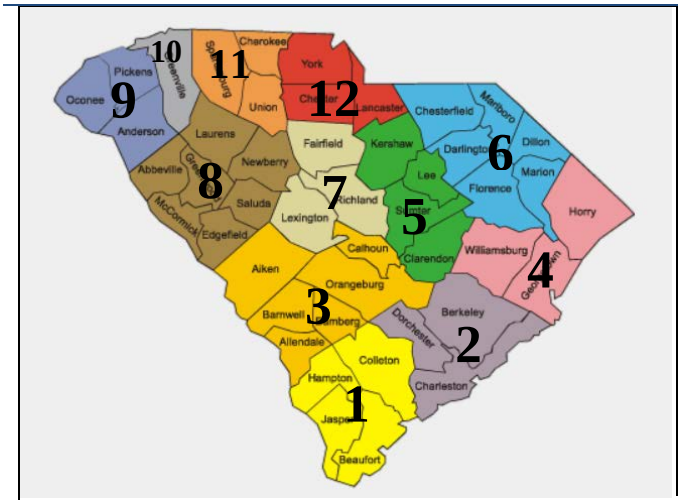
Rather than wait until the full implementation year of 2013−14 to provide *Family Friendly Standards* that reflect the CCSS, the SCDE and the EOC will provide updated *Family Friendly Standards* beginning in fall 2012. During the 2012−13 transition year, two versions of the *Family Friendly Standards* will be available—one that reflects the current state standards in ELA and mathematics as updated to include the social studies standards that the state adopted in 2011, and a second version that reflects the full implementation of the CCSS for all grades.

The SCDE plans additional outreach activities to complement the *South Carolina Family Friendly Standards* and communicate the value of the CCSS throughout the state. In March 2012, the SCDE's Office of Teacher Effectiveness will provide an informational resource for parents on the CCSS (Appendix G). We will make this resource available electronically to inform parents about the new standards, what they mean for students, and the state's plan for implementation. Another resource is the CCSS Support Site (http://scde.mrooms.org/index.php?page=27424) which provides a link to the National PTA website where parents can access *Parent Guides to Student Success* (http://www.pta.org/4446.htm).

Another component of the plan to inform and involve the larger community in the implementation of the CCSS is to work with the state's 12 Regional Education Centers. The EEDA established the Regional Education Centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community (http://recs.sc.gov) by providing

- services to students and adults for career planning, employment seeking, training, and other support functions;
- information, resources, and professional development programs to educators;
- resources to school districts for compliance and accountability pursuant to the provisions of the EEDA; and
- information and resources to employers including, but not limited to, education partnerships, career-oriented learning, and training services.

The state's counties are clustered into 12 Regional Education Centers as indicated below.



Regional Education Centers Map Legend			
REC	**Color**	**REC**	**Color**
Lowcountry	**1**	Midlands	**7**
Trident	**2**	Upper Savannah	**8**
Lower Savannah	**3**	Pendleton	**9**
Waccamaw	**4**	Greenville	**10**
Santee-Lynches	**5**	Upstate	**11**
Pee Dee	**6**	Catawba	**12**

They work with school districts and institutions of higher education to create and coordinate workforce education programs. The local impact of the Regional Education Centers is driven by the composition of their Advisory Boards, as each consists of

- a school district superintendent;
- high school principal;
- local workforce investment board chairperson;
- technical college president;
- four-year college or university representative;
- career center director or school district career and technology education coordinator;
- parent-teacher organization representative; and
- business and civic leaders.

As the state moves towards using college- and career-ready standards to guide instruction, it stands to reason that Regional Education Centers will play a role in compelling leaders in their respective communities to see the impact that the CCSS and college- and career-ready expectations can have for the long-term viability of their communities.

The SCDE will also work with the state's Commission on Higher Education to inform institutions of higher education statewide about the transition to the CCSS. The Division of School Effectiveness has an established partnership with the state's colleges of education, regularly meeting with the deans through the South Carolina Education Deans Alliance and representatives from the Commission on Higher Education to exchange information. This forum allows the SCDE to keep the colleges of education aware of the impact the CCSS will have on the public education system.

Preparing Teachers to Teach All Students to the Common Core State Standards

South Carolina intends to provide professional development and other supports for the CCSS in a way that will prepare teachers to teach all students. Our plan is to provide professional development that will be customized for districts and schools so that they are able

to incorporate the use of multiple measures of student data, benefit from coordinated services from the SCDE, and understand how to incorporate CCSS-aligned instructional materials to teach the new standards.

South Carolina's system of delivering professional development is evolving. Over the next few years we will incorporate more targeted professional development to help teachers and principals understand how to use student performance data continuously to improve instruction. The South Carolina Longitudinal Information Center for Education—SLICE—will assist with this process.

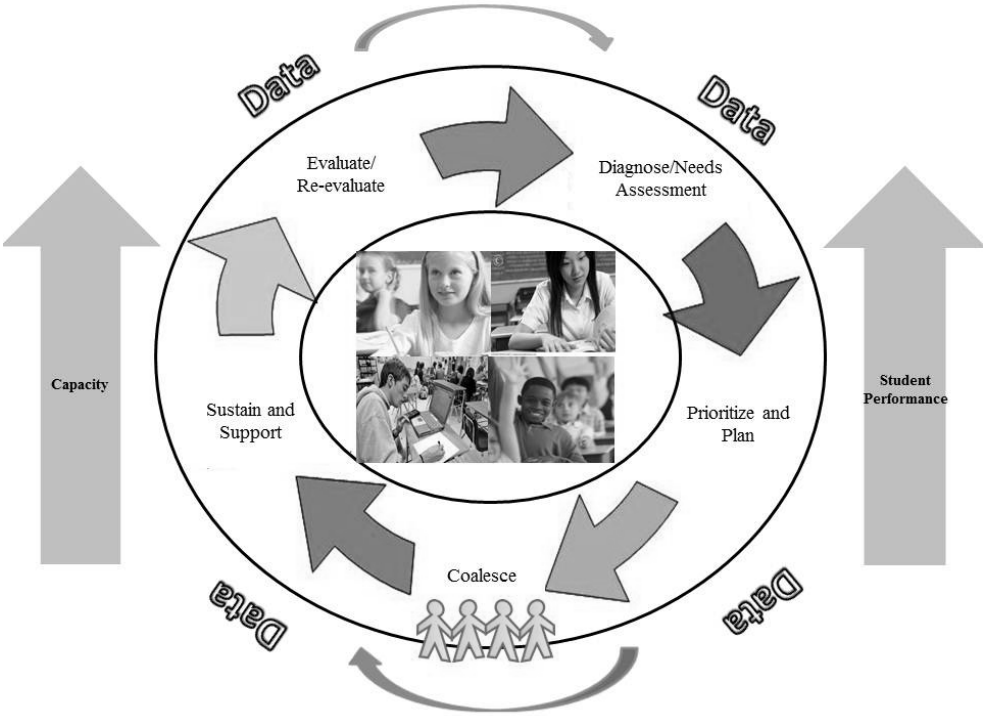
In 2006, the SCDE received a Statewide Longitudinal Data System (SLDS) grant from the US Department of Education which allowed us to build a statewide data system to store and analyze educational data. In July 2010, the SCDE received a second SLDS grant to expand the use of educational data in decision-making at the school and classroom levels. When fully implemented, SLICE will provide access to educational data so that day-to-day decisions can be made about meeting individual student's needs. This web-based solution will inform teachers of specific student needs and will suggest educational strategies and activities to address those needs.

To provide data for informed decision-making related to individual students or groups of students, the SCDE developed the Student Potential Performance Snapshot (SPPS) and released it in SLICE. The SPPS is available to every school and district in the state, detailing information on every student to provide early warnings about low-performing students who are at-risk of not advancing to the next grade or of not graduating. The SPPS provides information for determining effective strategies and programs for improving academic performance and getting a student on course for graduation. The Enrich Assess system is another performance tool currently available in every district and school in the state to provide early warning of low-performing students through the analysis of academic assessments.

We want our teachers to be more effective at using multiple measures of student performance data to guide instruction. The SCDE will support teachers' capacity to use the assessments that they develop to check for student understanding. Over time, teachers will strengthen their ability to use the state-approved formative assessments as objective measures of how well students are progressing toward mastering the new standards.

When designing professional development offerings, the SCDE's Office of Teacher Effectiveness engages an implementation cycle: conducting an assessment of current needs, developing a plan of action, implementing the plan of action, and evaluating the plan of action's success based on outcomes, such as improved student performance and an increase in teacher effectiveness (see graphic below).

Professional Development Cycle



The CCSS professional development initiative is an example of the dynamic process of moving from development to delivery. Following this cycle, the Office of Teacher Effectiveness will offer professional development and other supports to districts using a hybrid delivery model.

To bridge the gap between development and delivery, the SCDE's Offices of Policy and Research and Teacher Effectiveness collaborated on a Timeline for Professional Development (Appendix H) to guide the transition to the CCSS.

The SCDE partnered with SEDL (Southwest Educational Developmental Laboratory), beginning in 2010−11, to develop video training modules to clarify the meaning of each of the CCSS standards and provide illustrations and samples to help teachers, schools, and states better understand implementing the new standards. CCSS Math Support is now available (http://secc.sedl.org/common_core_videos/) as a free resource for educators nationwide. We anticipate that SEDL will complete the remaining modules for all standards in both subjects by fall 2012.

In September 2011, the Office of Policy and Research reminded each district to establish a District Implementation Team, with representatives from each grade band and content area, to serve as the conduit for district-level support on the CCSS implementation. The District Implementation Teams are an example of the "train-the-trainer" delivery model

the SCDE uses to build internal capacity in districts and schools across the state. The designated leader of each District Implementation Team is the team's liaison with the SCDE.

Following the establishment of the District Implementation Teams, the SCDE released a video series to provide an overview of the CCSS and guide the creation of a district transition plan from the current state standards to the new standards.

In November 2011, the Office of Teacher Effectiveness held regional sessions throughout the state entitled *Common Core State Standards: Transitioning from Awareness to Implementation.* These sessions provided an overview of the SCDE's professional development delivery model for the CCSS and resources for developing or refining a district's plan for integrating the CCSS into classroom practice. Both the presentation and resources were provided electronically to assist the team leaders in planning professional learning opportunities for their District Implementation Team and teachers.

Following these sessions, the Office of Teacher Effectiveness surveyed District Implementation Team leaders using the CCSS for ELA and Mathematics Needs Assessment Survey (Appendix I), which is divided into three sections:

- Implementation Continuum,
- Guiding Questions, and
- Customized Assistance.

From this needs assessment, the SCDE developed a professional development plan to both meet the identified needs and have the greatest statewide impact. Two new resources resulting from this process are

- Common Core State Standards (CCSS) Support Site (http://scde.mrooms.org/index.php?page=27424)—maintained by the SCDE's Office of eLearning, this digital platform makes a variety of resources and supports accessible 24/7 and enables continuous feedback on implementation from the SCDE.
- The Common Core State Standards Professional Development Series (Appendix J)—the Office of Teacher Effectiveness will present these face-to-face sessions regionally throughout the state. To accommodate remote/off-site participants, the sessions will be web streamed live and also recorded and archived on the CCSS Support Site to facilitate access by those unable to participate at the scheduled time. Virtual follow-up sessions will be held via discussion threads and blog posts on the CCSS Support Site.

Based on ongoing virtual updates from the District Implementation Teams, the Office of Teacher Effectiveness will collaborate with other SCDE offices to develop offerings for summer 2012. The new K−2 standards for both ELA and mathematics will be a specific focus of the summer sessions.

In winter 2012, the SCDE will expand its partnership with SEDL to provide high quality resources to support the Office of Teacher Effectiveness as it works with districts, institutions of higher education, and private vendors to ensure that the districts are developing high-quality transition plans for implementing the CCSS.

As the 2012−13 school year begins, the SCDE will survey districts on their transition status and results of their transition efforts. The Office of Teacher Effectiveness will continue to provide customized and targeted professional development services to schools using a tiered system of support. Throughout the year, the SCDE will continue monitoring the efforts of other states, maintain contact with national organizations, and explore school leadership needs through its Office of School Transformation in an effort to assess and evaluate our programs and services.

The SCDE is also partnering with the state's schools of education to provide support to schools and districts on the implementation of CCSS. Many of the state's colleges of education have long standing partnerships with school districts that will help facilitate these professional development opportunities. The collaboration between the SCDE and the colleges of education will help ensure all districts receive the assistance and services they need to be successful.

The SCDE's Division of School Effectiveness regularly meets with the South Carolina Education Deans Alliance, which is comprised of the leadership of the state's 31 colleges of education. These regular meetings provide a forum for exchanging information and synchronizing efforts. Already, the Division and the Deans Alliance have had initial discussions on the CCSS implementation, and they will continue to collaborate to create and deliver an action plan for serving the needs of South Carolina's school districts, administrators, and teachers as they transition to and implement the new standards.

South Carolina has incorporated strengthening the system of support for students with disabilities (SWD) and English language learners (ELL) into its plan for the implementation of CCSS. Within the SCDE, the Office of Teacher Effectiveness will work cross-divisionally with the Office of Exceptional Children to deliver professional development on serving SWD and with the Office of Federal and State Accountability to deliver similar professional development models on serving ELL.

With both populations, our approach is to help all teachers understand their responsibility to serve these students and to empower teachers by embedding differentiated strategies that benefit SWD and ELL students into all of the professional development training that the SCDE provides. By offering customized professional development for teachers, the SCDE strives to encourage teachers to design instructional support that is customized or tailored to meet a student's needs.

The SCDE will also work with the District Implementation Teams to ensure that the learning and accommodation factors necessary for ELL students to be successful are in place. Our plan embeds support for and training on instructional strategies for ELL students into the general content training that the Office of Teacher Effectiveness currently conducts. This will build on and strengthen the training that the Office of Federal and State Accountability's ESOL program conducts.

Currently the ESOL program offers separate professional development on effective

strategies to support ELL students. The program conducts two or three meetings per year at the state level and disseminates a five-part series through the state's Instructional Television (ITV) network. The content of the training is included in the Teacher Resources (http://ed.sc.gov/agency/programs-services/90/TeacherResources.cfm) that we share with all educators. This training is separate from other professional development that content area teachers attend.

The SCDE's Office of Exceptional Children serves students with special needs and offers professional development on effective strategies to support this population. This training is separate from other professional development that content area teachers receive. The program conducts two or three meetings per year at the state level and provides onsite training for districts that request the service.

Our plan to implement the CCSS supports our continuing efforts to engage low-performing students, improve their academic performance, and keep them on course to graduate from high school. Relevant, challenging standards, customized education programs, sound at-risk interventions, and effective professional development combine to drive increased student achievement among low-performing students.

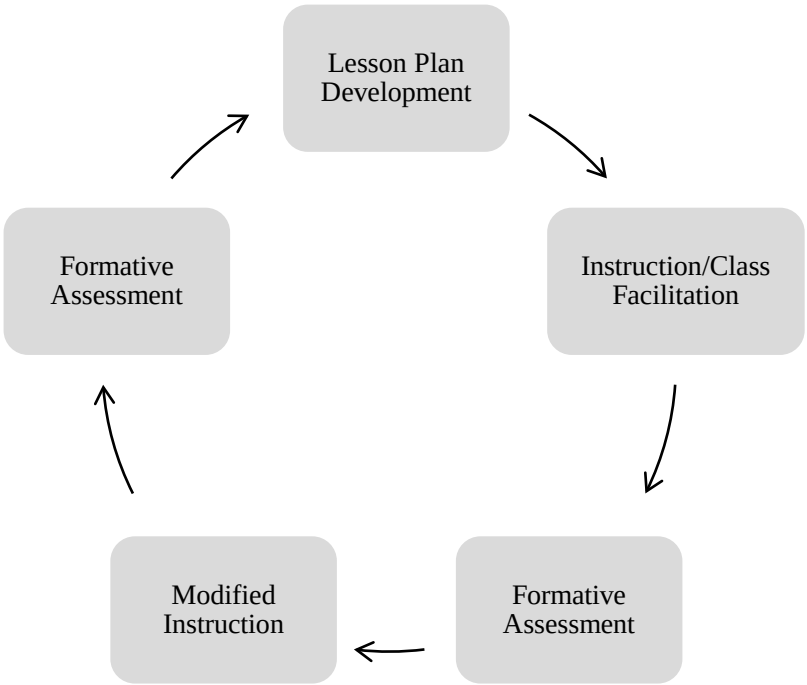
In South Carolina, we believe all students can learn. When students are not performing well, we consider external factors such as the structure of their schedules, the instructional strategies their teachers use, and the overall environments in which they live and attend school. We also consider internal factors—the student's knowledge, skills, motivation, and aspirations. Our state recognizes that doing the same things the same way will not raise student achievement. Instead, we search for ways to create an educational experience for low-performing students by varying the external and, to the extent possible, internal factors that place the student at-risk.

As part of the EEDA, the state created the *Personal Pathways to Success: At-Risk Student Intervention Implementation Guide* (http://www.ed.sc.gov/agency/programs-services/174/documents/AtRiskStudentGuide2.pdf) to help schools identify effective programs that are designed to prevent at-risk students from dropping out of high school. This guide evaluates programs using National Dropout Prevention Center's strategies and external research assessments of the data available for each program. Each high school in the state must implement an at-risk student intervention program that is approved by the SCDE to help decrease their drop-out rate.

To assist schools and districts with identifying students and appropriate interventions, the SPPS identifies characteristics that put students at risk of dropping out, including specific attendance issues, discipline problems, and low academic performance. The SPPS identifies areas of need for interventions designed to help the student improve and to motivate the student to stay in school. Every district, school, and student has a calculated South Carolina Risk Index based on ten at-risk characteristics. The ten characteristics are a sub-set of 22 at-risk characteristics that the SPPS can monitor for a student.

The EAA requires that all schools offer a formative assessment during the course of the school year. Most of our schools offer these assessments two or more times a year. SLICE will serve as a real-time data portal that will allow the administration of each state-approved formative assessment to serve as a data collection point that will empower principals, superintendents, and SCDE student intervention specialists to identify places where student progress is not projected to reach the state expectation of standards mastery. SLICE provides access to data on long-term student performance down to the individual student. Sharing information this way allows for meaningful communication so that the state testing system will no longer serve as an account of what did or did not take place during the school year. Rather, the state can more effectively hone the professional development services that we offer specific districts, schools, or teachers by acquiring timely, reliable data. This process will not be tied to any form of sanctions for schools or teachers.

Student Performance Feedback Loop



We believe that this continuous feedback loop will contribute to the improved performance of ELL, SWD, and low-performing students by serving as an early warning signal that will empower the state to more effectively customize the professional development we offer to districts, schools, and teachers. Principals will also be able to more seamlessly combine the use of information on student performance with the program evaluation of various student interventions and programs to more effectively determine the impact interventions and programs have on participating students. The SCDE will update the professional development we offer principals on how SLICE can improve their effectiveness as instructional and program leaders in their schools. As we expand SLICE, the SCDE will update its professional development to incorporate the use of this powerful tool.

SLICE expands on what some schools are already doing. For example, 59 schools in the state are using the Teacher Advancement Program (TAP™). TAP™ uses student performance data to develop customized professional development for participating educators. This professional development is crafted to fit a teacher's needs based on the performance of his or her students. This is also true of schools that have partnered with Edison Learning where educators and students are taught to use student performance to inform instructional practices. While it is very much up to local leaders in schools to determine which specific models to use, the SCDE can assist schools by developing agency and, consequently, district capacity to more effectively use accurate student performance data to provide educators professional development that will ensure that all of their students benefit from the implementation of the CCSS.

However, the SCDE is not waiting for the full expansion of SLICE to update our professional development to reflect the adoption of the CCSS. While school performance on the current ELA and mathematic standards may not predict performance on the CCSS ELA and mathematics, we believe schools that have not performed well on the current ELA and mathematics standards should receive targeted assistance as they prepare to implement the CCSS. Below we describe the process by which the SCDE is providing professional development to assist teachers and principals in preparing for the CCSS to guide instruction. Our customization incorporates attention to past school performance to identify instances where strategies to address special populations need to be incorporated into the professional development services.

As needed, the Office of Teacher Effectiveness will coordinate with the Offices of Exceptional Children, School Transformation, Student Interventions, and Federal and State Accountability to assist districts and schools in a coordinated system of support.

Preparing Principals to Lead Based on the Common Core State Standards

To successfully implement the CCSS, school leaders must prioritize changing instruction in their schools. South Carolina has long recognized the importance of developing strong school leaders; indeed, S.C. Code Ann. § 59-24-50 (2004) mandates "continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning…." These programs must "provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement…."

In fulfillment of this state mandate, the mission of the Office of Leader Effectiveness is to improve school and student achievement by enhancing the effectiveness of school leaders in South Carolina. The Office offers the Leadership Development Continuum for school leaders based on proven research on educational leadership practices in order to provide developmentally appropriate learning opportunities.

The Office of Leader Effectiveness leadership continuum includes leadership education and training for administrators at all phases of their careers. These professional

development opportunities begin with programs for teacher leaders and include tailored programs for assistant principals, principals, district staff, guidance personnel, media specialists, and superintendents. Programs last from one to two years and include both on-site and virtual experiences.

The Leadership Development Continuum consists of five learning strands which provide a framework for improving leader effectiveness:

- Leading Student Achievement,
- Leading Change,
- Leading Collaboration,
- Leading an Effective Organization, and
- Leading with Self-Knowledge.

The five learning strands intentionally begin with Leading Student Achievement as this strand is the primary objective and determinant of a truly effective school leader. To prepare school leaders to provide strong, supportive instructional leadership on the CCSS, the Leading Student Achievement strand will include the following: resources that assist the school leaders with locating high-quality instructional materials aligned to the new standards; face-to face networking and online discussions with other school leaders regarding the CCSS; methods to personalize the learning of each student, as well as personalize the professional growth of each staff member; and instructional strategies that add relevance to students' learning.

To ensure that future school leaders are well prepared to serve as instructional leaders based on the state's new college- and career-ready standards for the state, the SCDE's Division of School Effectiveness will emphasize CCSS in discussions with the Education Leadership Round Table, which is comprised of leaders of the eleven education leadership preparation programs in South Carolina.

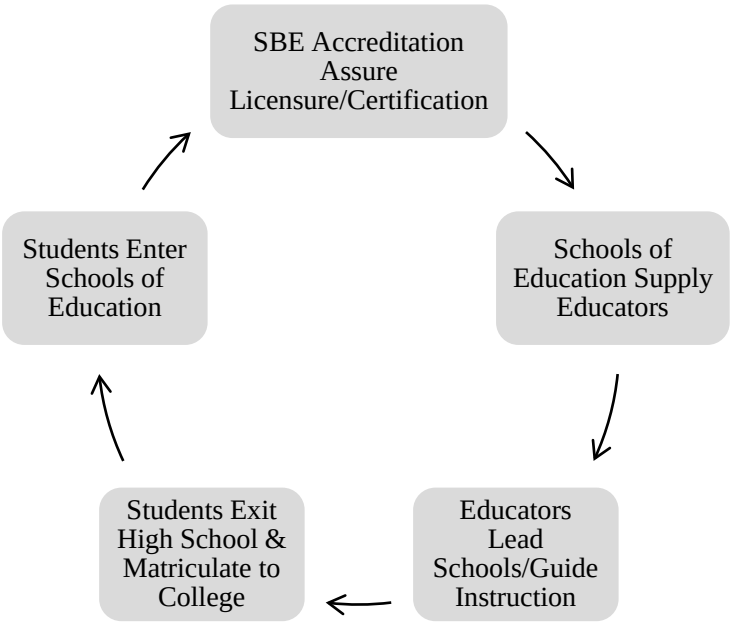
Working with South Carolina's Teacher and Principal Preparation Programs Regarding the Common Core State Standards

In addition to preparing veteran educators, it is critically important that newly licensed teachers be prepared for the heightened expectations of the new CCSS at the same time we prepare them for the reality that is the modern classroom. Annually, approximately one-third of new teachers are recent graduates of the state's schools of education. While the schools of education are not the only supply of new teachers, they are a substantial influence on the educator labor pool. Raising the quality of instruction is tied to teacher training; poorly trained teachers are not likely to offer high-quality instruction. Educators are second only to parents in the influence they have over student achievement. Consequently, it is essential that the SCDE, the Commission on Higher Education, and the institutions of higher education across the state collaborate on the state objective to increase the high school graduation rate.

The South Carolina State Board of Education is the accrediting body for schools of education that wish for their teacher candidates to attain certification and licensure upon program completion. This solidifies a partnership between the elementary and secondary

education system and the post-secondary education system in which the investment for effectiveness of educator certification programs returns to them in the students who eventually matriculate to their institutions of higher education (see graphic below).

Strong Schools of Education, Strong College Matriculants



The SCDE's Division of School Effectiveness will work closely with the state's educator preparation programs and institutions of higher education to ensure that all programs produce highly effective educators who have a deep understanding of the content contained in the state's new standards. The State Board of Education also plays an important role in driving the changes that will need to take place in the state's schools of education.

South Carolina's State Board of Education requires that all teacher education programs meet the performance-based standards as established by the National Council for Accreditation of Teacher Education (NCATE). Statutory authority to determine accreditation decisions for and impose sanctions against teacher education programs is granted to the State Board of Education. For State Board of Education approval, public institutions must seek and receive NCATE accreditation. Private institutions may seek NCATE accreditation or meet NCATE standards for State Board of Education approval. The SCDE develops guidelines to assist teacher education programs to meet the NCATE performance-based standards.

Through its Division of School Effectiveness, the SCDE routinely works with the South Carolina Commission on Higher Education and the institutions of higher education across the state to properly accredit institutions and to communicate standards implementation timelines and expectations. This coordination is essential to the partnership the SCDE and schools of education share in preparing teachers and educators who are new entrants to the

classroom or those changing the role they serve in the state's system of public schools.

The Division of School Effectiveness convenes a South Carolina Education Deans Alliance, which consists of the deans of the schools of education across the state. A representative from the South Carolina Commission on Higher Education also participates in the Deans Alliance. The Deans Alliance is the mechanism by which the SCDE vets proposed changes to the requirements schools of education must meet in order for their programs to lead to certification for their teacher or principal candidates. The Deans Alliance also helps inform the deans of the schools of education on ways in which practices within the schools of education can better support the elementary and postsecondary schools that they indirectly serve. This relationship is an important one as it facilitates communication regarding changes in the classroom that are relevant to raising student achievement and increasing the quality of instruction.

Already, the Division of School Effectiveness and Deans Alliance have had an initial discussion on CCSS implementation. The schools of education will continue to collaborate to create and deliver an action plan for serving the needs of South Carolina school districts, administrators, and teachers as they implement the CCSS. In fall 2012, the SCDE will review and align its professional standards for teacher licensure with the new standards and indicators for teacher evaluation, which are linked to the state's standards. Together, these two strategies—formally updating accreditation and informally coordinating with the deans of the schools of education—will ensure that incoming teachers and administrative leaders are prepared to implement the new college- and career-ready standards in classrooms.

As mentioned previously, many schools of education have long-standing partnerships with districts that will help facilitate these professional development opportunities. The collaboration between the SCDE and the schools of education will help ensure all districts receive the assistance and services they need to be successful.

Various initiatives of the South Carolina Commission on Higher Education strengthen our state's effort to improve the quality of instruction. The Improving Teacher Quality program is a collaboration between higher education and the pre-kindergarten through twelfth grade (P−12) system that will ensure that in-service teachers and principals are prepared to use CCSS. The Commission on Higher Education uses the funds provided by the Improving Teacher Quality program to conduct a competitive awards program, *Preparing, Training, and Recruiting High-Quality Teachers and Principals.* The program supports increasing student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools by focusing on improving the content knowledge of the teachers and/or administrators in the content area they teach.

The Commission provides a competitive grants program to partnerships comprised, at a minimum, of schools of education and divisions of arts and sciences from higher education institutions along with one or more high-need school districts as identified by federal guidelines.

The Improving Teacher Quality program provides the Commission with the ability to expand its professional development offerings to the P−12 community to cover nine content areas and reach other school personnel. The program seeks to bring together higher education faculty and P−12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student achievement. The Commission on Higher Education has begun working with the SCDE to update the professional development provided under the *Improving Teacher Quality* program to reflect the CCSS.

Higher education collaboration for the implementation of the CCSS is also supported by South Carolina's Centers of Excellence program. The South Carolina General Assembly created the Centers of Excellence program to enable institutions of higher education to create state-of-the-art resource centers to improve teacher education. Resource centers develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K−12 and higher education personnel in the Center's specific area of expertise.

Any institution of higher education in the state authorized by the State Board of Education to offer one or more degree programs at graduate or undergraduate levels for the preparation of teachers is eligible to apply. A Center must focus on the development and modeling of state-of-the-art teacher training programs (in-service and pre-service) at the host institution as well as serve as a catalyst for changing teacher training programs at other institutions of higher education which prepare and support teachers. A Center should enhance the institution's professional development programs as an integral part of its mission and focus services on low-performing schools as identified under the EAA's annual report cards.

The Centers of Excellence will foster the implementation of the CCSS by updating their models for teaching practices to reflect the instructional changes that are necessary for the CCSS to guide instruction by 2013−14. The SCDE and Commission on Higher Education will continue to work collaboratively on this effort.

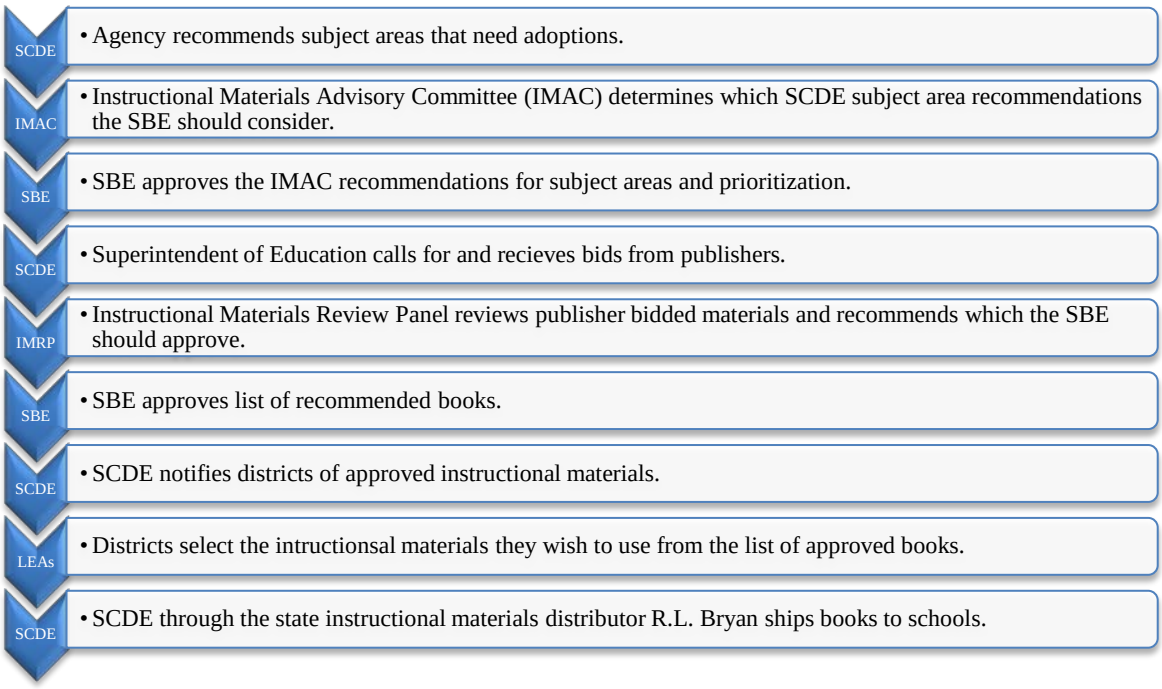
<u>Developing and Disseminating High-Quality Instructional Materials Aligned with the Common Core State Standards</u>

South Carolina's commitment to providing teachers and students with the instructional materials they need to effectively implement the CCSS is reflected in the SCDE's commitment to investing in instructional materials that will support the implementation of the standards. This comes at a time when the state is struggling with a recession that has limited the availability of resources. Additionally, the very concept of instructional materials is changing to reflect the digitization of content delivery and democratization of content development.

South Carolina has prioritized providing students and teachers with instructional materials that support implementing the CCSS as part of the state's existing practice for the instructional materials process that occurs any time the state adopts new standards. When new

academic content standards are adopted, state statute and regulations require that the State Board of Education evaluate the instructional materials currently in use in South Carolina classrooms to analyze whether or not existing books are aligned with the newly adopted standards. This process is conducted via the Instructional Materials Adoption Cycle. (http://www.ed.sc.gov/agency/pr/standards-and-curriculum/documents/Instructional_Materials_Review_Process_10-24-11.pdf)

Instructional Materials Adoption Cycle



The Instructional Materials Adoption Cycle takes approximately 18 months from the initial meeting of the IMAC to the teachers receiving materials for use in her or his classroom.

The SCDE is investing in our students' futures by investing in instructional materials that are compatible with the CCSS. The following table presents the timeline for when instructional materials will be distributed to schools.

Common Core State Standards Instructional Materials Planning Timeline	
School Year 2012–13	
Summer 2012	ELA Kindergarten–Grade 2
	ELA Grade 3–5
	Algebra
	Geometry
	Calculus
	Probability and Statistics
	Discrete Math

School Year 2013−14	
Summer 2013	ELA Grades 6−8
	Math Kindergarten-Grade 5
School Year 2014−15	
Summer 2014	ELA Grades 9−12
	Math Algebra II
	Math Probability and Statistics

Courses to Prepare Students for College and a Career

The EEDA required the South Carolina Commission on Higher Education to convene the Advisory Committee on Academic Programs to address articulation agreements between school districts and public institutions of higher education in South Carolina to provide seamless pathways that adequately prepare students to move from high school directly into institutions of higher education. The law requires dual enrollment college courses offered to high school students by two-year and four-year colleges and universities to be the same in content and rigor to the equivalent college courses offered to college students and to be taught by appropriately credentialed faculty.

The Commission on Higher Education sets guidelines for offering dual enrollment coursework and their articulation to two-year and four-year colleges and universities, reporting annually on student participation in dual enrollment courses. The Commission has also created the South Carolina Transfer and Articulation Center (SC TRAC), a web portal designed to improve college course transfer and articulation in the State (see http://www.che.sc.gov/InfoCntr/PressRelFiles/ImprovingCollegeTransfer_Press_Release_032910.pdf). SC TRAC serves all public higher education students, including students who are participating in dual enrollment programs. The system helps students plan their education by giving them the ability to see how coursework earned at one college or university would apply at other institutions of higher learning within the state by providing easy access to transfer policies, transfer agreements, course equivalencies, and detailed and up-to-date information on degree pathways.

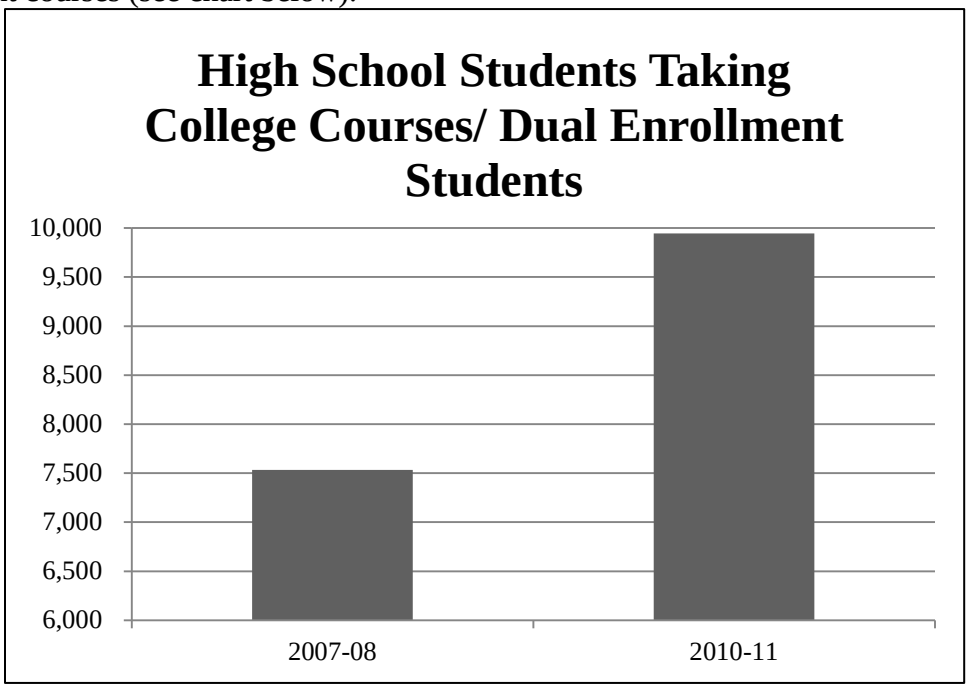
As of October 2011, SC TRAC was populated with approximately 551,000 course equivalencies and 770 transfer agreements between and among public institutions of higher education in the state. So strong is the service that the Commission provides that in 2011, the Postsecondary Electronic Standards Council (PESC) recognized SC TRAC as the winner of the PESC 12th Annual Competition for Best Practices (https://www.sctrac.org/portals/8/SCFiles/PESC%20BestPractices-Awards03-2011.pdf).

The EEDA is changing the expectations for high school student access to college credit-bearing courses and their prerequisites. Systems like SC TRAC support this increased demand by removing the barrier to access that was once represented by unclear or inconsistent course transfer policies, which made it difficult for students seeking to plan their courses. College-bound high school students may also take advantage of SC TRAC to

- learn about each public college and university in South Carolina;

- learn about the programs (majors, minors, and concentrations) and degrees offered at each public college and university;
- discover how college credit will be awarded for Advanced Placement (AP) and International Baccalaureate (IB) exams; and
- discover how college credit will be awarded for dual enrollment and other college courses taken while in high school.

South Carolina is seeing an increase in the number of students participating in dual enrollment courses (see chart below).

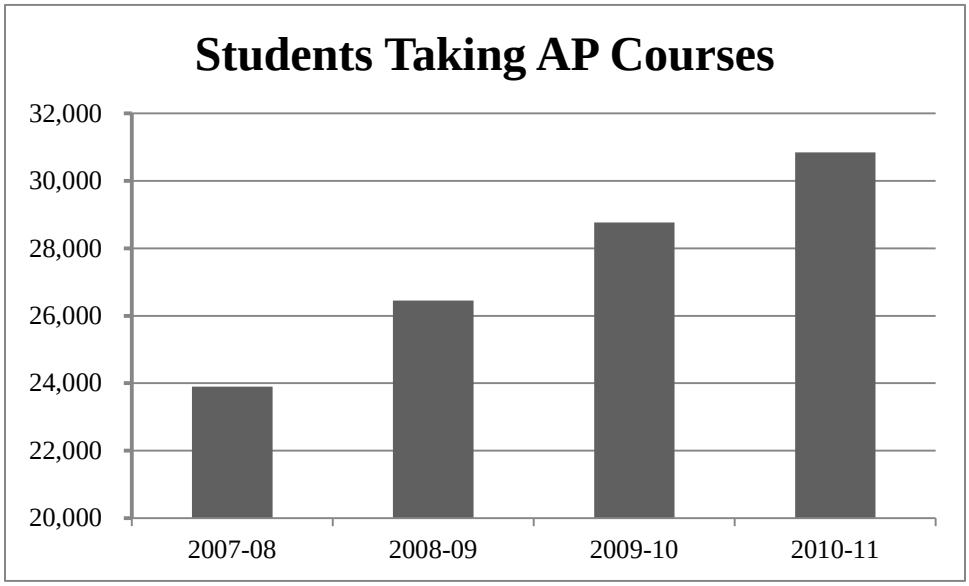


Since 1984, each school district in South Carolina has been required to provide Advanced Placement (AP) courses in all secondary schools that include grade 11 or 12. These classes prepare students for the national AP examinations. Students who score 3, 4, or 5 on an AP exam, in many instances, are considered qualified to receive credit for the equivalent course(s) at colleges and universities that give credit for AP exams. In accordance with state policy, all public colleges and universities in South Carolina award credit for AP exams with scores of 3 or higher.

South Carolina is increasing the number of students taking AP courses, the number of students taking AP exams, and the number of exams with scores of 3 to 5 (see chart below: "Students Taking AP Courses"). We believe this represents an increased expectation of college and career readiness among students and parents alike.

The number of exams taken in South Carolina public schools rose from nearly 24,000 in 2008 to 30,845 in 2011, an increase of 28.5 percent. Of South Carolina public school students taking AP examinations in 2011, 56 percent earned scores of 3 or higher (17,424 out

of 30,845); this equals the national percentage of 56 percent of examinations with scores of 3 or higher for public school students during the same period.



Assessments of the Common Core State Standards

South Carolina's EAA requires that the State Board of Education, through the SCDE, develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards. To assist the State Board of Education in making an informed decision about the CCSS assessments, the SCDE formed an Assessment Study Group in 2011 and contracted for an independent fiscal impact study.

The Assessment Study Group was charged with studying four assessment options and reporting on the strengths and weaknesses of each option:

- Developing and administering home-grown assessments. Home-grown assessments are developed by the SCDE through contracts with testing companies. Assessments may be administered online and/or using paper tests.
- Administering off-the-shelf assessments. Off-the-shelf assessments are developed by a testing company and then purchased by the user. Assessments may be administered online and/or using paper tests.
- Administering assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC). Assessments will be administered online with the possibility of a paper-testing option.
- Administering assessments developed by the SMARTER Balanced Assessment Consortium (SBAC). Assessments will be administered online. During the first three years, paper tests will be available on a limited basis to schools that are not computer-ready.

The SBAC (http://www.k12.wa.us/smarter) and PARCC (http://parcconline.org/) are

state-led consortia in which multiple states are collaborating to develop next-generation assessments aligned to the CCSS. South Carolina is a participating state in both consortia (see Attachment 6).

The Assessment Study Group presented its report to the State Board of Education on November 10, 2011. Likewise, the results of the fiscal impact study on the costs for the four options were provided to the State Board of Education on January 11, 2012.

The SCDE's analysis determined that assessments currently administered in South Carolina as part of the statewide assessment program are not aligned to the CCSS. These assessments include the Palmetto Assessment of State Standards (PASS) administered in grades 3 through 8, the High School Assessment Program (HSAP) administered to high school students and used as an exit examination, and the End-of-Course Examination Program (EOCEP) administered to students when they complete gateway courses.

In evaluating the current assessments, the SCDE determined that the best way to increase the rigor of the state's assessments and their alignment with the CCSS is to adopt the assessments being developed by the SBAC for administration beginning in 2014–15 and to become a governing state with the SBAC. By adopting the assessments being developed by the SBAC, the SCDE is revising our current assessments to better align the state's assessments with the CCSS. (As of June 2012, South Carolina is a governing state in SBAC.)

The SCDE plans to continue to administer its statewide system of summative and formative assessments and gradually transition to the content between 2013–14 and 2014–15 to reflect the new CCSS in ELA and mathematics. This approach was carefully designed to ensure that students and their teachers are not unfairly penalized as they adjust to the new standards. In 2011–12 and 2012−13, tests will only contain content that addresses the South Carolina Academic Standards for English Language Arts (2008) and Mathematics (2007). In 2013−14, the state will test items that are part of the South Carolina standards and that also appear in the CCSS for ELA and mathematics, and 2013−14 will serve as a bridge year for assessment.

The SBAC will pilot and field-test assessment items in years prior to 2014–15. Items that are very different from those used on large-scale assessments in South Carolina will be piloted to students to assess whether the items function properly. Item data from the field testing will be used in making test design decisions and determining test form difficulties.

In 2014−15 new assessments aligned to the CCSS are to be administered so that the entire ELA and mathematics assessment will be based on the new standards.

Adopting an assessment that is aligned with the CCSS will help the state determine the impact that the CCSS has, not only on the high school graduation rate but also on how well our state prepares students for college. Each public school student in South Carolina is assigned a unique student identifier that is tied to their performance throughout the course of their K−12 career. From grade 3, the state will be able to use SLICE to evaluate the impact of

the specific courses a student has taken and the interventions that they have received on their long-term performance. The Governing Partners in SLICE include the Department of Employment and Workforce, the Commission on Higher Education, and the South Carolina Board of Technical Colleges. Using SLICE as the platform, the SCDE will be able to connect the performance of students at any point in the SBAC assessment system to college-going and college-credit accumulation rates.

In December 2013, South Carolina will begin reporting college-going and college-credit accumulation rates through the State Fiscal Stabilization Fund Program Indicators. Also in December 2013, SLICE will become fully operational. In the summer of 2015, the state will have access to student performance data on SBAC.

Plan for Implementation					
Activity	**Timeline**	**Party or Parties Responsible**	**Evidence**	**Resources**	**Significant Obstacles**
English Speakers of Other Languages (ESOL) Standards Analysis and Revision					
ESOL information updates for district office personnel and ESOL instructors	May 2012	Office of Federal and State Accountability	http://www.ed.sc.gov/agency/programs-services/90/documents/ESOLeMediaTownMeetingSchedule2011-12.pdf	Staff time	South Carolina is awaiting the product that WIDA will produce to ensure that we are not duplicating the consortia's work in our alignment process for the SC ESOL standards
Revise the South Carolina English Speakers of Other Languages Standards (ESOL) to align with CCSS by adopting the WIDA ELL Standards	June 2012	Office of Federal and State Accountability and State Board of Education	http://ed.sc.gov/agency/pr/standards-and-curriculum/documents/ESOLStandards.pdf	Staff time	
District Implementation Teams updated on the pending revisions to ESOL Standards	June 2012	Offices of Teacher Effectiveness and Federal and State Accountability	CCSS site http://ed.sc.gov/agency/programs-services/190/	Staff time	
Pilot Testing for newly revised South Carolina ESOL Standards	August 2012–June 2013	Office of Federal and State Accountability		Staff time	
ESOL program updates: LEA training updated to reflect the new ELL standards	July 2013	Office of Federal and State Accountability	http://ed.sc.gov/agency/programs-services/90/TeacherResources.cfm	Staff time	
Field testing for revised ESOL standards	August 2013–June 2014	Office of Federal and State Accountability		Staff time	
Full implementation of ESOL	August 2014–June 2015	Office of Federal and State Accountability	http://ed.sc.gov/agency/pr/standards-and-	Staff time	

Standards			curriculum/South_Carolina_Common_Core.cfm		
Students With Disabilities					
Finalize development of Common Core Connectors via membership in National Center and State Collaboration Consortia	Summer 2012	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	South Carolina is awaiting the product that NCSC will produce to ensure that we are not duplicating the consortia's work in our alignment process for the CCSS since the Extended Standards relate to the extensions to the previous ELA and math standards
Prioritize Common Core Connectors that will comprise an alternate assessment that is aligned to CCSS	Summer 2012	Office of Federal and State Accountability	http://www.ncscpartners.org/workgroup-1	Staff time	
Develop training on Common Core Connectors curriculum design and instruction	November 2011–August 2012	Office of Federal and State Accountability	http://www.ncscpartners.org/workgroup-2	Staff time	
Create professional development for Common Core Connectors	November 2011–August 2012	Office of Federal and State Accountability	http://www.ncscpartners.org/professional-development	Staff time	
Design validity evaluation for Common Core Connectors	November 2011–August 2012	Office of Federal and State Accountability	http://www.ncscpartners.org/workgroup-4	Staff time	
Conduct District Implementation Team training updated to incorporate aspects of Common Core Connectors	September 2012	Office of Teacher Effectiveness	http://www.ncscpartners.org/professional-development	Staff time	
Train LEAs on use of Common Core Connectors via DTC-Alt Pretest Workshop	November–December 2012	Office of Federal and State Accountability	http://www.ed.sc.gov/agency/programs-services/48/DistrictTrainingSC-Alt.cfm	Staff time	
Train LEAs on use of Common Core Connectors via SC-ALT District Training	January–February 2013	Office of Federal and State Accountability	http://www.ed.sc.gov/agency/programs-services/48/DistrictTrainingSC-Alt.cfm	Staff time	
Train LEAs on use of Common Core Connectors	Summer 2013	Office of Federal and State Accountability	http://www.ed.sc.gov/agency/programs-	Staff time	

via SC-ALT District Training			services/48/DistrictTrainingSC-Alt.cfm		
Use Common Core Connectors to guide instruction	August 2013–June 2014	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	
Field test assessment tasks aligned to Common Core Connectors	August 2013–June 2014	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	
Fully implement Common Core Connectors in all schools	August 2014–June 2015	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	
Fully implement Alternate Assessment on Alternate Achievement Standards aligned to the CCSS through the Common Core Connectors in all schools	August 2014–June 2015	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	
Outreach and Dissemination on Common Core State Standards					
Professional development videos developed	October 2011	Office of Policy and Research	CCSS Site http://ed.sc.gov/agency/pr/standards-and-curriculum/South_Carolina_Common_Core.cfm	Staff time	Ensuring equitable impact across the state
District Implementation Teams established	September 2011	Office of Policy and Research	http://ed.sc.gov/agency/pr/standards-and-curriculum/South_Carolina_Common_Core.cfm	Staff Time	District compliance
CCSS: Transitioning from Awareness to Implementation Professional Development	November–December 2011	Office of Teacher Effectiveness	Appendix H CCSS Support Site http://scde.mrooms.org/index.php?page=27424	Staff time and funding	Ensuring equitable impact across the state
Disseminate the *Implementing Common Core State Standards for South Carolina* video series	September 2011–August 2012	Office of Policy and Research	http://www.scetv.org/education/streamlinesc/	Staff Time	
Administered CCSS for English Language Arts and Mathematics Needs	December 2011	Office of Teacher Effectiveness	Appendix I: CCSS for English Language Arts and Mathematics Needs		District compliance

Assessment Survey to District Implementation Teams			Assessment Survey		
Created the CCSS Support Site	January 2012	Office of Teacher Effectiveness	CCSS Site http://ed.sc.gov/agency/programs-services/190/ CCSS Support Site http://scde.mrooms.org/index.php?page=27424	Staff time	
Updated the Regional Education Center Advisory Board on Nature of Common Core State Standards	January 2012	Office of Policy and Research		Staff Time	
Update State Board of Education on implementation of CCSS	February 2012	Offices of Policy and Research, Assessment, and Teacher Effectiveness	http://www.ed.sc.gov/agency/stateboard/documents/BdDev-Agenda-MorningSession-02-08-12.pdf	Staff Time	
CCSS sessions for SC Schools of Education	February 2012	Office of Teacher Effectiveness	http://ed.sc.gov/agency/programs-services/190/documents/CCSS20Professional20Development20Series1.pdf	Staff time and funding	SC CoE attendance
CCSS Spring and Summer Seminar Series	February 2012–August 2012	Office of Teacher Effectiveness	CCSS Site http://ed.sc.gov/agency/programs-services/190/	Staff time and funding	Ensuring equitable impact across the state
Disseminate CCSS Informational Resource for Parents	March 2012	Office of Teacher Effectiveness	Appendix G	Staff Time	
Meet with local representatives of minority and civil rights groups	March 2012–March 2013	Office of Policy and Research		Staff Time	
Meet with South Carolina Deans Alliance (SCDA) to provide update on SMARTER Balanced Assessment Consortia recommendations	March 2012	Division of School Effectiveness		Staff Time	
Provide SCDA the CCSS Informational	March 2012	Office of Teacher Effectiveness		Staff Time	

Resource for Parents					
Provide Regional Educational Centers the CCSS Informational Resource for Parents	April 2012	Office of Policy and Research		Staff Time	
Meet with Regional Education Committees to share presentation *CCSS and the EEDA*	April 2012–April 2013	Office of Policy and Research		Staff Time	
Disseminate the Family Friendly Standards to SICs/PTOs/PTAs	January 2013	Education Oversight Committee	http://www.eoc.sc.gov/informationforfamilies/familystandards/Pages/default.aspx	EOC Staff time and funding	
Provide REC Advisory Panel the Family Friendly Standards	April 2013	Office of Policy and Research		Staff time	
Meeting with RECs to share Family Friendly Standards	April 2013–April 2014	Office of Policy and Research		Staff time	
Reconvene civil rights and minority stakeholder group (state level)	April 2012–June 2012	Office of Policy and Research		Staff time	
Administer CCSS Needs Assessment to District Implementation Teams on their transition status and results of their transition efforts	August 2012	Office of Teacher Effectiveness	Appendix I: CCSS for English Language Arts and Mathematics Needs Assessment Survey	Staff time	District compliance
CCSS Fall Seminar Series	September 2012–August 2013	Office of Teacher Effectiveness	Appendix J	Staff time and funding	Ensuring equitable impact across the state
Update SCDA on the release of Family Friendly Standards	September 2012	Office of Teacher Effectiveness	http://www.eoc.sc.gov/informationforfamilies/familystandards/Pages/default.aspx	Staff time	
Provide SCDA an Overview of the updates to CCSS Professional Development	May 2012	Office of Teacher Effectiveness		Staff time	

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

For Option B, insert plan here

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

COMMITMENT 1: SOUTH CAROLINA WILL DEVELOP A DIFFERENTIATED SYSTEM OF ACCOUNTABILITY THAT INCENTIVIZES AND REWARDS CONTINUAL GROWTH.

Presently, South Carolina assesses its schools and districts through two accountability systems. The state-mandated system was created in 1998, when the South Carolina General Assembly passed the Education Accountability Act (EAA, S.C. Code Ann. § 59-18-100 *et seq*. (Supp. 2011); see Appendix B) to hold public schools accountable for the performance of their students. Schools and districts are required to test students in four subject areas in grades 3−8 and students have to pass an exit exam as a requirement to graduate. Each school and district is given a rating based on student achievement and other factors and those ratings are publicized in School Report Cards. When *No Child Left Behind* (NCLB) was enacted, the state maintained this original system and developed a separate, distinct system to meet the federal requirements. The state has since been operating under the two systems, which has caused duplicity and is confusing to parents and the community. (See Appendix C for a glossary of acronyms.)

To reduce duplication, the state plans to merge the two current systems into one unified and more modern system; the opportunity to request the ESEA flexibility allows us to begin aligning the two current systems toward this objective. However, changing the state system requires legislative action beyond the timeframe for submitting this request, which prohibits us from proposing one unified system at this time. Despite this, many of the elements included in this waiver request address major shortcomings of the federal system and more closely mirror the elements of the state system.

The most significant deficiency in the current federally mandated annual yearly progress (AYP) system is that it is essentially a pass/fail system, whereby failing to reach even one annual measurable objective (AMO), among many, automatically means that a school has not met AYP and thus is labeled as failing. Another significant flaw in the current system is that the original baseline year AMO from which all future AMOs were calculated was the 2002−03 test score that identified the bottom 20 percent of students tested that year. Thus, the AMO that year and every projected AMO in subsequent years has been based on a minimal definition of proficiency.

Early on in using the federal system, the majority of schools had little difficulty meeting the AYP goal. Over time, however, as the AYP goal increased significantly every three years in approaching the 2014 goal of 100 percent of students scoring proficient or above, the goal has outpaced the performance of schools, resulting in more and more schools lagging farther and farther behind the AMO each year.

The opportunity for ESEA flexibility will allow South Carolina to develop a new system that is based on the achievement of all students in English language arts (ELA), mathematics, science, and social studies and includes graduation rate for high schools and districts, and measures the progress of all students over time.

The cornerstone of South Carolina's proposed differentiated recognition, accountability, and support plan is a fundamental change in the way schools and districts are judged to have met AYP. The proposed system substantively improves the method for determining proficiency and progress in schools and districts without sacrificing the high standards that have been a hallmark of South Carolina's state accountability system since the inception of NCLB.

The current federal AYP system over-identifies hundreds of schools for assistance and, as a result, dilutes available state and federal resources. By significantly narrowing the scope to target fewer schools for assistance, the proposed system will allow the state to use resources more effectively. Once schools are identified as needing assistance, we will employ a differentiated system of support to ensure all students, regardless of learning needs, meet the Common Core State Standards (CCSS) and are college or career ready when they graduate from high school.

The South Carolina Department of Education (SCDE) will use multiple factors beyond ELA and math to determine a letter grade (A−F) for each school and district in the state and to recognize progress that schools and districts make towards proficiency.

With input from a variety of stakeholders, the SCDE has developed a matrix that includes multiple measures to determine AYP. These measures include achievement in ELA, mathematics, science, and social studies; graduation rates; and percentage of students tested. South Carolina's proposed school composite index includes two measures of participation: percent of students tested in ELA and percent of students tested in math. All schools will be expected to meet or exceed the goal of 95 percent participation on all student assessments in order to meet the AMO. Although input from stakeholders was mixed regarding the addition of science and social studies to the AYP determinations (stakeholders, including teachers, in initial meetings requested that we include these content areas while participants in the community stakeholder meetings questioned their inclusion.), the SCDE has chosen to include these content areas, which are part of the current state assessment system, as the state moves towards unifying the current state and federal accountability requirements into a modernized, state-based accountability system that will provide transparent, accurate, and meaningful data to students, parents, educators, and the public.

In addition to giving credit to schools and districts that meet the new AMOs, we also

propose to give partial credit to schools and districts for student progress towards proficiency in the four content areas when they do not meet the AMO. In the matrix calculation, for each of the multiple measures used to assess performance, a school receives a full point (1.0) for each student subgroup and "all students" group that meets the AMO for that measure. If the school or district does not meet the AMO on a particular measure but demonstrates progress from the previous year, we will calculate the percent of progress achieved on that measure, convert it to a decimal, and round it to one decimal point.

A school can receive a partial point (ranging from 0.1 to 0.9) on a given measure for a particular student subgroup or the "all students" group. For example, in the sample high school matrix (Matrix 1 below), the school did not meet the proficiency goal for the African-American subgroup on the mathematics measure, but the subgroup performance did improve over the previous year by 5 scale score points, the mean improvement would be reflected by a .5 on the matrix below.

Matrix 1

High School Sample

	English/LA Proficiency Met/Improved?	Math Proficiency Met/Improved?	Science Proficiency Met/Improved?	SS / History Proficiency Met/Improved?	English/LA Percent Tested 95 % Tested?	Math Percent Tested 95 % Tested?	Graduation Rate Met/Improved?
All Students	1	1	1	1	1	1	1
Male	1	1	0.5	0	1	1	1
Female	1	1	1	1	1	1	0
White	1	1	1	1	1	1	1
African-American	1	0.6	1	1	1	1	1
Asian/Pacific Is	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	0.5	0	0.5	0.5	1	1	1
Am Indian/Alaskan	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disabled	0.5	1	0.5	1	1	1	0.5
Limited Eng. Prof	1	1	1	1	1	1	1
Subsidized Meals	1	1	1	1	1	1	1
Total # of Points	8	7.6	7.5	7.5	9	9	7.5
Total # of Objectives	9	9	9	9	9	9	9
Percent of Above	89%	84%	83%	83%	100%	100%	83%

Weight	**22.5**	**22.5**	**5**	**5**	**7.5**	**7.5**	**30**
Weighted Points Subtotal	**20.00**	**18.90**	**4.17**	**4.17**	**7.50**	**7.50**	**24.90**

Grade: 90 to 100 = A, 80 to 89.9 = B, 70 to 79.9 = C, 60 to 69.9 = D, < 60 = F

Key: Met=1, Improved= .1-.9, Not Met & Not Improved=0
(Note: Percent Tested may only be Met or Not Met)

Weighted Points Total	**87.14**
Grade Conversion	B

Each of the measures carries a specific weighting; the weighted points are then totaled, and a letter grade is assigned based on the following scale:

District and School Grading Scale		
Weighted Composite Index Score	**Grade**	**Description**
90−100	A	Performance substantially exceeds the state's expectations.
80−89	B	Performance exceeds the state's expectations.
70−79	C	Performance meets the state's expectations.
60−69	D	Performance does not meet the state's expectations.
Below 60	F	Performance is substantially below the state's expectations.

In determining the letter grade for high schools and districts, ELA and mathematics proficiency and graduation rates will carry the most weight. For elementary and middle schools, ELA and mathematics proficiency will carry the most weight in determining the letter grade.

Through the community stakeholder meetings, online comment forms, and e-mails, a majority of stakeholders, including school and district personnel, expressed serious reservations regarding the use of letter grades. However, the SCDE feels that using letter grades is in the best interest of transparency and clarity so that the public can better understand the rating system.

Letter grades will simplify the accountability system and give parents and other stakeholders a clear and easily understandable means to identify effective schools. The descriptors define each grade within the context of the state's performance expectations. While the lower grades signify that the school or district has not yet met performance standards, the state recognizes that there are students achieving at high levels in that school or district, and we intend to provide supports so that all students meet our expectations of college and career readiness at graduation.

We will continue to disaggregate data by subgroups and have added the subgroups of male and female to the calculation of AYP. Data indicate existing performance gaps between these subgroups in South Carolina in certain subjects in certain years. The SCDE feels strongly that these gaps should be addressed through the accountability system despite mixed feedback from stakeholders who attended the community stakeholder meetings.

It is worth noting that South Carolina's LEP students perform very well on our statewide

tests and generally exceed the performance of other struggling students in other subgroups at both the school and district levels.

South Carolina believes that the proposed new AYP system will create additional incentives for schools and districts to work diligently to meet high standards and to focus on improving the academic achievement and performance of the "all students" group, as well as the achievement and performance of all students in all subgroups, including historically underperforming groups such as students with disabilities and students from low socioeconomic households. Specific interventions for these subgroups will be determined through the comprehensive needs assessments described in the priority and focus schools sections below.

Because the determination of AYP status will no longer be an "all or nothing" exercise, schools and districts will have a much more realistic accountability system that will allow them to demonstrate, measure, and track improvement in making a positive impact on student achievement.

The proposed new system is also much more transparent and will be more easily understood by parents and the general public, because the AYP annual measurable objectives will be specified in terms of test scores rather than the percentage of students who test proficient or above, which currently is a concept not easily understood, except by individuals with a working knowledge of NCLB and AYP.

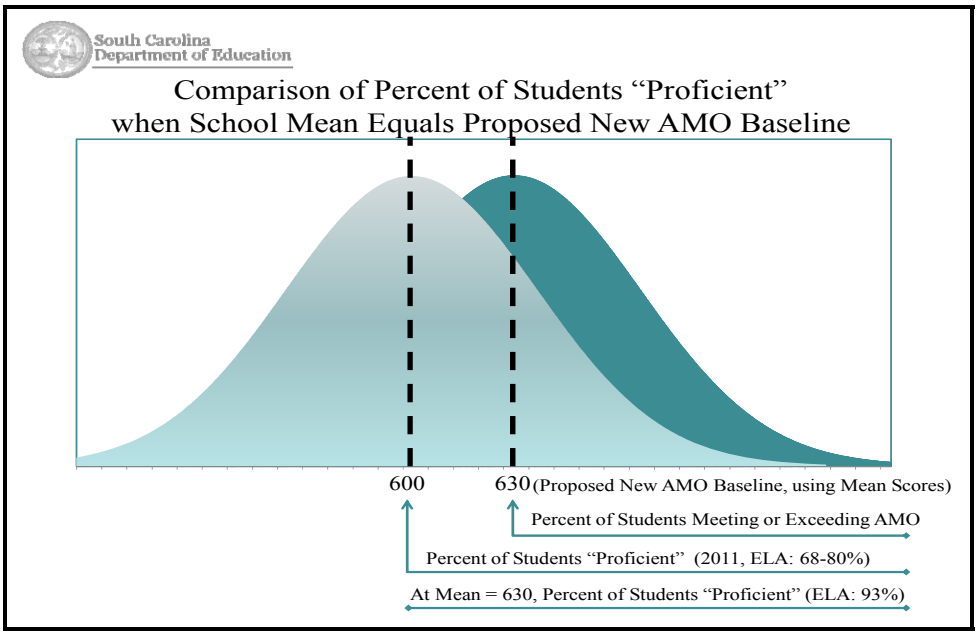
At the beginning of each school year, the State Superintendent of Education will publicly acknowledge reward schools and will reiterate and emphasize the purpose, importance, and goals of the state's proposed new accountability system, so that everyone in the state is aware of the success and positive accomplishments of the state's public schools. The favorable media attention will be a welcome counterpoint to the usual gloom-and-doom media accounts that our public schools typically receive.

In addition, the SCDE will seek grant funding to develop qualitative and quantitative case studies featuring the highest performing and most improved schools in the state. The case studies will be disseminated to all schools and districts and will be used as part of ongoing professional development for district administrators, school principals, classroom teachers, and curriculum specialists. By sharing information about effective models and best practices, the state's proposed new accountability system will generate information that reinforces a process of continuous improvement in education throughout the entire state. Grant funding will also be sought to bring peer schools together on a regular basis to share effective strategies in teaching and learning, further supporting school improvement and the attainment of AMOs.

The method used to measure improvement in South Carolina's accountability system is rigorous and accurately reflects substantial progress toward proficiency.

The following figure illustrates how a school with a mean ELA score of 630—that is, a school that meets the proposed new AMO in the base year—would compare in terms of the percent of students proficient or above, using the current cut score of 600. Clearly, South

Carolina's proposed new AMOs reflect substantial progress toward proficiency.



The number of additional schools estimated to be included in the accountability system when the N size is reduced from N > = 40 to N > 30 are presented in the following tables. (These projected counts are based on simulations using 2010−11 data.)

In 2010−11, of the 1,131 total number of schools in the state (305 elementary schools, 646 middle schools and 180 high schools), only 10 schools (4 elementary schools, 6 middle schools and 0 high schools) did not meet the N > = 40 criteria. With the N >=30 criteria, only 1 additional school, a middle school, would be included in the accountability system, based on the "All Students" category. The effect of reducing the N size from 40 to 30 is much more pronounced across subgroups, with the number of additional schools whose subgroup performance would be taken into account in calculating overall school performance ranging from 1 additional school to as many as 149 additional schools.

TABLE S1: Number of ELEMENTARY Schools in Accountability System, based on N equal to or greater than 40 versus N equal to or greater than 30.

State	Students	Number of Schools Held Accountable				Total Number of Schools in State	Number of Additional Schools	Percentage of Additional Schools
		Schools under NCLB (n>=40)		Schools under Flex (n>=30)				
		#	%	#	%			
ELEM SCHOOLS	All Students	642	99.38	642	99.38	646	0	0.0%
	Male	623	96.44	633	97.99	646	10	1.5%
	Female	615	95.20	629	97.37	646	14	2.2%
	White	504	78.02	528	81.73	646	24	3.7%
	African-	523	80.96	552	85.45	646	29	4.5%

	American							
	Asian/Pacific Islander	7	1.08	15	2.32	646	8	1.2%
	Hispanic	66	10.22	118	18.27	646	52	8.0%
	Am Indian / Alaskan	1	0.15	1	0.15	646	0	0.0%
	Disability	259	40.09	408	63.16	646	149	23.1%
	Limited English Proficiency (LEP)	65	10.06	113	17.49	646	48	7.4%
	Subsidized Meals	624	96.59	633	97.99	646	9	1.4%

TABLE S2: Number of MIDDLE Schools in Accountability System, based on N equal to or greater than 40 versus N equal to or greater than 30.

State	Students	Number of Schools Held Accountable				Total Number of Schools in State	Number of Additional Schools	Percentage of Additional Schools
		Schools under NCLB (n>=40)		Schools under Flex (n>=30)				
		#	%	#	%			
MIDDLE SCHOOLS	All Students	299	98.03	300	98.36	305	1	0.3%
	Male	295	96.72	296	97.05	305	1	0.3%
	Female	292	95.72	295	96.72	305	3	1.0%
	White	251	82.30	258	84.59	305	7	2.3%
	African-American	276	90.49	285	93.44	305	9	3.0%
	Asian/Pacific Islander	10	3.28	23	7.54	305	13	4.3%
	Hispanic	75	24.59	110	36.07	305	35	11.5%
	Am Indian / Alaskan	2	0.66	2	0.66	305	0	0.0%
	Disability	216	70.82	243	79.67	305	27	8.9%
	Limited English Proficiency (LEP)	62	20.33	87	28.52	305	25	8.2%
	Subsidized Meals	291	95.41	292	95.74	305	1	0.3%

TABLE S3: Number of HIGH Schools in Accountability System, based on N equal to or greater than 40 versus N equal to or greater than 30.

State	Students	Number of Schools Held Accountable				Total Number of Schools in State	Number of Additional Schools	Percentage of Additional Schools
		Schools under NCLB (n>=40)		Schools under Flex (n>=30)				
		#	%	#	%			
HIGH SCHOOLS	All Students	180	100	180	100	180	0	0.0%
	Male	165	91.6	175	97.2	180	10	5.6%
	Female	163	90.5	175	97.2	180	12	6.7%
	White	145	80.5	149	82.7	180	4	2.2%
	African-American	138	76.6	150	83.3	180	12	6.7%
	Asian/ Pacific Islander	1	0	3	0.1	180	2	1.1%
	Hispanic	8	0.4	17	0.9	180	9	5.0%
	Am Indian / Alaskan	0	0	0	0	180	0	0.0%
	Disability	35	19.4	78	43.3	180	33	18.3%
	Limited English Proficiency (LEP)	3	0.1	6	0.3	180	3	1.7%
	Subsidized Meals	169	93.8	174	96.6	180	5	2.8%

Current scale scores for "Proficient" and "Exemplary" by grade level are detailed in the *2011−2012 ACCOUNTABILITY MANUAL: The Annual School and District Report Card System for South Carolina Public Schools and School Districts*.

For Elementary and Middle Schools, on the PASS a single cut score is used to define "Proficient." Proficient is defined as a score of 600 or above for all subjects (ELA, Math, Science and Social Studies) and all grades tested (grades 3-8), while "Exemplary" is defined by separate cut scores for each subject and grade level.

For High Schools, student performance is assessed by the High School Longitudinal Assessment Program (HSAP) and End-Of-Course (EOC) tests. At the high school level, the concept of "proficient" student performance is more complicated to define. Accordingly, at the high school level the metric used to track student performance is the percent of students passing HSAP and EOC tests. For HSAP, passing is defined as a score at the 2 level or higher on both ELA and Math (within two years after taking HSAP for the first time). A passing score is defined as 70 or higher for any EOC test administered in the high school.

PASS cut-off scale scores are summarized in the following table, excerpted from the South Carolina Accountability Manual.

Table S4: PASS Cut-Off Scale Scores Established by SCDE for Use in Calculating Absolute Ratings					
Subject	**Grade**	**Not Met 1**	**Not Met 2**	**Met**	**Exemplary**
ELA (Reading & Research)	3	LT 563	563	600	GE 643
ELA (Reading & Research)	4	LT 569	569	600	GE 649
ELA (Reading & Research)	5	LT 574	574	600	GE 661
ELA (Reading & Research)	6	LT 565	565	600	GE 648
ELA (Reading & Research)	7	LT 566	566	600	GE 644
ELA (Reading & Research)	8	LT 569	569	600	GE 649
Math	3	LT 566	566	600	GE 642
Math	4	LT 580	580	600	GE 658
Math	5	LT 579	579	600	GE 659
Math	6	LT 582	582	600	GE 658
Math	7	LT 585	585	600	GE 652
Math	8	LT 585	585	600	GE 657
Science	3	LT 537	537	600	GE 649
Science	4	LT 564	564	600	GE 674
Science	5	LT 566	566	600	GE 676
Science	6	LT 560	560	600	GE 669
Science	7	LT 571	571	600	GE 664
Science	8	LT 562	562	600	GE 651
Social Studies	3	LT 580	580	600	GE 653
Social Studies	4	LT 590	590	600	GE 668
Social Studies	5	LT 570	570	600	GE 658
Social Studies	6	LT 585	585	600	GE 671
Social Studies	7	LT 562	562	600	GE 646
Social Studies	8	LT 571	571	600	GE 656

LR = Less Than GE = Greater Than or Equal To

Plan for Implementation			
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**
Conduct statewide assessments in ELA, math, social studies, and science	May 2012	Office of Assessment	Test results from contractor
Amend accountability plan as necessary	July 2012	Office of Data Management and Analysis	Final approved waiver
Run profiles of all schools and districts to determine grades	July 2012	Office of Data Management and Analysis	List of schools and districts with grades
Run data to determine priority schools	July 2012	Office of Data Management and Analysis	List of priority schools
Run data to determine focus schools	July 2012	Office of Data Management and Analysis	List of focus schools
Run data to determine reward schools	July 2012	Office of Data Management and Analysis	List of reward schools
Run data to determine non-Title I "D" and "F" schools	July 2012	Office of Data Management and Analysis	List of "D" and "F" schools
Run data to determine Title I "C" and "D" schools	July 2012	Office of Data Management and Analysis	List of Title I "C" and "D" schools
Send assessment rubric to Title I "C" and "D" schools	August 2012	Office of Federal and State Accountability	
Provide web-based training to school and district staff on completing the assessment rubric for Title I "C" and "D" schools	August 2012	Office of Federal and State Accountability	Training archive through "Elluminate"
Disburse Title I, 1003(a) funds to focus schools and to Title I "C" and "D" schools	September 2012	Office of Federal and State Accountability	Grant Award Letters
Release School and District Report Cards	November 2012	Office of Data Management and Analysis	Copies of Report Cards http://ed.sc.gov/data/report-cards/

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☐ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The following table presents the percentage of students in the "all students" group that performed at proficient or above on each state assessment at each grade level for 2011:

2011 Assessment Results Percent of All Students at Proficient								
Grade	PASS				HSAP		EOC	
	ELA	Math	Science	Social Studies	ELA	Math	Biology	US History
3	80.00%	70.40%	60.80%	76.60%	-	-	-	-
4	78.00%	79.40%	70.90%	77.10%	-	-	-	-
5	78.30%	75.30%	64.90%	70.40%	-	-	-	-
6	70.20%	72.50%	64.90%	77.60%	-	-	-	-
7	68.40%	69.70%	71.70%	63.40%	-	-	-	-
8	67.80%	69.50%	70.10%	71.90%	-	-	-	-
High School	-	-	-	-	60.60%	51.80%	68.00%	49.70%*

PASS – Palmetto Assessment of State Standards
HSAP – High School Assessment Program (High School Exit Exam)
EOC – End-of-Course Exam
* Standard setting has not yet occurred for U.S. History and is tentatively scheduled for June 2012.

The State Superintendent of Education, in consultation with major stakeholders, strongly supports efforts to use graduation rates as a key indicator of workforce, career, or college readiness. Policy recommendations from the CSSO and the conclusions of the Alliance for

Excellent Education reinforce this approach:

> *"To achieve meaningful accountability for high school graduation rates, it is important that states a) target schools with the lowest graduation rates for intensive intervention, and, at the same time, b) hold all high schools accountable for maintaining adequate graduate rates [sic]."*
>
> *"In order to ensure students are graduating high school ready to succeed in college and a career, states should include four key elements of high school graduation rate policy in their redesigned accountability systems: meaningful accountability for graduation rates; disaggregation of graduation rates for accountability purposes; accurate and uniform calculation of high school graduation rates; and ambitious and achievable graduation rate goals and targets."*
>
> —Alliance for Excellent Education, January 2012.

Graduation rates will carry the highest weight in determining the weighted composite index score and attainment of the AMOs for high schools and school districts. We have set the goal that each high school in South Carolina reach a high school graduation rate of at least 90 percent. This goal is ambitious, as is reflected by the large number of high schools in our state that fall far short of this goal, and it is achievable, as is demonstrated by the high performing, high poverty schools that have been able to meet or exceed this graduation rate.

South Carolina's achievement goals remain some of the highest in the nation, and schools and districts will continue to be held accountable for students learning those standards. In keeping with the original intent of NCLB, the second most important factor in determining the school's AYP grade is student performance in ELA and mathematics. We include science and social studies as factors in determining the school grade, but at a lesser weight than ELA and mathematics. To ensure accurate results, we are retaining the 95 percent student participation in testing indicators for both ELA and math. South Carolina's proposed school composite index includes two measures of participation: percent of students tested in ELA and percent of students tested in math. All schools will be expected to meet and exceed the goal of 95 percent participation on all student assessments.

Because the system will no longer be "all or nothing" in terms of meeting AYP, a more nuanced system of recognition and support will be offered to districts and schools. As detailed in Table 2 below, each school and district will receive a calculated, weighted numerical index score ranging from zero to 100; this will allow a school or district to measure its progress in relation to the state AMO, and determine its relative position when compared to other schools and districts in the state, or compared to peers.

To reinforce the importance of academic achievement, the four multiple measures of academic achievement combined will account for the majority of the total weight in the school composite index score.

At the elementary and middle school levels, the combined weights for the four academic

achievement measures (ELA, math, science and social studies) will account for 80 percent of the total composite index score. ELA and math have the highest relative weights of 35 percent each, with science and social studies contributing an additional 5 percent each. In addition, percent of students tested in ELA will account for 10 percent of the total composite index score, and percent of students tested in math, likewise, will account for 10 percent.

At the high school level, the academic achievement measures plus graduate rate will account for 85 percent of the total composite index score. Graduation rate has a weight of 30 percent, and ELA, and math have equivalent weights of 22.5 percent each. The four academic achievement measures (ELA, math, science and social studies) have a combined weight totaling 55 percent, with ELA and math each weighted at 22.5 percent, and the science and social studies measures, 5 percent each. The two participation measures (i.e., percent of students tested in ELA and math) are weighted 7.5 percent each.

At the LEA level, the proposed weights for performance measures and additional indicators are identical to the measure weights at the high school level. For LEAs, the academic achievement measures plus graduation rate will account for 85 percent of the total composite index score. Graduation rate is weighted at 30 percent, with ELA and math having equivalent weights of 22.5 percent each. The four academic achievement measures (ELA, math, science and social studies) account for 55 percent of the total composite index score, with ELA and math each weighted at 22.5 percent, and science and social studies contributing an additional 5 percent each. Graduation rate accounts for 30 percent of the total composite index score and the two participation measures are weighted 7.5 percent.

For LEAs, the total composite index score and corresponding letter grade for the LEA as a whole will be reported, as will the composite index score and letter grade for each grade span (elementary, middle, and high school) in the district. Also, the matrix details for each grade span will be reported, including the means and Ns for each subgroup in each cell (with an N equal to or greater than 30). Similarly, achievement gaps by subgroup and measure will also be reported and highlighted. This will allow LEAs to easily identify which subgroups have met the AMO, which have made progress from the previous year, and which subgroup(s) and measures require particular attention and effort in order for the LEA to achieve the state's expectations in the next year.

Table 2

Proposed Weights for Performance Measures and Additional Indicators

	Performance Measures				Additional Indicators		
	ELA Proficiency	Math Proficiency	Science Proficiency	Social Studies Proficiency	ELA Percent Tested	Math Percent Tested	Graduation Rate
Elem/Middle Schools	35	35	5	5	10	10	N/A
High Schools	22.5	22.5	5	5	7.5	7.5	30
LEAs/Districts	22.5	22.5	5	5	7.5	7.5	30

South Carolina believes this system will result in strong accountability with a continued emphasis on ELA and mathematics proficiency for all students, high graduation rates, participation of all students in testing, and the addition of proficiency measures for science and social studies. For high schools, a total of 77 possible objectives will be used to determine AYP. For elementary schools, the maximum number of objectives is 66; for districts it is 77. In the current NCLB-AYP system, South Carolina uses a minimum "N" size of 40 in subgroup calculations. In order to use as much data as possible from as many students as possible to assess school performance more accurately, for all students and all subgroups, in the new AYP method South Carolina proposes to use an "N" size of 30 for all subgroups. Lowering the "N" size addresses concerns expressed by some stakeholders and shared by the SCDE that too high an "N" could mask the performance of small subgroups of students.

The student achievement measures included in the proposed school composite index score include ELA, math, science and social studies. In the calculation of the school composite index score, all available assessment data for all eligible students will be used in the calculations.

Testing South Carolina Students

Eligible South Carolina students in grades 3 through 8 are tested by the Palmetto Assessment of State Standards (PASS) testing program. PASS tests include five subjects:

1. writing
2. English language arts (ELA)
3. mathematics
4. science
5. social studies.

All students are tested in all six grades in ELA and math. Currently, students are tested in writing in grades 5 and 8. (Prior to 2011, and beginning again in 2013, students in all six grades will be tested in writing.)

All students are tested in both science and social studies in grades 4 and 7. In grades 3, 5, 6, and 8, students are tested in science or social studies, but not both. The testing contractor randomly assigns students within grade and school, with equal probability, to either science or social studies. For these grades, schools enter new students into an on-line registration system which alternately assigns students to science or social studies.

Students in high school are tested by another program. The High School Assessment Program (HSAP) tests students in ELA and math. HSAP constitutes the state Exit Examination. Students must pass both HSAP subjects to earn a diploma. Testing begins in a student's second year of high school. Students who do not pass an HSAP subject are given repeated opportunities to attempt the test.

The End-of-Course Examination Program (EOCEP) includes tests associated with four groups of courses:

1. Algebra I (or Math for the Technologies II)
2. Biology I (or Applied Biology II)
3. English I
4. U. S. History and the Constitution (USHC).

The algebra and English courses may be taken in either middle or high school. The biology courses are typically taken in either the first or second year of high school, and USHC course is typically taken in the third year of high school. All students enrolled in these courses must take the EOCEP tests. By law, the test accounts for 20% of a student's grade in the course. Students must pass the courses to earn a high school diploma.

The South Carolina Alternative Assessment (SC-Alt) is administered to students not eligible for other statewide testing programs because of significant cognitive disabilities as specified in an IEP. SC-Alt tests students by age rather than grade, in the subjects of English, mathematics, science, and (for students of elementary and middle-school age) social studies. Science and social studies testing rules parallel those of PASS.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.

and an explanation of the method used to set these AMOs.	AMOs.	iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

In compliance with NCLB, South Carolina adopted AMOs for two key components of student academic achievement, ELA and mathematics in 2002−03. Hence, the state's current AMOs for ELA and mathematics were calculated using 2001−02 as the baseline year and 2014 as the goal year. The current 2014 goal is for 100 percent of students to meet or exceed proficiency on the state standards and the system tracks school performance on the basis of the percent of students in each school who score "proficient" or above on the state standards assessment tests.

This ESEA Flexibility Request provides the SCDE an opportunity to reconsider both the efficacy of the 2014 goal and the impact that NCLB's annual yearly progress (AYP) has had on public K−12 education in South Carolina. By any reasonable standard, the current AYP accountability system is seriously flawed and the goal of 100 percent of students meeting or exceeding proficiency by 2014 is neither realistic nor attainable.

The SCDE proposes a new, more meaningful method of measuring school performance annually by setting rigorous AYP goals for elementary schools, middle schools, and high schools, by replacing an <u>indirect</u> measure of school performance that tracks the minimum performance level over time—*percent of students who score proficient or above*—with a more appropriate, more meaningful, and more <u>direct</u> measure of student performance and school performance—*actual test scores*.

Under the current NCLB-AYP system, on the PASS tests, where scores can range from 200 to 900, "proficient" is defined as a score of 600 (or above). When examining actual student performance on PASS school by school, we find that for a majority of schools in South Carolina, the average of student scores on the state assessments (in statistical terms, the school mean) already exceed the minimum score of 600, which defines "proficient."

<u>Continuous improvement</u>

The current AMOs for ELA and mathematics are presented in Appendix K. In 2011−12, the ELA AMOs for

- elementary schools (elementary and middle schools) is 79.4 percent of students proficient or above;
- high schools is 90.3 percent of students proficient or above; and

- school districts is 89.4 percent of students proficient or above.

For elementary schools, "proficient" is defined as a PASS ELA and mathematics assessment score of 600 (on a normed scale from 200 to 900). For high schools, "proficient" is defined as a HSAP ELA score of 220.

With AMOs as currently defined—as the percent of students proficient or above—and with current AMO levels set at 79.4 percent, only about one in four elementary schools in the state (27 percent of elementary and middle schools combined) met AYP in 2010−11. Only eight percent of high schools in the state met AYP in 2010−11.

South Carolina proposes new AMOs that are both ambitious and achievable, based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams. We anticipate that using actual test scores will reflect the impact of instruction and learning more accurately than the previous system.

Using 2011−12 as the base year, we will set realistic AMOs for elementary, middle and high schools, respectively, using current student mean scores. For 2012−13 and beyond, the proposed new AMOs increase by 3−5 points annually, based on empirical examination. This incremental increase is consistent with previous growth trends of schools in South Carolina and reflects our objective to have ambitious yet attainable goals.

The mean (average) of PASS test scores for elementary schools was 644 for ELA and 641 for mathematics. Because "proficient" is defined as a PASS score of 600 or above, the elementary school performance, as measured by PASS test scores instead of percent of student scoring proficient or above, is already about 7 percentage points higher than the test score associated with the minimum proficiency level.

Similarly, the performance of middle schools, measured as the average (mean) of PASS test scores in each school rather than simply as the percent of students scoring proficient or above, also is currently about 5 percentage points higher than "proficient." The average (mean) of middle schools is 630 for PASS ELA and 634 for PASS Math, while a score of 600 is defined as "proficient."

While high school test scores, on average, are closer to or a little below the score for "proficient," a similar disparity exists between the federal system determination that most high schools have not met AYP and actual high school student performance when measured in test score units instead of percent of students scoring "proficient" or above.

South Carolina's proposed new AMOs for elementary schools, middle schools and high schools in ELA, mathematics, science and social studies are presented below:

Annual Measurable Objectives for South Carolina
Mean Student Scores on State Standards Assessments and End-Of-Course Examinations

	ELA				Math		
	Elementary	**Middle**	**High**		**Elementary**	**Middle**	**High**
2011–12	630	624	223		630	624	220
2012–13	635	628	226		635	628	223
2013–14	640	632	229		640	632	226
2014–15	645	636	232		645	636	230
2015–16	650	640	235		650	640	233
2016–17	655	644	238		655	644	236
2017–18	660	648	241		660	648	241
	Science				**Social Studies**		
	Elementary	**Middle**	**High**		**Elementary**	**Middle**	**High**
2011–12	630	624	76		630	624	71
2012–13	635	628	77		635	628	73
2013–14	640	632	78		640	632	75
2014–15	645	636	79		645	636	77
2015–16	650	640	80		650	640	79
2016–17	655	644	81		655	644	81
2017–18	660	648	82		660	648	82

Elementary school AMOs are an annual increase of 5 points based on Palmetto Assessment of State Standards (PASS).
Middle school AMOs are an annual increase of 4 points based on Palmetto Assessment of State Standards (PASS).
High school AMOs for ELA and math are an annual increase of 3-to-4 points based on the High School Assessment Program (HSAP).
High school AMO for science (biology) is an annual increase of 1 point and the AMO for social studies (US History) is an annual increase of 1-to-2 points; both AMOs are based on End-Of-Course Examination Program (EOCEP).

We are projecting the anticipated AMOs through the 2017–18 school year based on guidance from the US Department of Education. South Carolina anticipates implementing the assessment being developed by the SMARTER Balanced Assessment Consortium during the 2014–15 school year. Prior to that time, the state proposes to re-formulate the AMOs that it uses for federal and state accountability.

Each component measures the success of the "all students" group and all student subgroups as defined by demographic categories of gender, race/ethnicity, disability status, limited English proficiency status, and socioeconomic status (as measured by eligibility for the free and reduced-price meals program).

The state has set ambitious and attainable goals for student performance on state standards assessments and end-of-course examinations. The table below, *Student Performance*

Goals, presents the goals for mean school scores for each school level and content area. Once a school reaches these goals, the state will not penalize them for a lack of continual growth as long as the mean school score remains at or above the goal. South Carolina proposes an annual increase in the AMOs for each content area and school level through the 2017−18 school year.

Student Performance Goals by SY 2017−18
Desired Mean Student Scores on State Standards Assessments and End-Of-Course Examinations

ELA			Math		
Elementary	**Middle**	**High**	**Elementary**	**Middle**	**High**
660	648	241	660	648	241
Science			**Social Studies**		
Elementary	**Middle**	**High**	**Elementary**	**Middle**	**High**
660	648	82	660	648	82

South Carolina's report card is accessible at http://ed.sc.gov/data/report-cards/2011/index.cfm and indicates the average statewide proficiency based on assessments administered in the 2010−11 school year in ELA and mathematics for the "all students" group and all subgroups.

Proposed New AYP Methodology

Step 1—Identify the student cohort for accountability purposes
Students continuously enrolled in current year between 45th day and 1st day of testing.

Step 2—Calculate the averages (means):
For the "all students" group, and
For each subgroup ($N \geq 30$).

Step 3—Compare means to annual measurable objective (AMO) score (e.g., mean minus AMO)
For the "all students" group, and
For each subgroup ($N \geq 30$).
If mean is greater than or equal to AMO, then the Objective equals 1.0.
If mean is less than AMO, calculate the difference between the mean for the current year and the mean for the previous year.
If the difference is less than or equal to 0, Objective equals 0.0.
If the difference is greater than 0, then the Objective equals .1, .2, .3, … to .9 (for each 1 point increase in mean scale score from previous year).

Step 4—Add the Objective Scores.
Divide by Total Possible Objectives and
Convert to a percent Objectives Score.

Step 5—For Each Measure, multiply percent Objectives Scores times weight.

Step 6—Calculate the Total Score:

Add the weighted scores for each measure for a Total Score (Range: 0 – 100).

Step 7—Assign a Letter Grade using the following scale:

District and School Grading Scale		
Weighted Composite Index Score	**Grade**	**Description**
90−100	A	Performance substantially exceeds the state's expectations.
80−89	B	Performance exceeds the state's expectations.
70−79	C	Performance meets the state's expectations.
60−69	D	Performance does not meet the state's expectations.
Below 60	F	Performance is substantially below the state's expectations.

For state accountability purposes, South Carolina proposes to report and track the total composite index score and associated letter grade for each school and district, as well as more detailed performance information for the "all students" group and for each ESEA subgroup. In addition, for the sake of continuity in federal reporting, South Carolina will also continue to report by SEA, district, and school the percent of students who are proficient as well as the percent below and above proficiency for the "all students" group and for each ESEA subgroup.

A significant problem with the current federally mandated AYP system is that the goal, defined as percent of students who score "proficient" or above, places undue emphasis only on those students who score slightly below 600. The focus of school improvement often has been to "bump" the students just below "proficient," ignoring those students who are too far below "proficient," and not likely to reach proficiency in a short period of time. Hence, the goal, by definition, is set at a level of *minimum* proficiency. So long as a school is able to get a sufficient number of students in the "all students" group and students in each subgroup to score at least 600, then the school can meet the AMO.

The SCDE proposes to redefine school performance expectations, AYP goals, and the metric by which student performance is assessed in terms of test scores rather than percent of students who meet minimum proficiency.

This will shift the focus from primarily those students who are scoring slightly below the criterion score (600) to, more appropriately, the performance of *all students* and all students in each subgroup. Schools and districts will be able and encouraged to simultaneously focus on increasing student achievement and closing achievement gaps.

At the present time, based on actual test performance of students, a majority of schools in the state already exceed the minimum score of 600. For example, in 2010−11, elementary and middle schools ranged from 630–644 in ELA and 634–641 in mathematics—significantly above the minimum proficiency score of 600. South Carolina's proposed AMOs are both ambitious and achievable.

South Carolina's proposed AMOs are defined directly using scale scores for the academic achievement assessments rather than indirectly by calculating the percent of students in each school who score at or above a cut score defined as "proficient."

The proposed AMOs are based on analysis and review of actual student performance on each assessment measure over the past several years. Student assessment scores were analyzed at the state, district and school level, by school type, for all students as well as by subgroup. Measures of central tendency and the distributions of scores were reviewed.

When student performance is disaggregated by school type, student performance at the elementary school level is higher than at the middle school level and lower at the high school level:

- For elementary schools, the average scale score across the various subjects was 636.5 (or 6% above the current target of 600 for MET AYP);
- For middle schools, the average scale score across all subjects was slightly lower at 631.7 (or 5% above the current target for MET).
- For high schools, the average scale scores (on the high school assessments, with difference scale range) were close to the current cut-off for proficient, so we set the AMOs at the mean scores for the current year — that is, a scale score of 223 in ELA and 220 on math.

In addition, when current student assessment data (2010−11) are further disaggregated and analyzed by subgroups, substantial differences were evident between the mean performance of the "all students" group and the means of the various ESEA subgroups.

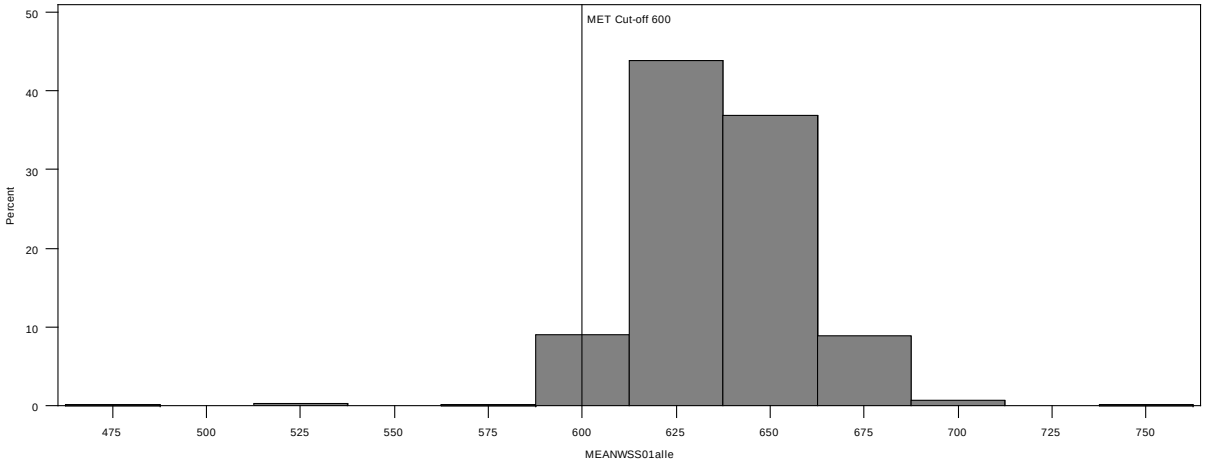
In setting the initial year AMOs, we tried to balance the desire to set an ambitious starting point with the need to set realistic annual goals that reflect the variability that exists in student performance by school type, grade level, and especially by subgroup.

For illustrative purposes, selected frequency distributions for student performance measures are presented below.

2011 ASSESSMENTS RESULTS
DISTRIBUTIONS OF MEAN TEST SCORES BY SCHOOL TYPE

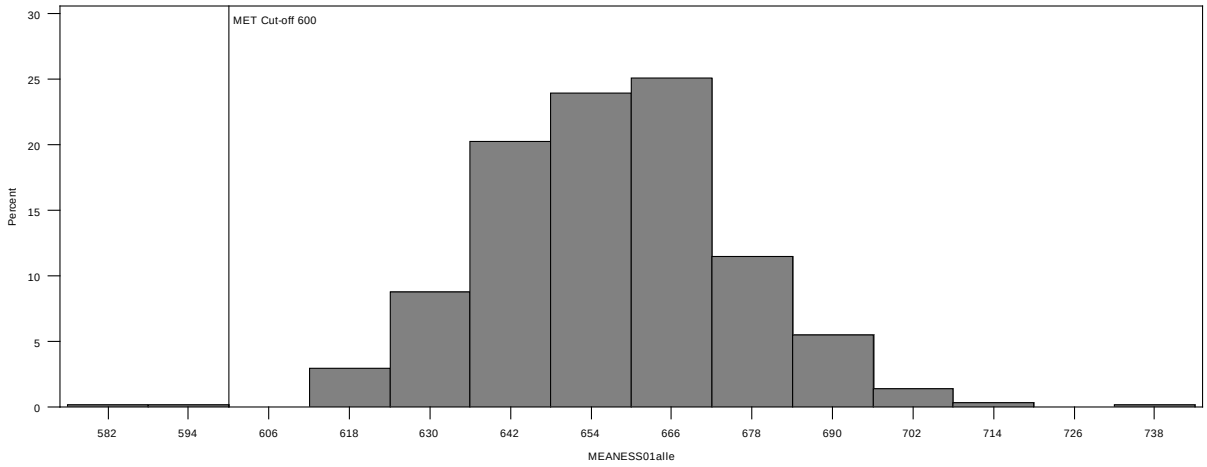
Elementary School: Writing

DISTRIBUTIONS



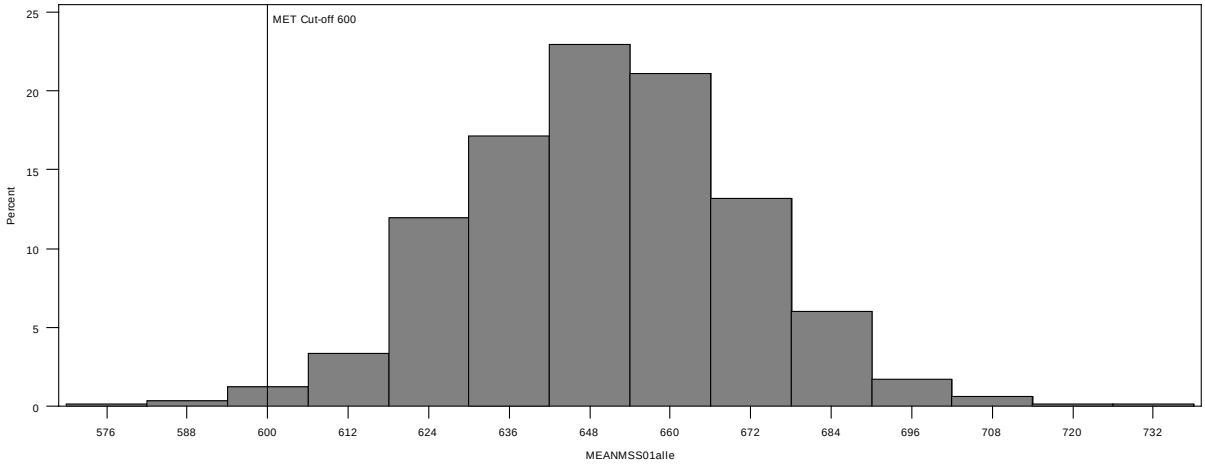
Elementary School: English Language Arts (ELA)

DISTRIBUTIONS



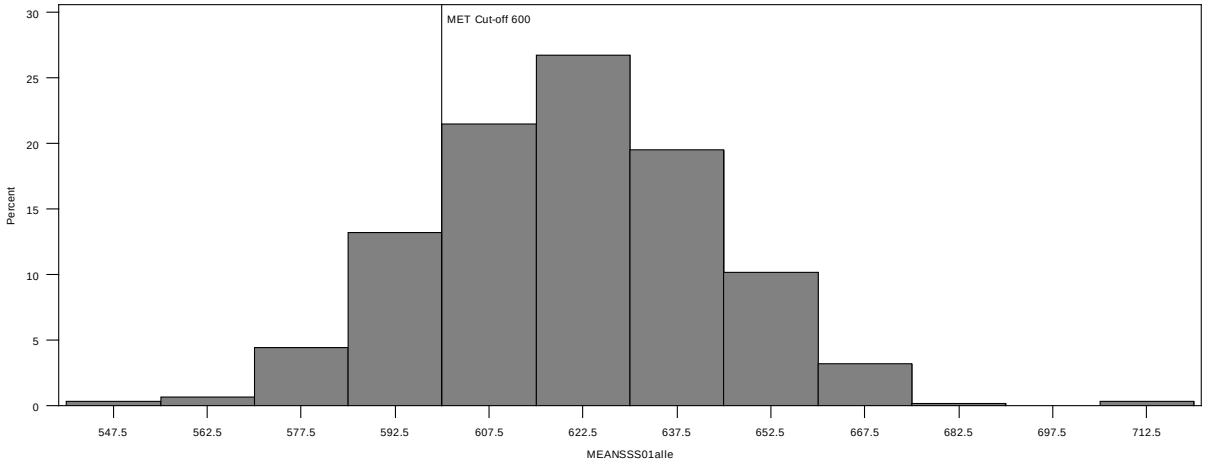
Elementary Schools: Mathematics

DISTRIBUTIONS



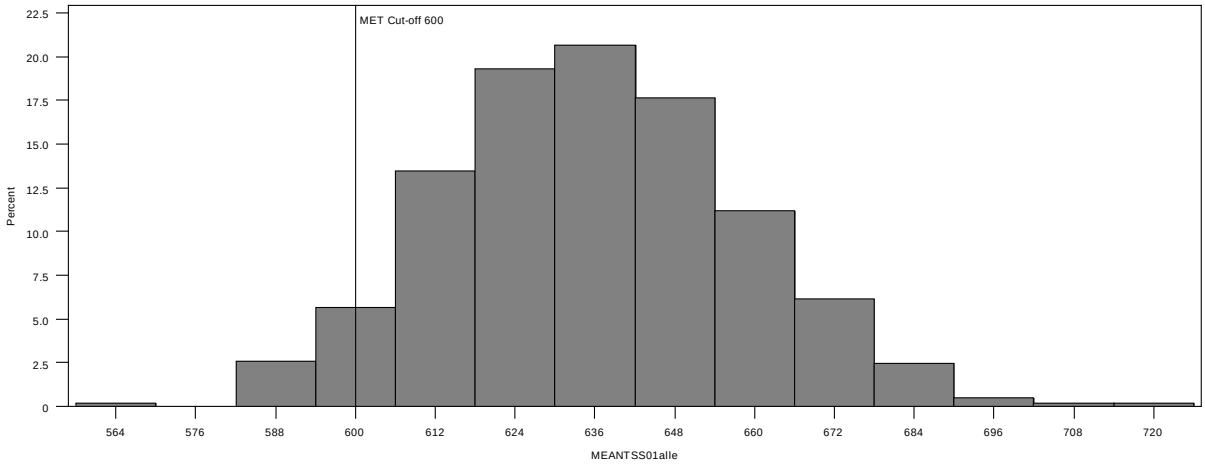
Elementary Schools: Science

DISTRIBUTIONS



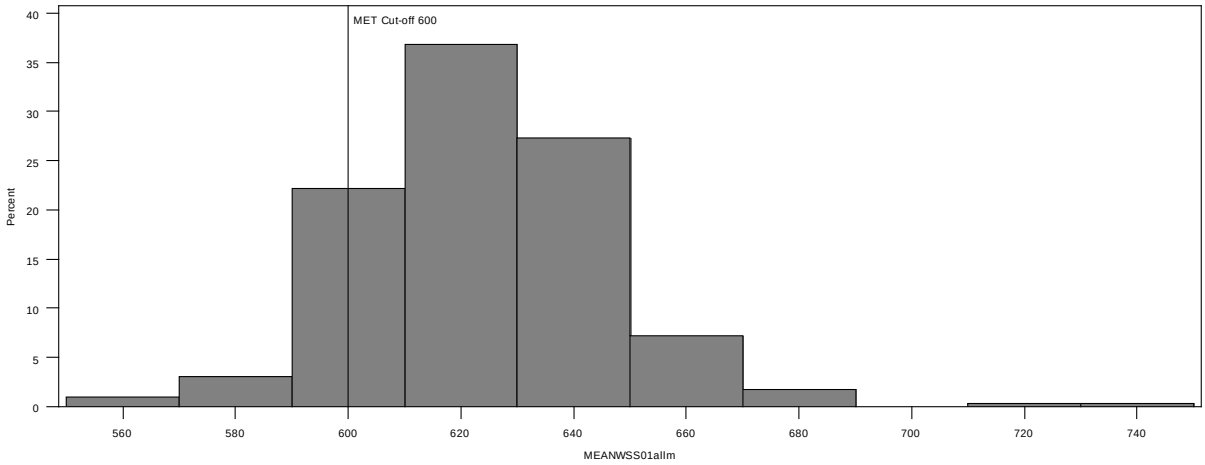
Elementary Schools: Social Studies

DISTRIBUTIONS



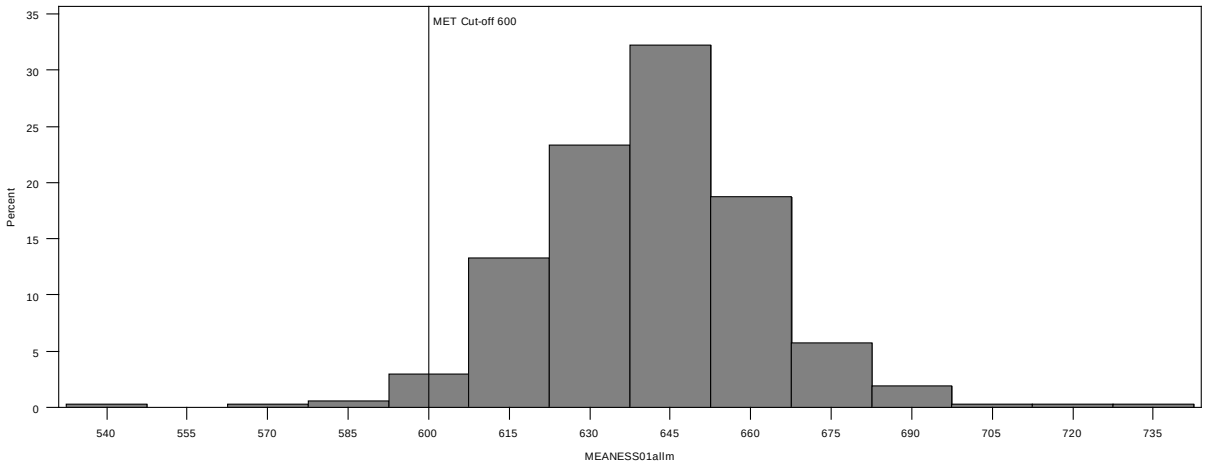
Middle Schools: Writing

DISTRIBUTIONS



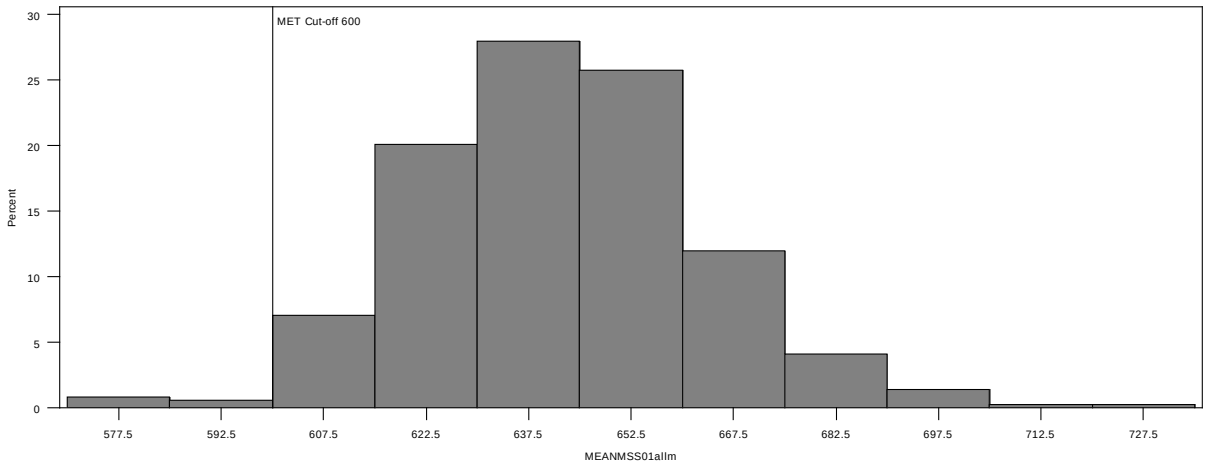
Middle Schools: ELA

DISTRIBUTIONS



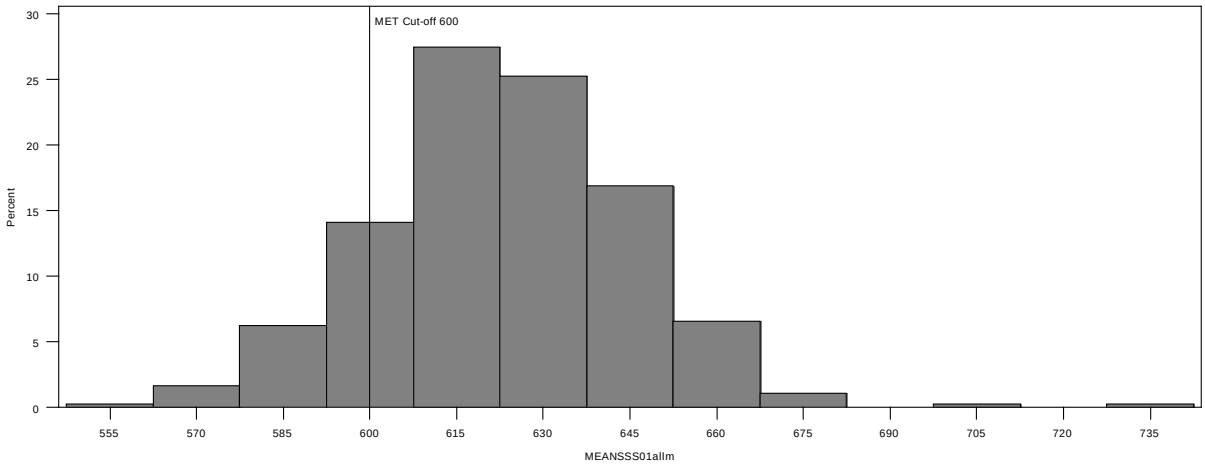
Middle Schools: Mathematics

DISTRIBUTIONS



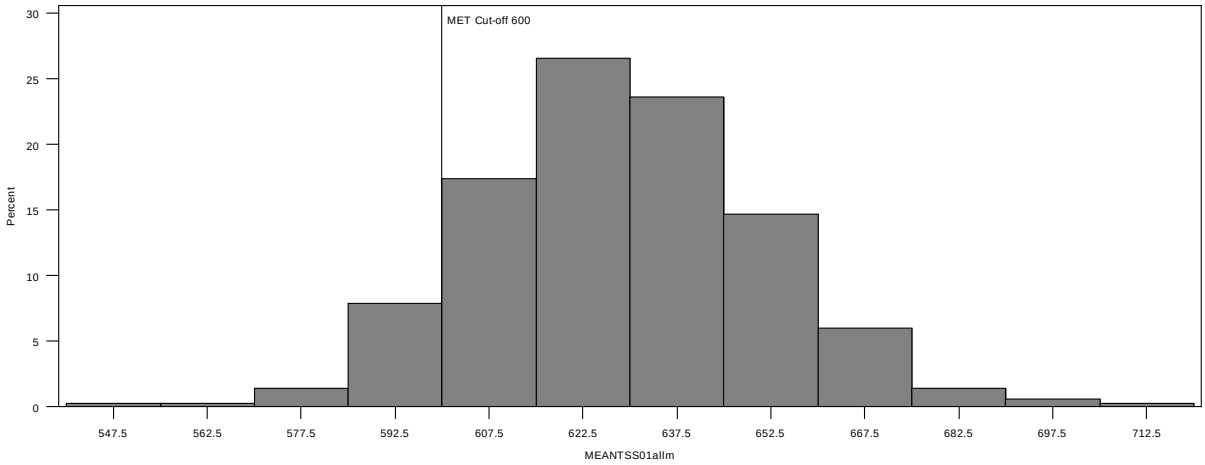
Middle Schools: Science

DISTRIBUTIONS



Middle Schools: Social Studies

DISTRIBUTIONS



For the base year, elementary and middle school AMOs are set at a goal level that is substantially higher than past cut-off for "MET" (e.g., in ELA and math, a score of 600), and at

the same time about one percentage point below the mean or average scale score for the school type.

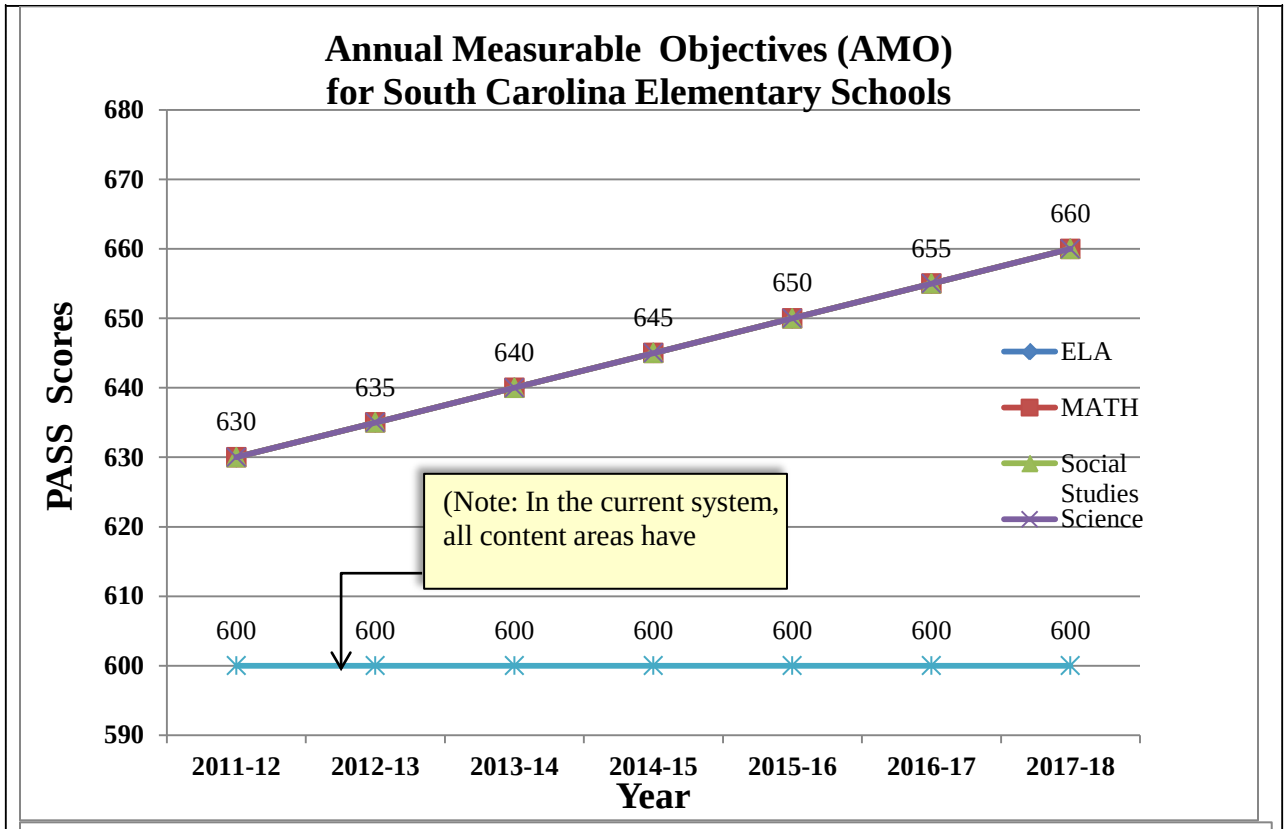
South Carolina's experience with the current state system for school accountability, the School and District Report Cards, reinforced by input from stakeholders, strongly suggested that schools whose performance is in the lowest quartile of the distribution (on a given measure) need the proposed new ESEA goals to be more realistic than the percent of students proficient cut score and that the new proposed AMOs need to be perceived to be "within reach." In addition, with districts and schools accustomed to dealing with a single score defining the AYP "proficient" goal across assessment measures, we feel it is important to remain consistent and set the new proposed AMOs in terms of a single mean score for ELA, math, science and social studies, rather than having different AMOs unique to each measure.

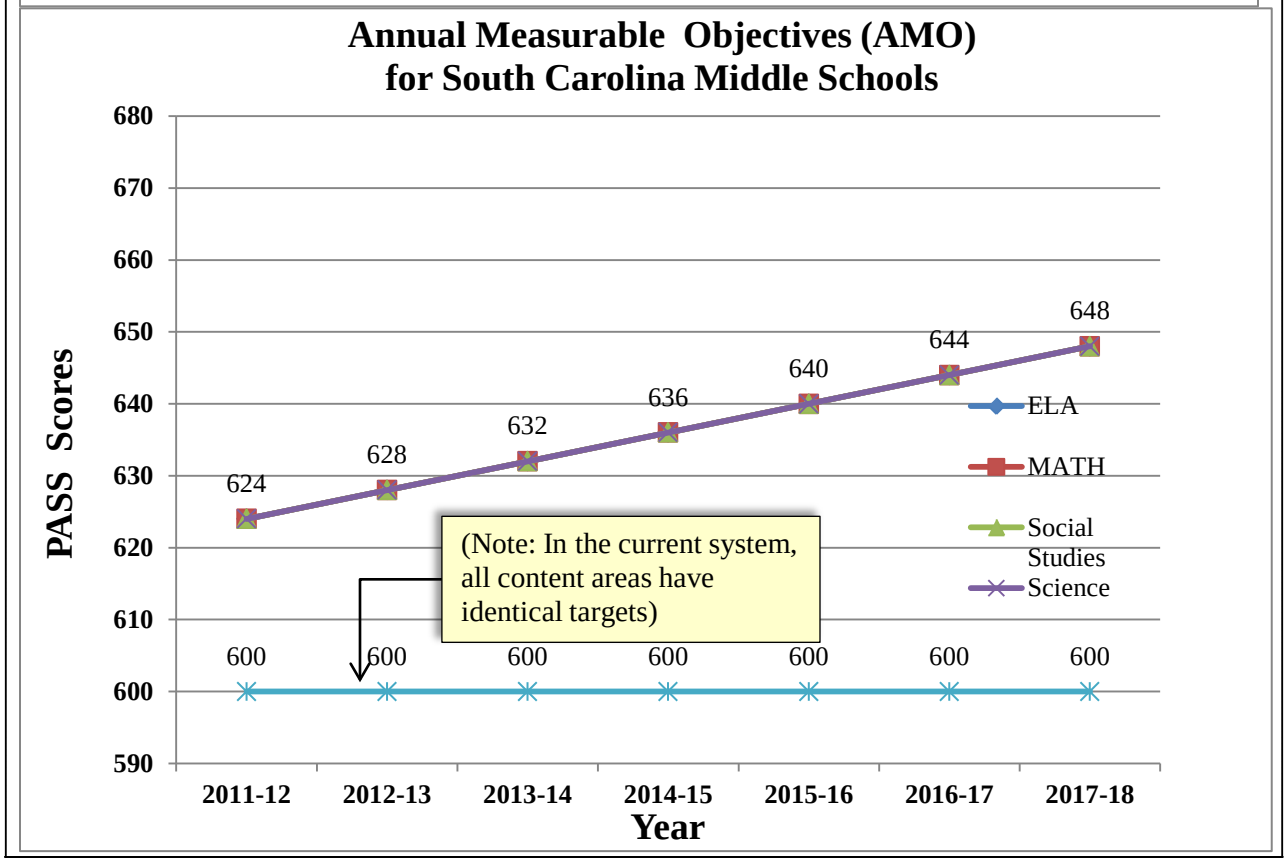
Accordingly, South Carolina's AMO targets were set by taking the scale score cut off point for "Meeting Grade Level Standard" (600) using the current year test data and adding five (5) percent for elementary schools (630) and four (4) percent for middle schools (624).

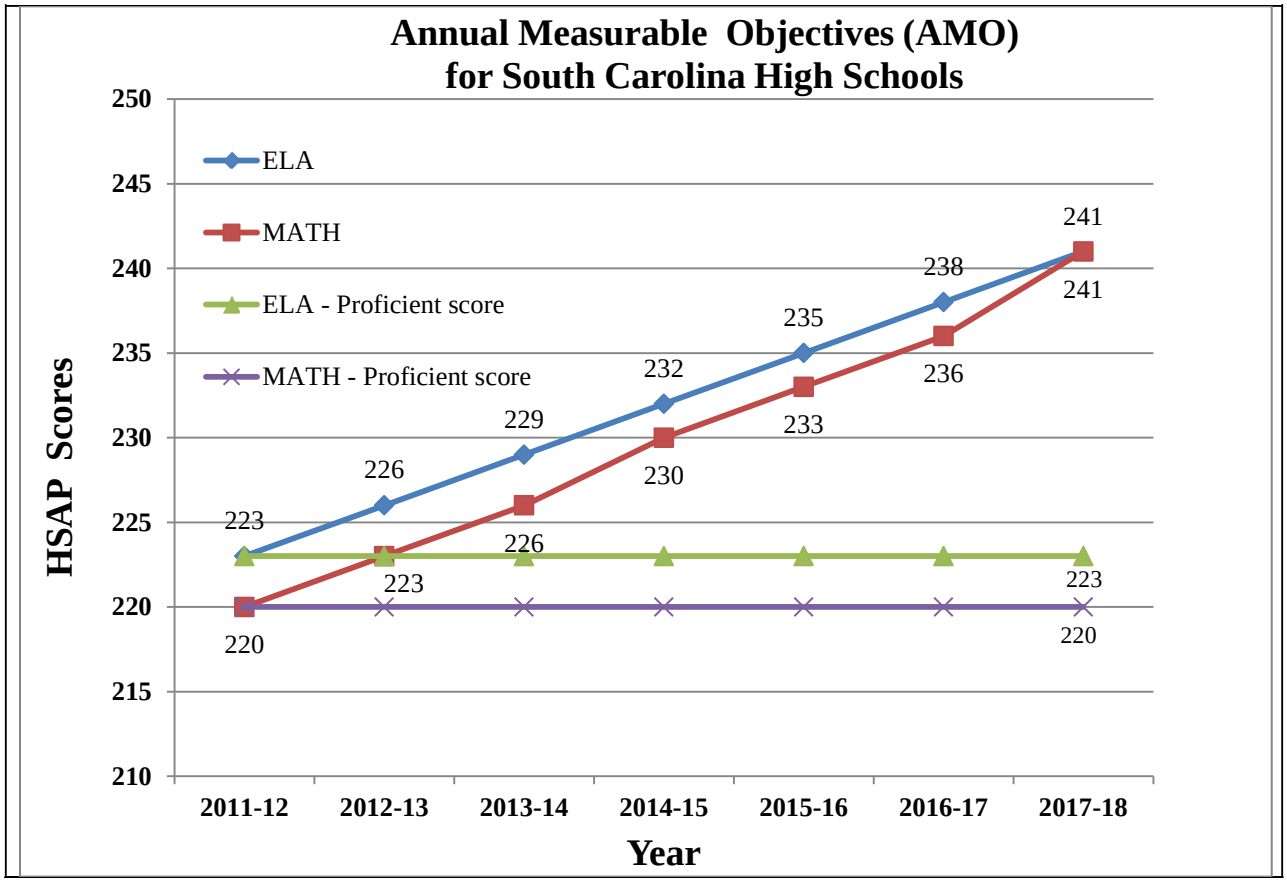
For elementary schools, the proposed new AMO starting in 2011−12 starts at a mean scale score of 630 which is approximately equivalent to an AMO of 93 percent of students proficient or above (when 600 is used as the cut score for "proficient"). That is, based on 2011−12 actual data, a school with a mean ELA score of 630 and a mean math score of 630—equal to the AMO—would be estimated to have about 93 percent of students proficient or above (i.e., when the mean of the distribution is 630 and sd = 20, a score of 600 is equivalent to a *z*-score = -1.5, and approximately 93 percent of the distribution would be expected to be above 600.) For middle schools, the proposed new AMO of 624 for ELA and math would be approximately equal to 88 percent of students proficient or above (i.e., a *z*-score = -1.2, 88.5 percent above 600). By comparison, the current AMOs for ELA and math with a cut score of 600 are set at 79.4 percent of students proficient or above.

To determine the proposed annual increases in AMOs, we analyzed mean student assessment scores over time by school type, and chose realistic incremental increases within the range of observed increases in school means over the past three years.

Beginning in 2012−13, South Carolina proposes to raise AYP goals from 600 in ELA and mathematics to the following:


Annual Measurable Objectives (AMO)
for South Carolina Elementary Schools
PASS Scores
680
670
660
650
640
630
620
610
600
590
630
635
640
645
650
655
660
600
600
600
600
600
600
600
(Note: In the current system, all content areas have
ELA
MATH
Social Studies
Science
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year


Annual Measurable Objectives (AMO)
for South Carolina Middle Schools
PASS Scores
680
670
660
650
640
630
620
610
600
590
624
628
632
636
640
644
648
600
600
600
600
600
600
600
(Note: In the current system, all content areas have identical targets)
ELA
MATH
Social Studies
Science
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year



To determine the proposed AMOs, South Carolina analyzed statewide mean student assessment scores over time, by school type, for all students, and subgroups.

The recent historical trajectory of statewide mean scale scores for the "all students" group and for student subgroups are presented in Figures A1-A6.

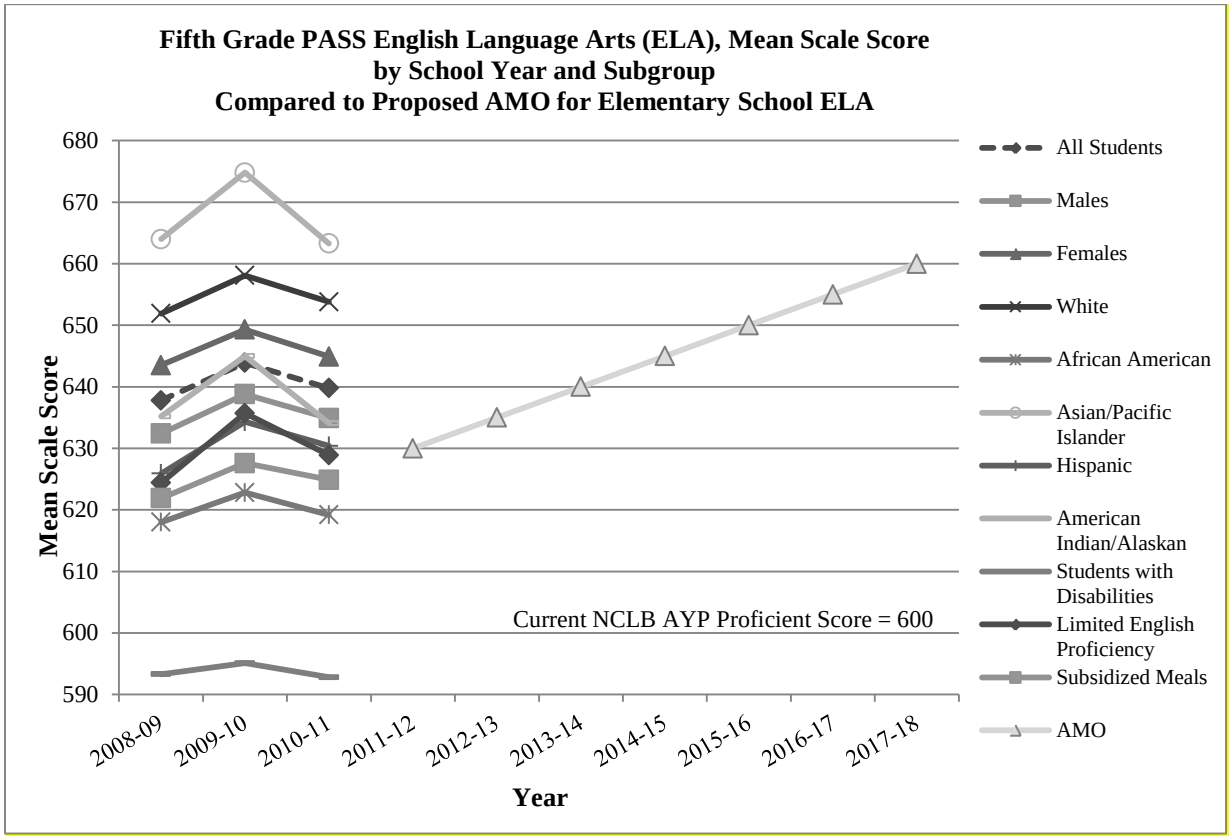
For illustrative purposes and ease of comparison, the trend data presented for elementary and middle schools focuses on 5th grade and 8th grade, the final grade level for elementary schools and middle schools, respectively. (To inform decisions about the proposed AMOs, similar analyses and reviews of historical trends were conducted for all grades tested, 3-5 for elementary schools and 6-8 for middle schools.)

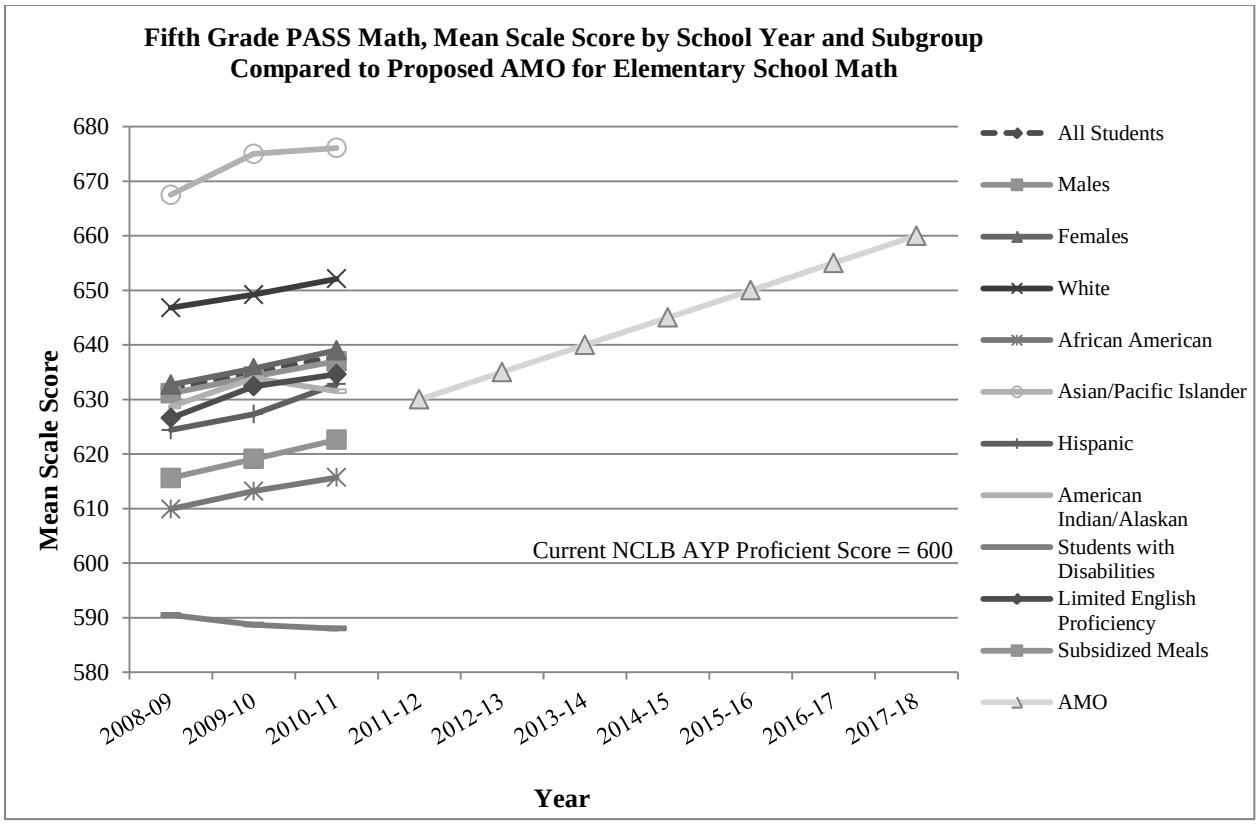
As previously mentioned, the starting points for the proposed AMOs for PASS ELA and Math, and for HSAP ELA and Math were determined, in large part, by detailed analysis and review of recent historical trend data, such as these.

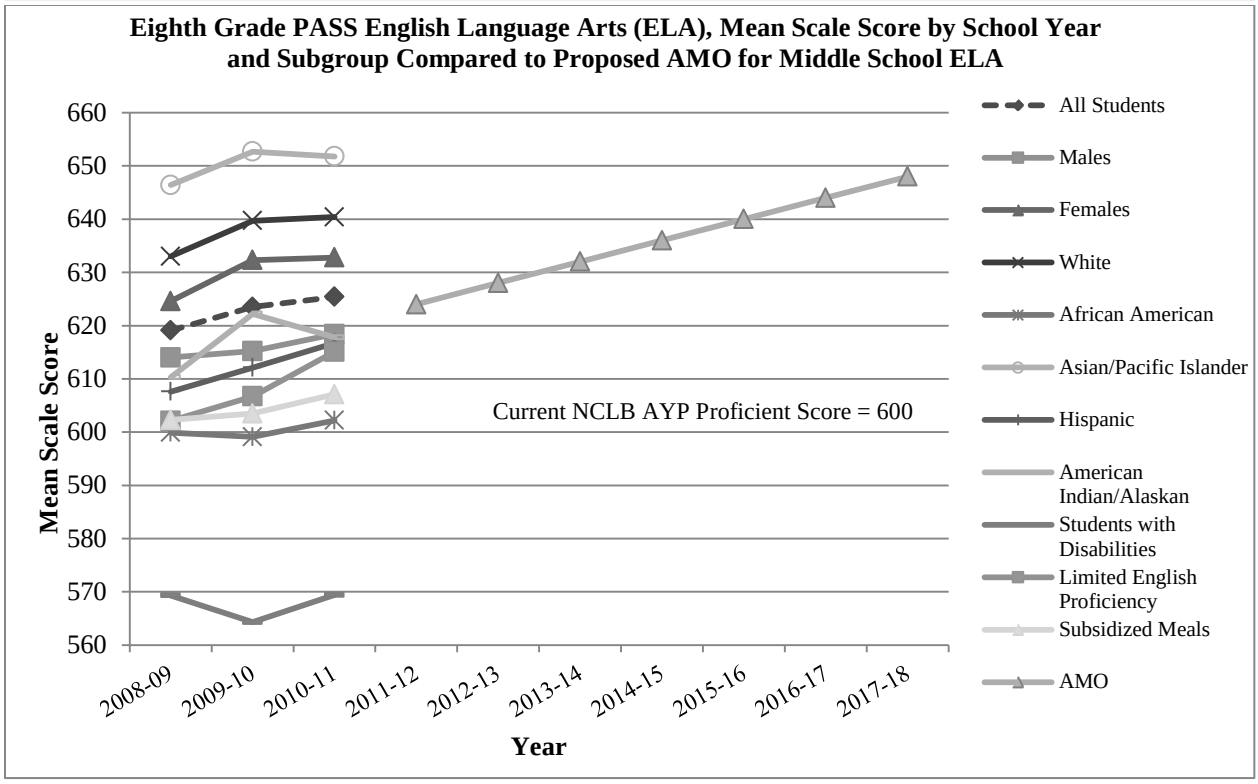
Note: The South Carolina Palmetto Assessments of State Standards (PASS) field tests of writing were first administered in March 2009 and the PASS field tests of reading & research, mathematics, science, and social studies were administered in May 2009. Thus, for Elementary and Middle Schools, only three years of PASS data are available at the present time. For High

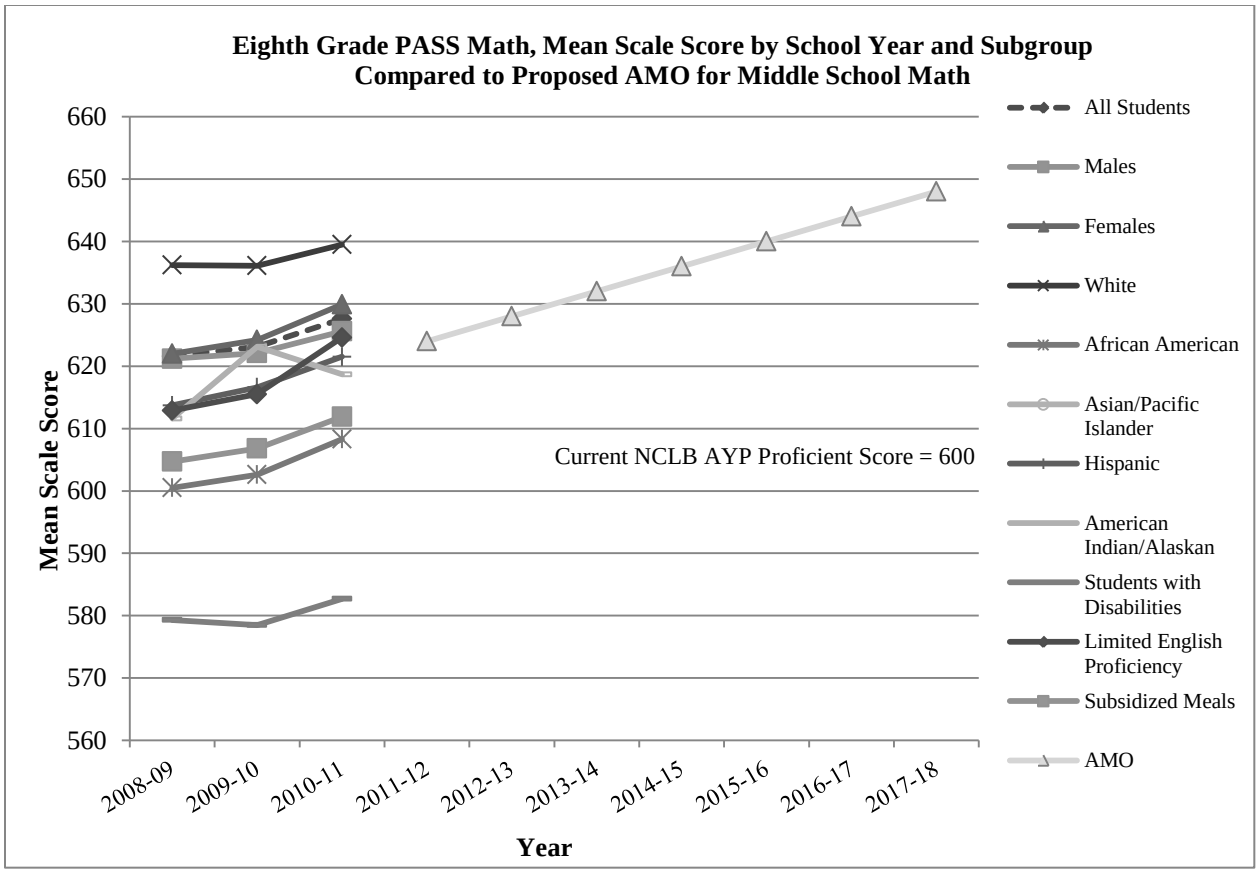
Schools, eight years of historical HSAP data are available, beginning with the 2003-04 school year through 2010-11.

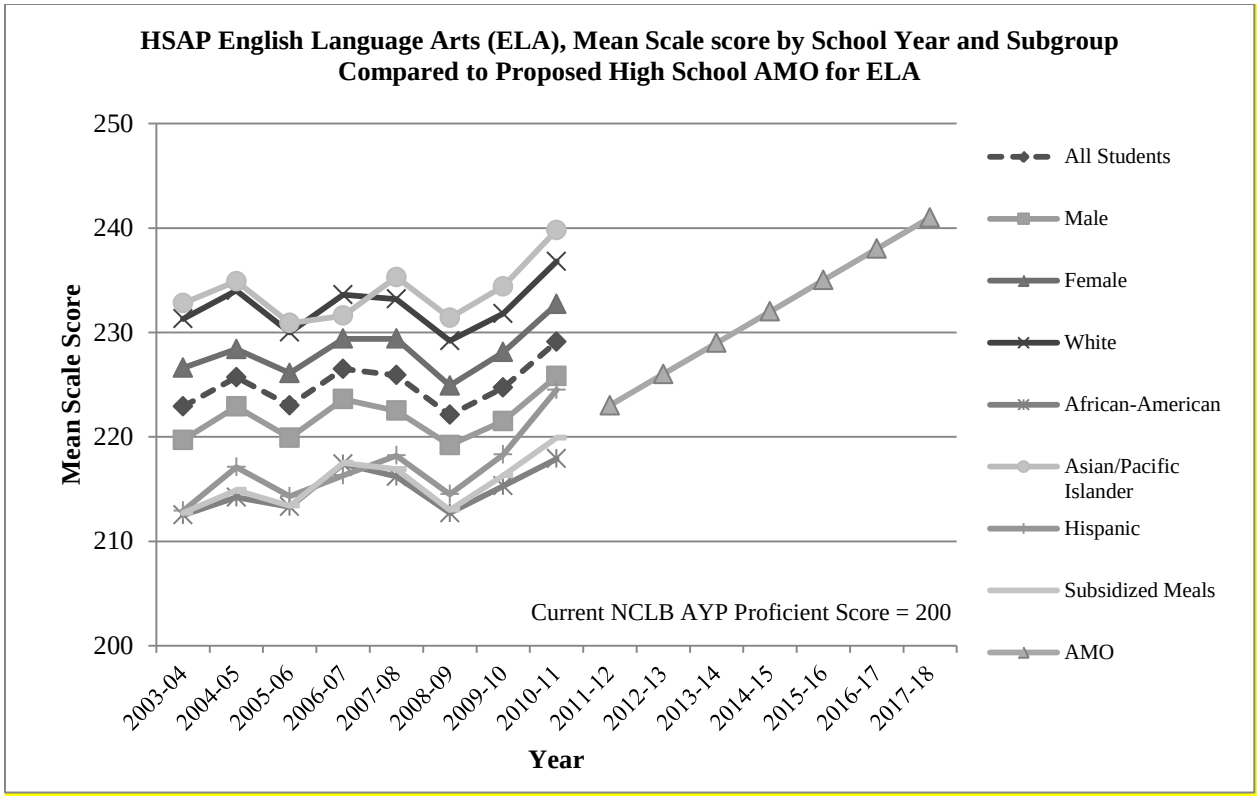
FIGURES A1-A6:

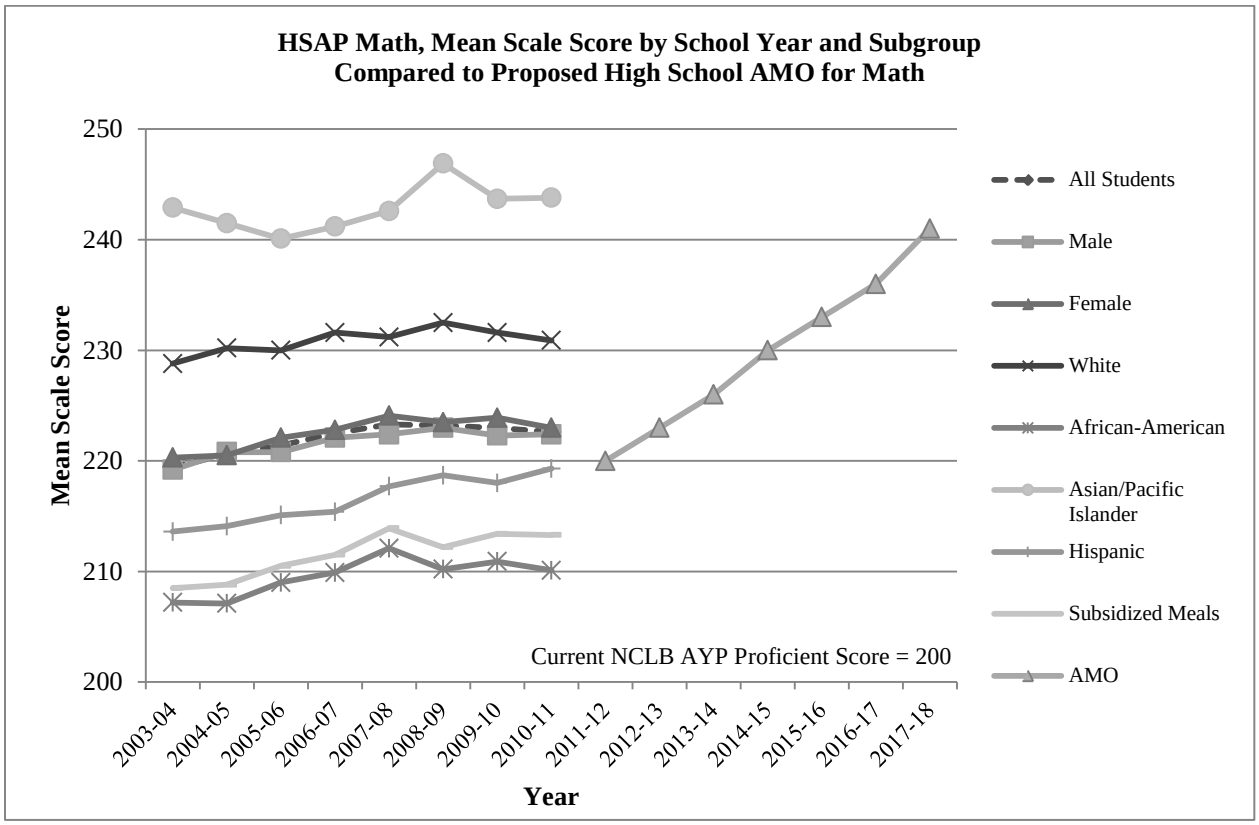



Fifth Grade PASS Math, Mean Scale Score by School Year and Subgroup Compared to Proposed AMO for Elementary School Math
Mean Scale Score
680
670
660
650
640
630
620
610
600
590
580
Current NCLB AYP Proficient Score = 600
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
All Students
Males
Females
White
African American
Asian/Pacific Islander
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meals
AMO


Eighth Grade PASS English Language Arts (ELA), Mean Scale Score by School Year and Subgroup Compared to Proposed AMO for Middle School ELA
Mean Scale Score
660
650
640
630
620
610
600
590
580
570
560
Current NCLB AYP Proficient Score = 600
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
All Students
Males
Females
White
African American
Asian/Pacific Islander
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meals
AMO


Eighth Grade PASS Math, Mean Scale Score by School Year and Subgroup
Compared to Proposed AMO for Middle School Math
Mean Scale Score
660
650
640
630
620
610
600
590
580
570
560
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
Current NCLB AYP Proficient Score = 600
All Students
Males
Females
White
African American
Asian/Pacific Islander
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meals
AMO


HSAP English Language Arts (ELA), Mean Scale score by School Year and Subgroup
Compared to Proposed High School AMO for ELA
Mean Scale Score
250
240
230
220
210
200
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
Current NCLB AYP Proficient Score = 200
All Students
Male
Female
White
African-American
Asian/Pacific Islander
Hispanic
Subsidized Meals
AMO

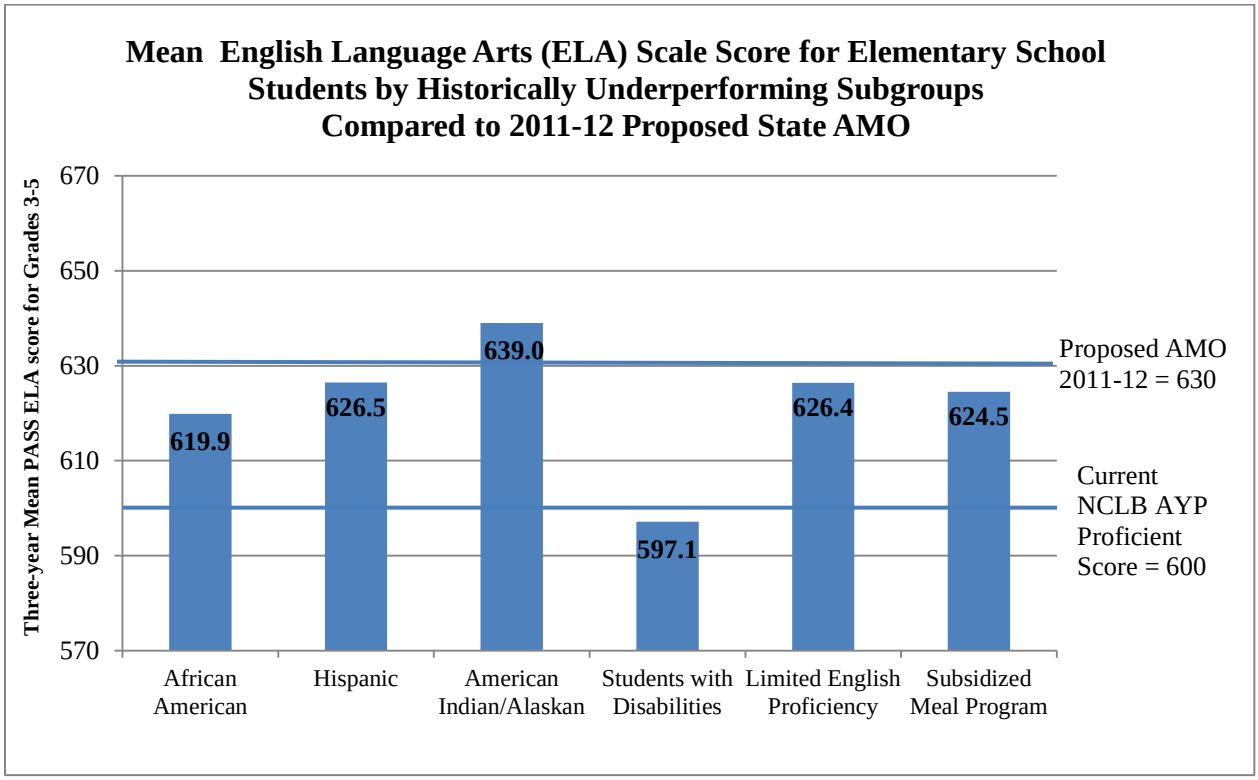


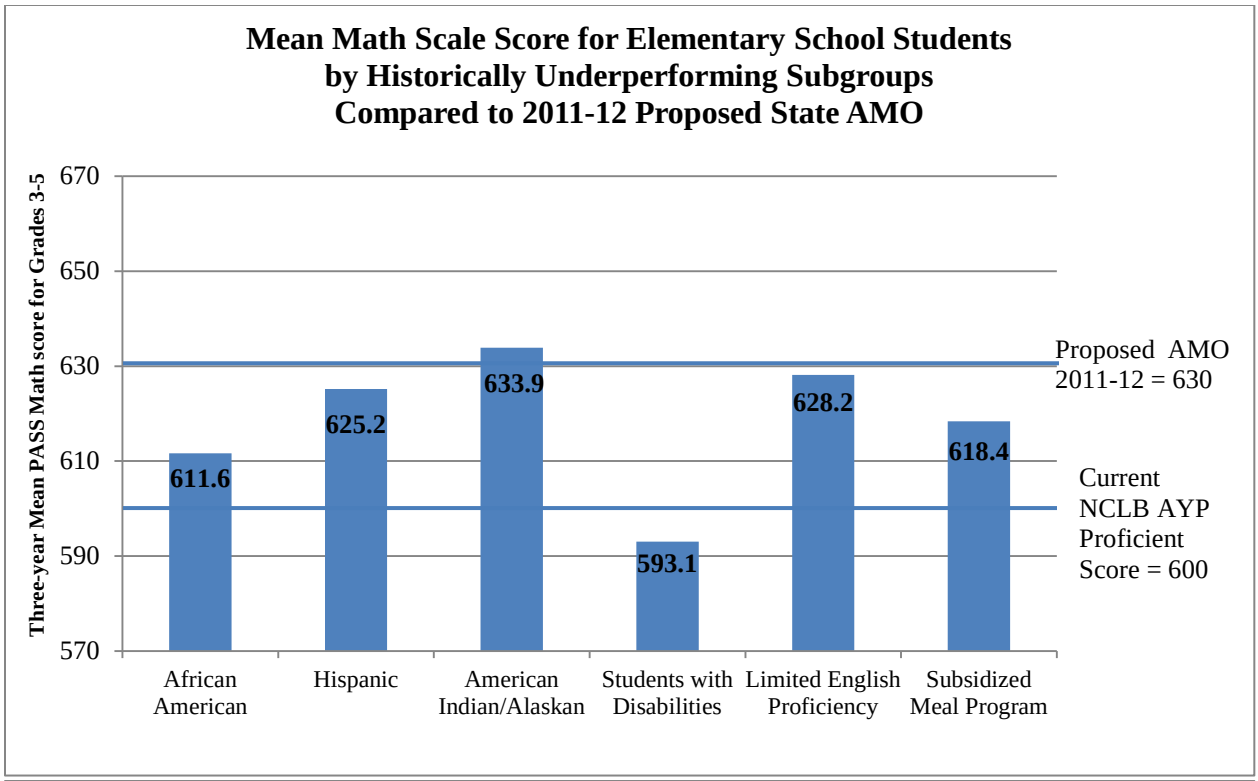
To determine the appropriate and optimal starting point for each AMO, South Carolina also conducted analyses and reviews of PASS and HSAP assessment scores disaggregated by subgroup.

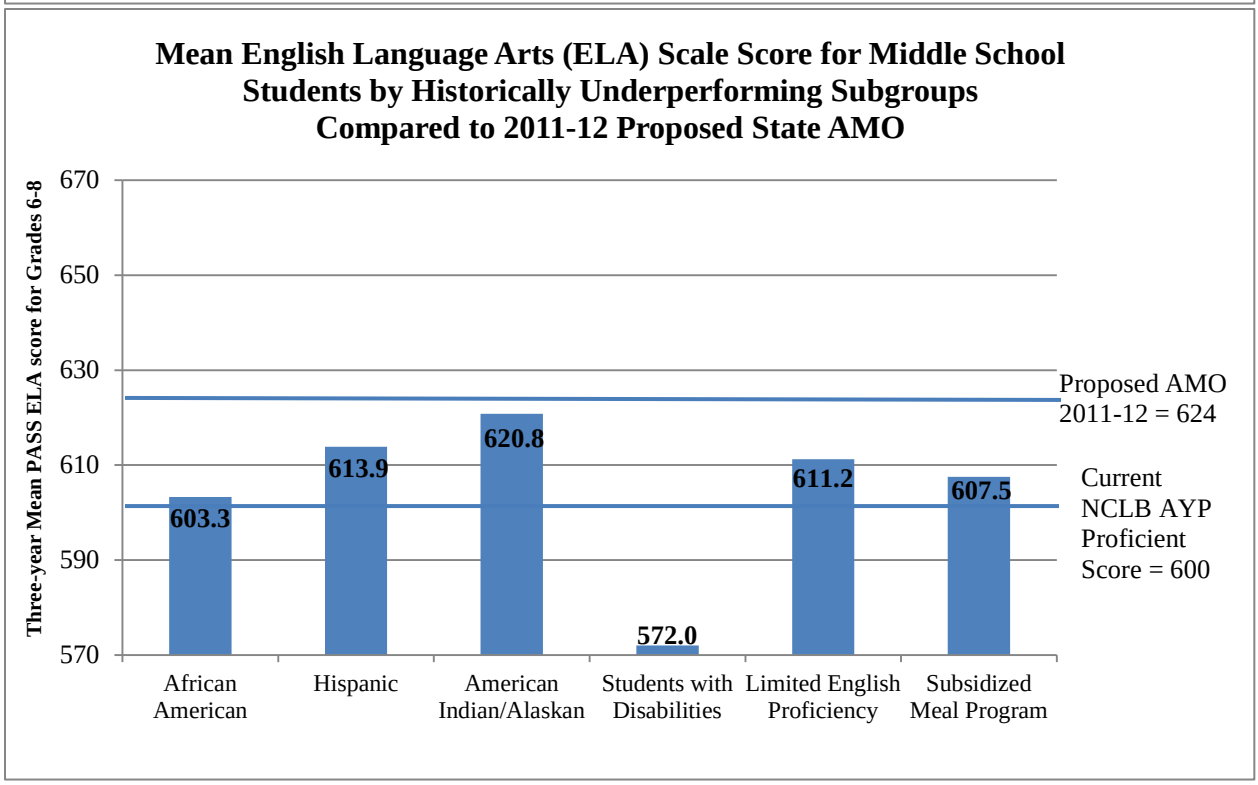
Mean scale scores by school type and student subgroup are presented in Figures B1-B6.

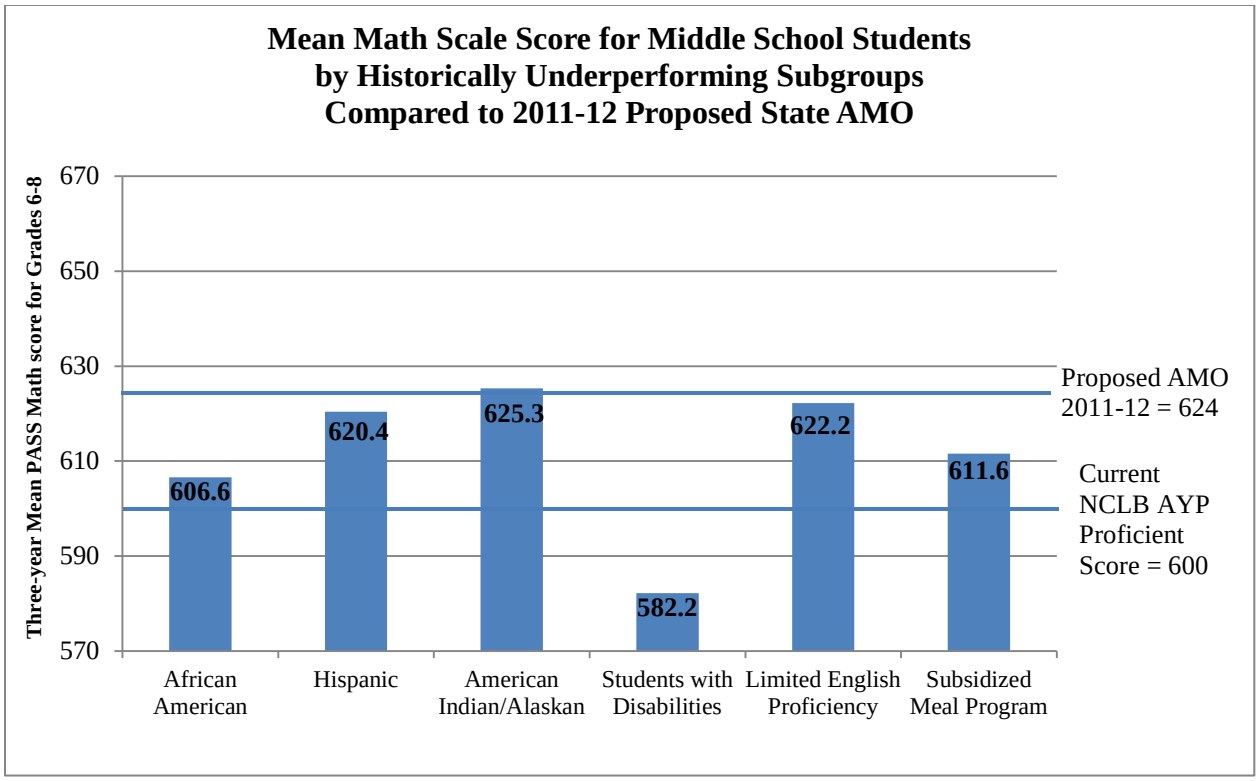
As is evident, South Carolina's proposed 2011-12 AMOs for elementary, middle and high schools are above the recent (three-year) mean student performance of all historically underperforming subgroups, (with the exception of one subgroup, American Indian/Alaskan students, at the elementary school level). These data clearly demonstrate that the proposed AMOs for elementary, middle and high schools are, in fact, both rigorous and ambitious, relative to student subgroup performance on PASS and HSAP.

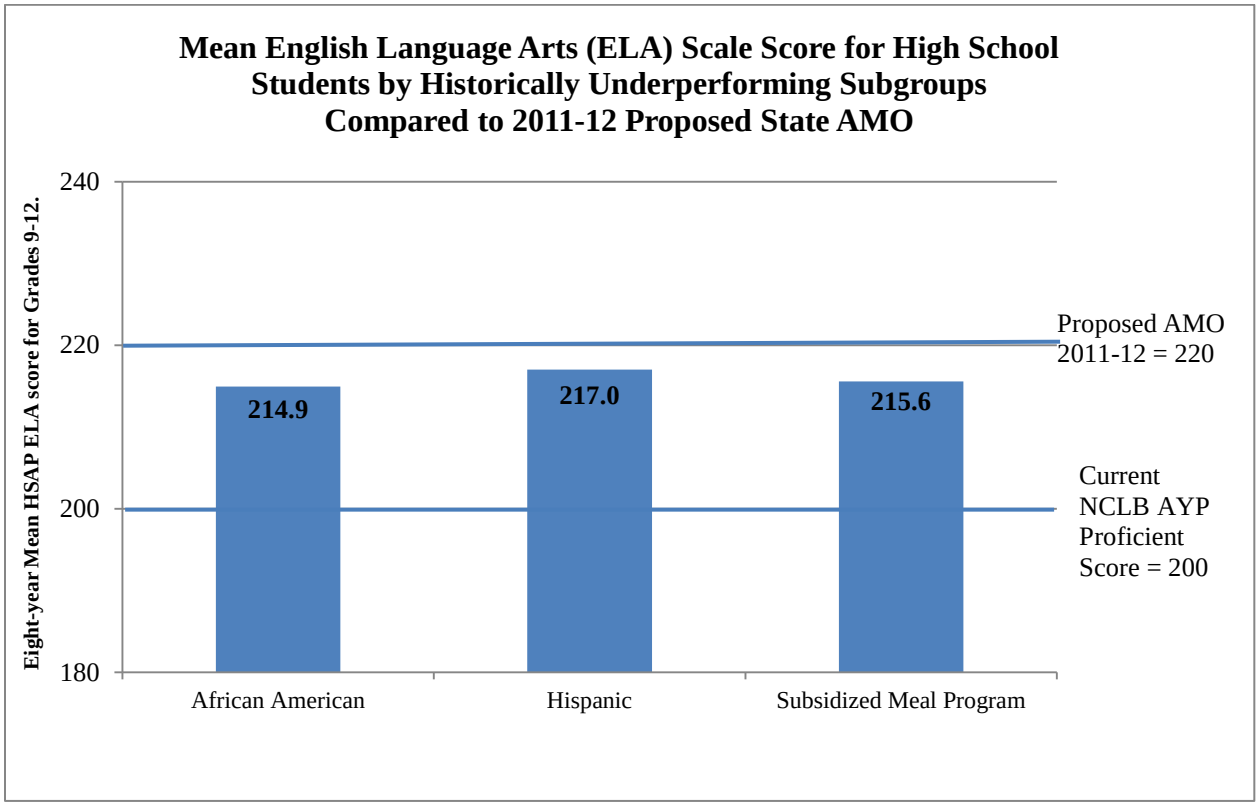
FIGURES B1-B6:

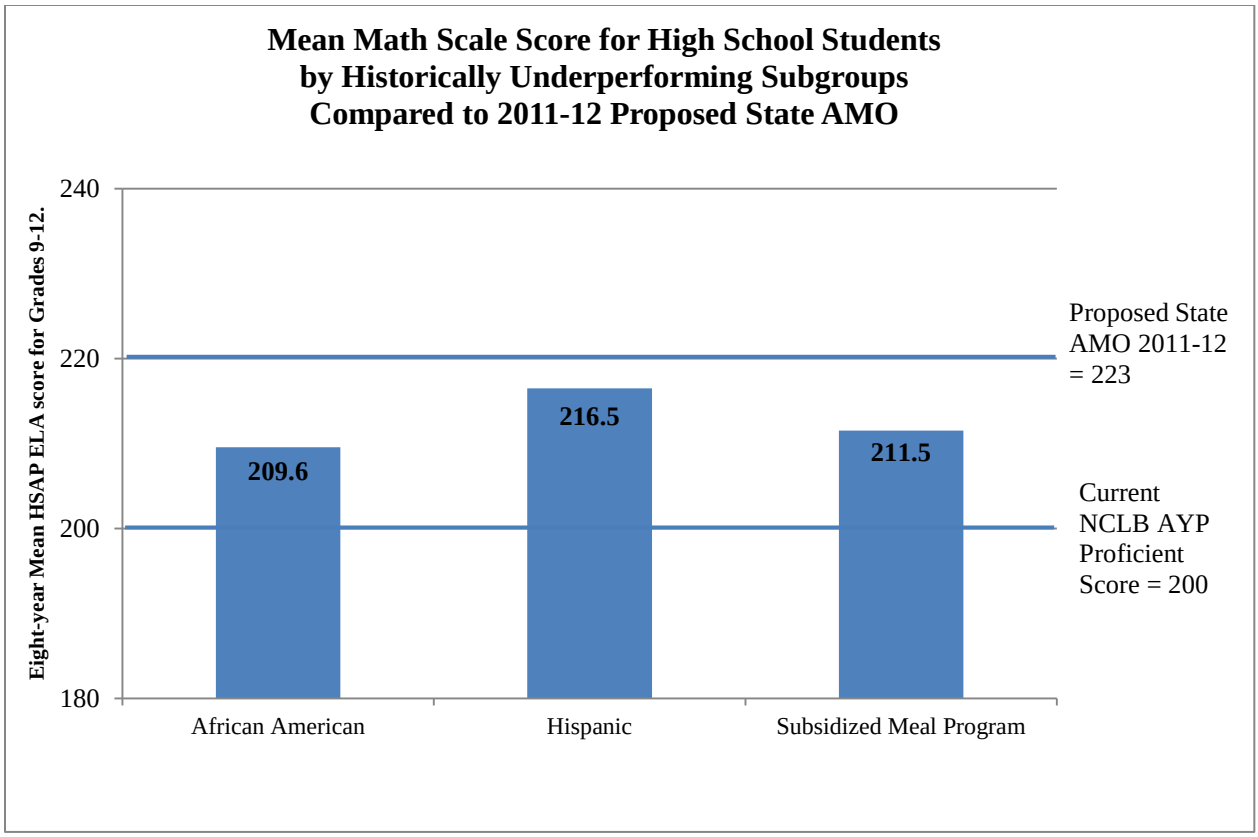



Mean Math Scale Score for Elementary School Students
by Historically Underperforming Subgroups
Compared to 2011-12 Proposed State AMO
Three-year Mean PASS Math score for Grades 3-5
670
650
630
610
590
570
611.6
625.2
633.9
593.1
628.2
618.4
Proposed AMO
2011-12 = 630
Current
NCLB AYP
Proficient
Score = 600
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meal Program


Mean English Language Arts (ELA) Scale Score for Middle School
Students by Historically Underperforming Subgroups
Compared to 2011-12 Proposed State AMO
Three-year Mean PASS ELA score for Grades 6-8
670
650
630
610
590
570
603.3
613.9
620.8
572.0
611.2
607.5
Proposed AMO
2011-12 = 624
Current
NCLB AYP
Proficient
Score = 600
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meal Program


Mean Math Scale Score for Middle School Students
by Historically Underperforming Subgroups
Compared to 2011-12 Proposed State AMO
Three-year Mean PASS Math score for Grades 6-8
670
650
630
610
590
570
606.6
620.4
625.3
582.2
622.2
611.6
Proposed AMO
2011-12 = 624
Current
NCLB AYP
Proficient
Score = 600
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meal Program

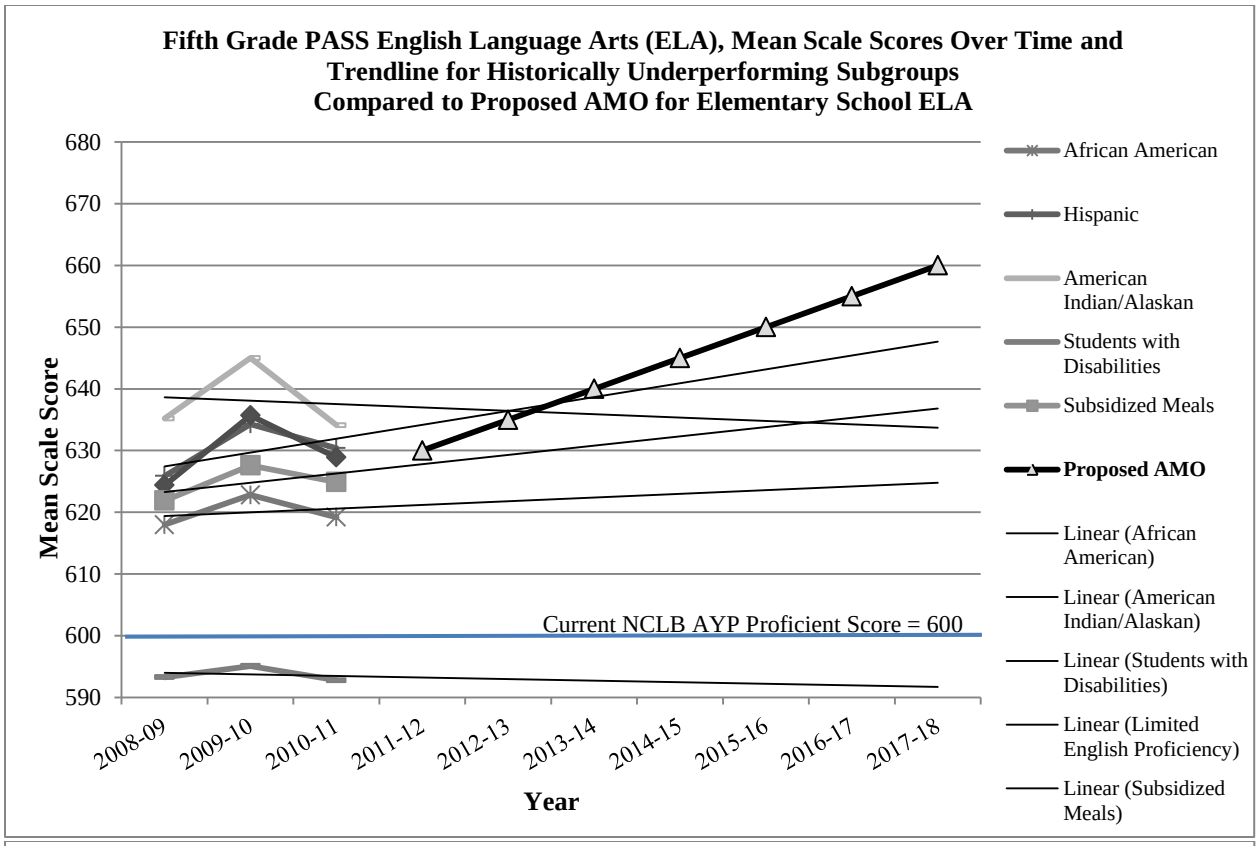

Mean English Language Arts (ELA) Scale Score for High School
Students by Historically Underperforming Subgroups
Compared to 2011-12 Proposed State AMO
Eight-year Mean HSAP ELA score for Grades 9-12.
240
220
200
180
214.9
217.0
215.6
Proposed AMO
2011-12 = 220
Current
NCLB AYP
Proficient
Score = 200
African American
Hispanic
Subsidized Meal Program

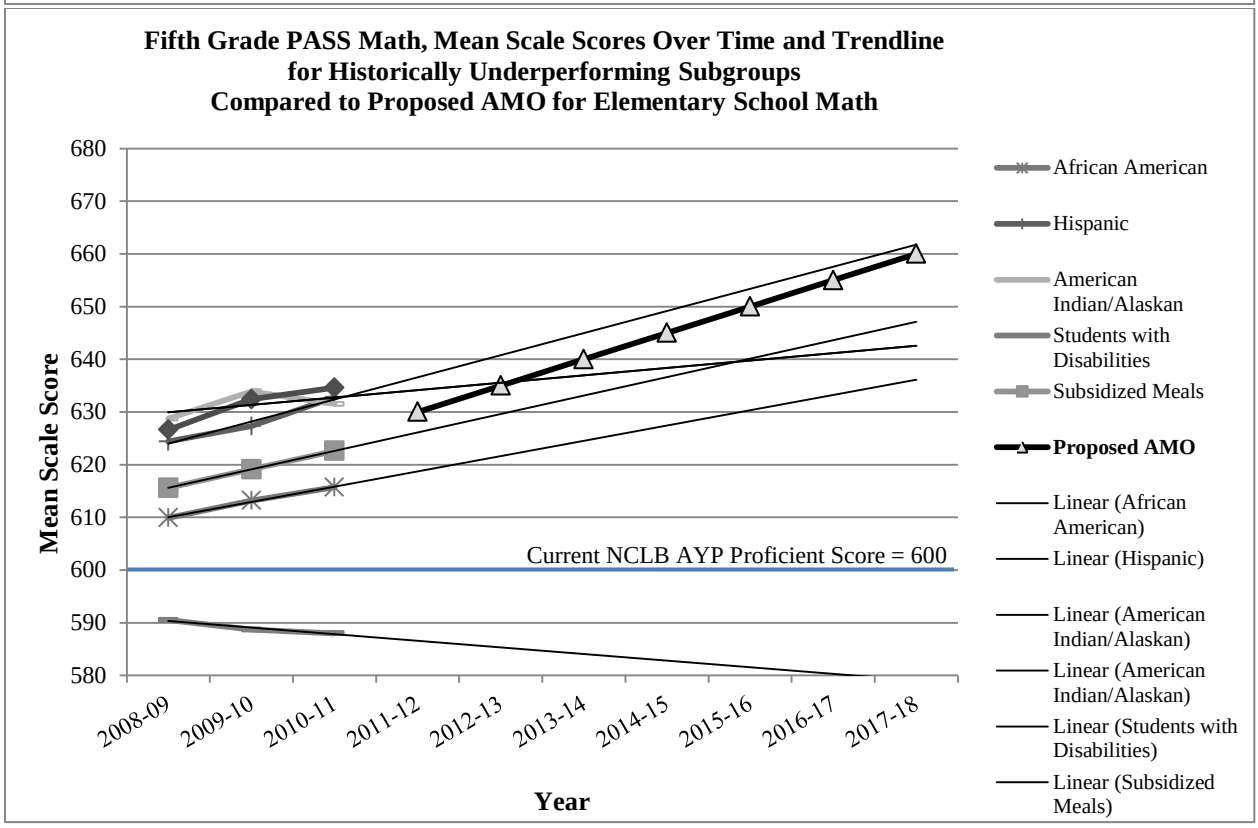


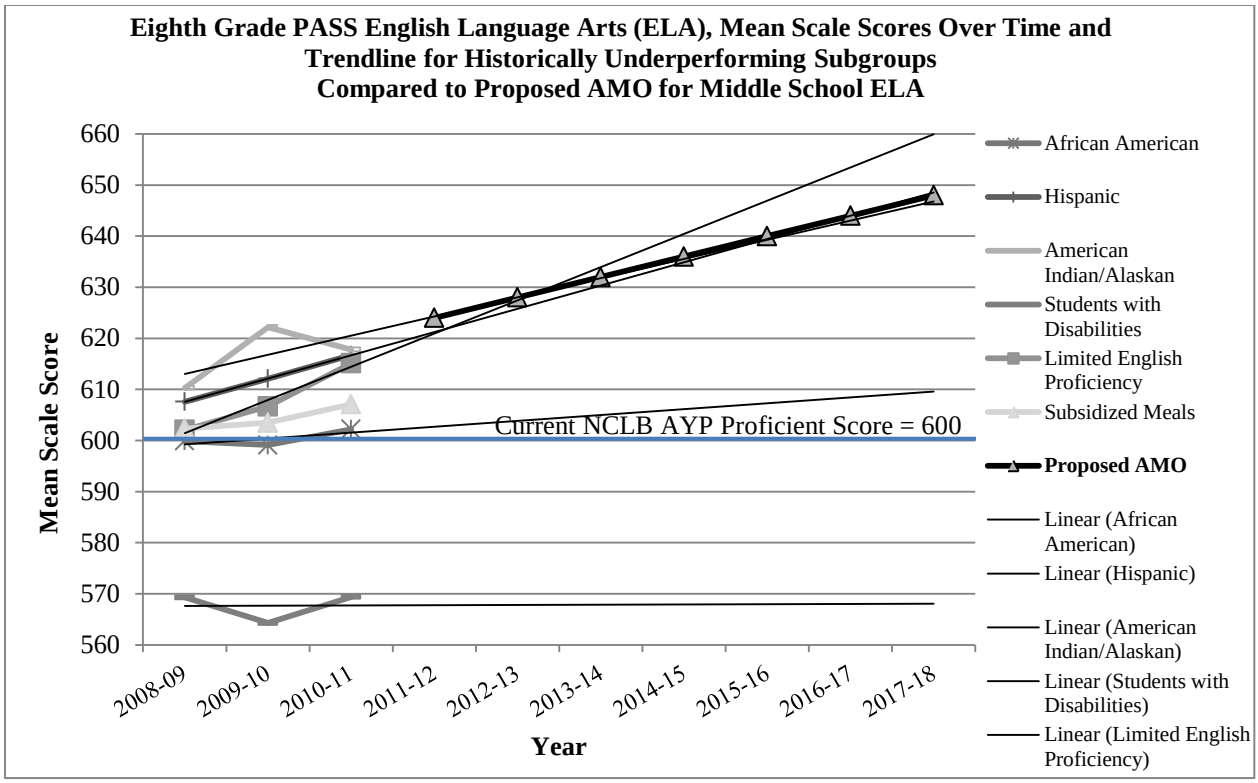
In Figures C1-C6, below, South Carolina's proposed AMOs for elementary schools, middle schools, and high schools are presented in relation to future projections of student performance based on the past trajectory of PASS and HSAP scale score means.

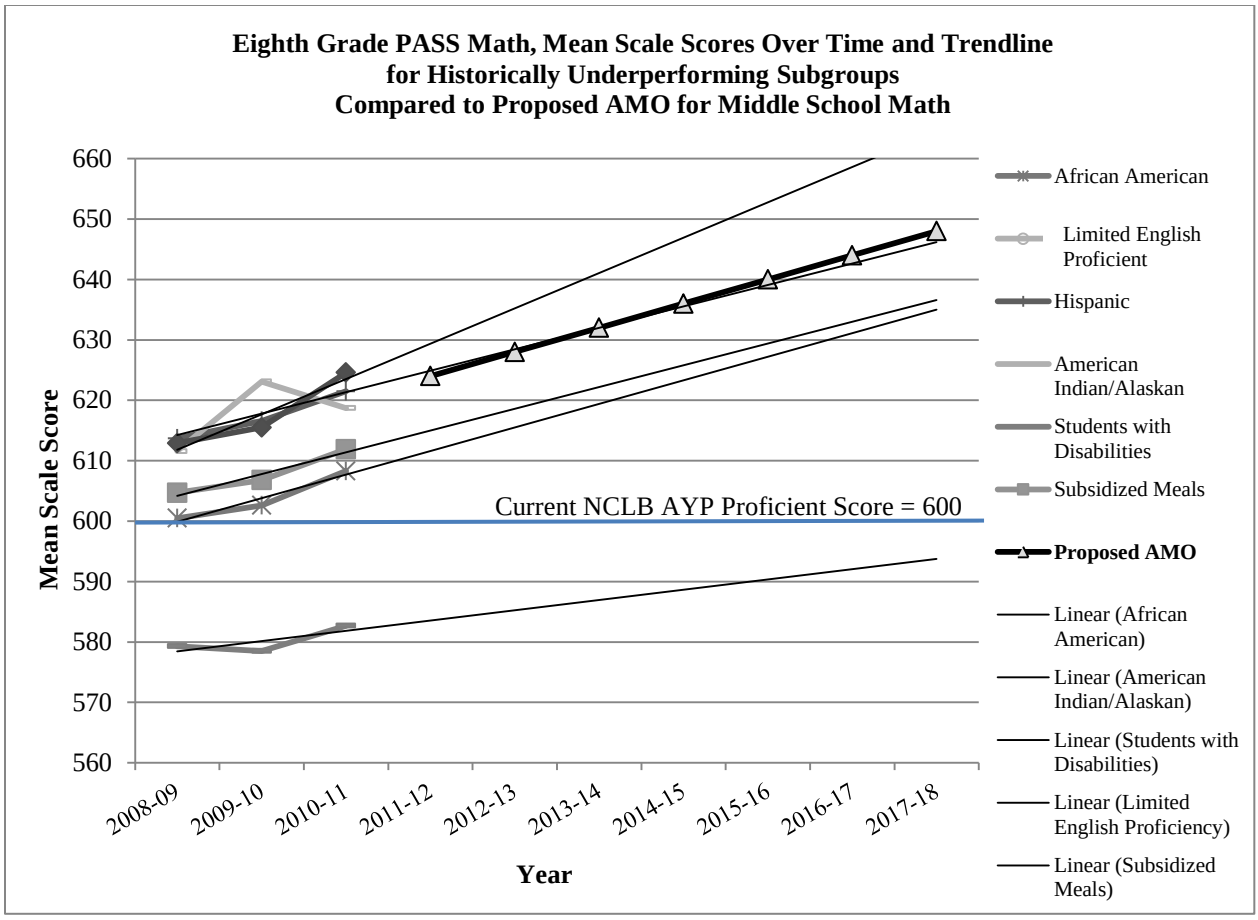
Keeping in mind that some of the observed increase (positive slope) from 2008-09 to 2009-10 is likely due to deflated initial implementation year assessment results for PASS, in general, the proposed AMOs over time clearly indicate that South Carolina's annual expectations will set ambitious targets for all schools and all students.

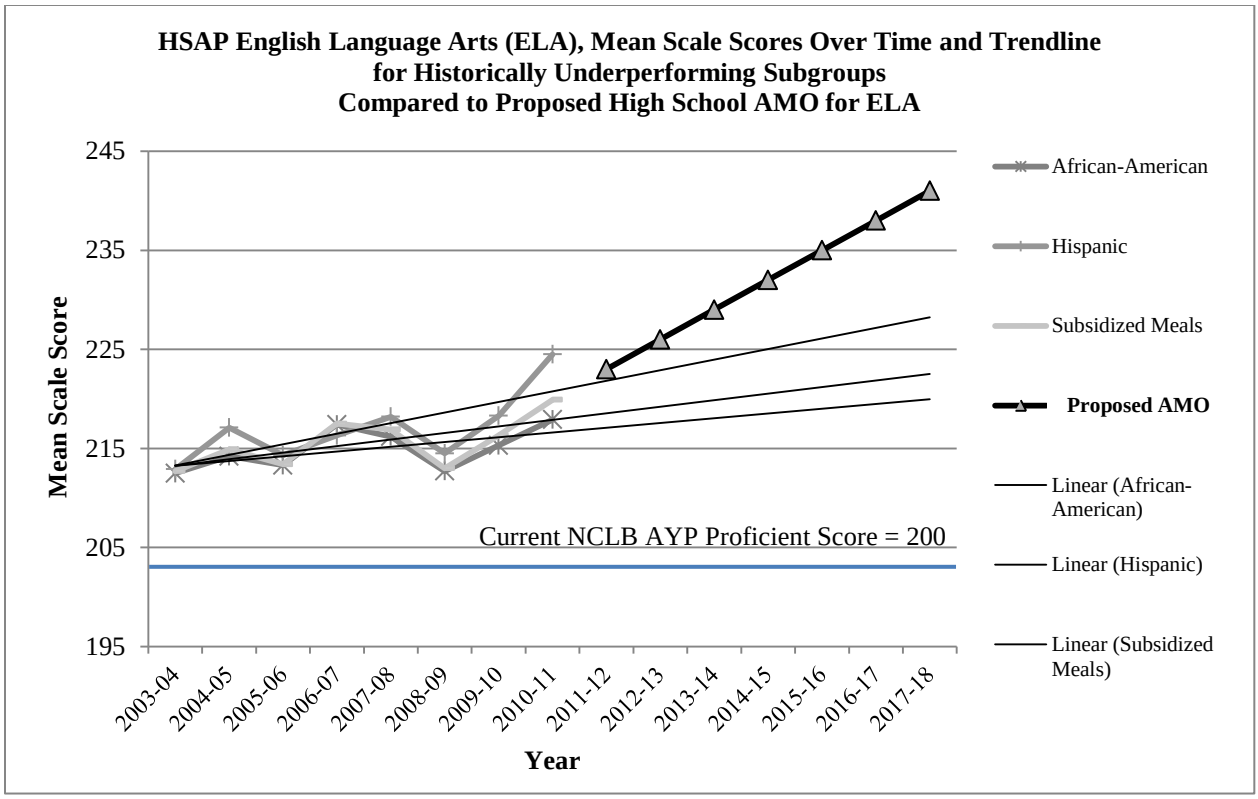
FIGURES C1-C6:

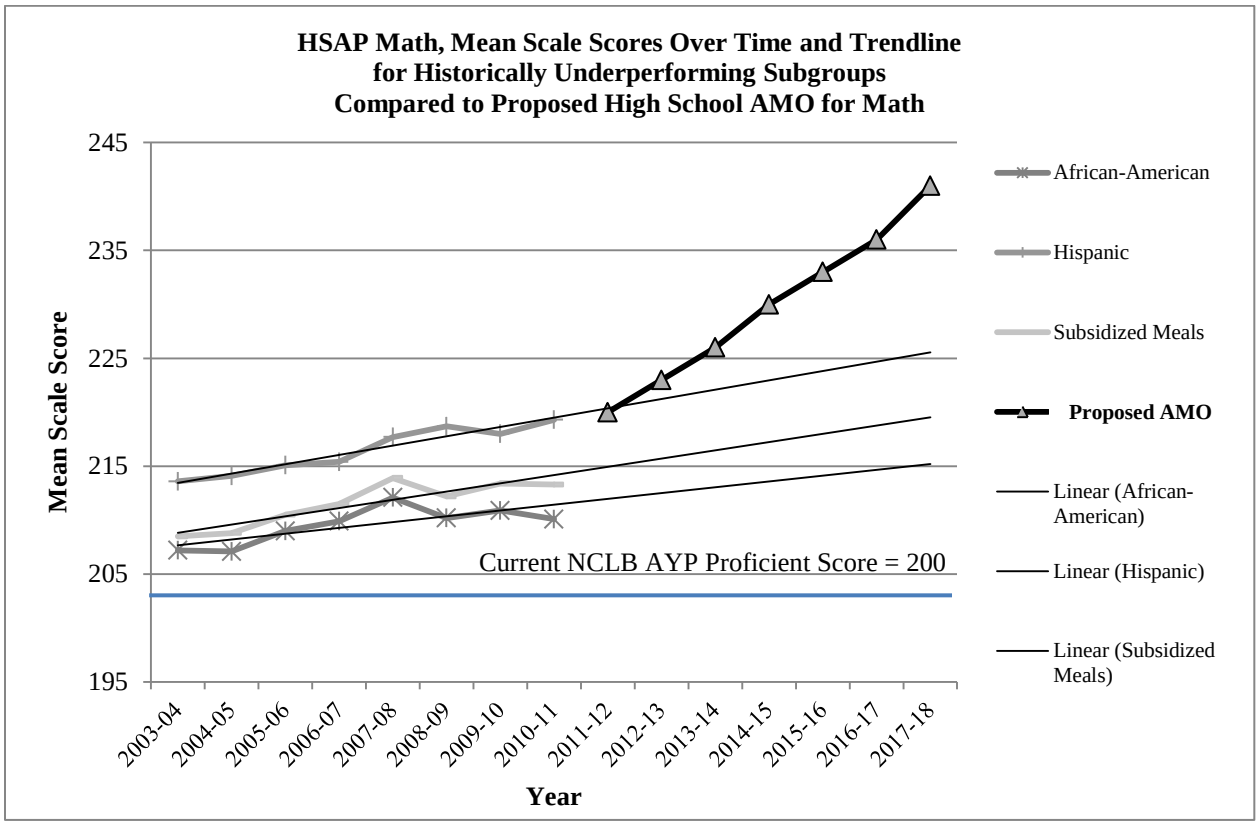

Fifth Grade PASS English Language Arts (ELA), Mean Scale Scores Over Time and Trendline for Historically Underperforming Subgroups Compared to Proposed AMO for Elementary School ELA
Mean Scale Score
680
670
660
650
640
630
620
610
600
590
Current NCLB AYP Proficient Score = 600
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Subsidized Meals
Proposed AMO
Linear (African American)
Linear (American Indian/Alaskan)
Linear (Students with Disabilities)
Linear (Limited English Proficiency)
Linear (Subsidized Meals)


Fifth Grade PASS Math, Mean Scale Scores Over Time and Trendline for Historically Underperforming Subgroups Compared to Proposed AMO for Elementary School Math
Mean Scale Score
680
670
660
650
640
630
620
610
600
590
580
Current NCLB AYP Proficient Score = 600
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Subsidized Meals
Proposed AMO
Linear (African American)
Linear (Hispanic)
Linear (American Indian/Alaskan)
Linear (American Indian/Alaskan)
Linear (Students with Disabilities)
Linear (Subsidized Meals)


Eighth Grade PASS English Language Arts (ELA), Mean Scale Scores Over Time and Trendline for Historically Underperforming Subgroups Compared to Proposed AMO for Middle School ELA
Mean Scale Score
660
650
640
630
620
610
600
590
580
570
560
Current NCLB AYP Proficient Score = 600
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meals
Proposed AMO
Linear (African American)
Linear (Hispanic)
Linear (American Indian/Alaskan)
Linear (Students with Disabilities)
Linear (Limited English Proficiency)


Eighth Grade PASS Math, Mean Scale Scores Over Time and Trendline
for Historically Underperforming Subgroups
Compared to Proposed AMO for Middle School Math
Mean Scale Score
660
650
640
630
620
610
600
590
580
570
560
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
Current NCLB AYP Proficient Score = 600
African American
Limited English Proficient
Hispanic
American Indian/Alaskan
Students with Disabilities
Subsidized Meals
Proposed AMO
Linear (African American)
Linear (American Indian/Alaskan)
Linear (Students with Disabilities)
Linear (Limited English Proficiency)
Linear (Subsidized Meals)


HSAP English Language Arts (ELA), Mean Scale Scores Over Time and Trendline
for Historically Underperforming Subgroups
Compared to Proposed High School AMO for ELA
Mean Scale Score
245
235
225
215
205
195
Current NCLB AYP Proficient Score = 200
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
African-American
Hispanic
Subsidized Meals
Proposed AMO
Linear (African-American)
Linear (Hispanic)
Linear (Subsidized Meals)


HSAP Math, Mean Scale Scores Over Time and Trendline
for Historically Underperforming Subgroups
Compared to Proposed High School AMO for Math
Mean Scale Score
245
235
225
215
205
195
Current NCLB AYP Proficient Score = 200
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
African-American
Hispanic
Subsidized Meals
Proposed AMO
Linear (African-American)
Linear (Hispanic)
Linear (Subsidized Meals)

In the weighted composite index calculation (i.e., in the matrix), when a subgroup does not meet its AMO, a school or district receives a partial score within the appropriate cell if the subgroup demonstrates an increase (aka improvement) in the subgroup mean as compared to the previous year's subgroup mean.

To measure improvement from one year to the next within the index, we analyzed and reviewed student performance by subgroup for each school over the past three years. For example, for high schools we looked at the "all students" group and each subgroup to see if the mean of each subgroup increased from 2009 to 2010 and from 2010 to 2011. Similarly, we looked elementary schools and middle schools – in every cell of the matrix where a school did not meet the AMO, we looked to see if there had been any improvement at all from one year to the next. What we observed was that when there was some improvement, the typical increase was in the range of 1−8 or 9 points, with very few instances where the increase was more than 9 scale score points.

For example, from 2010 to 2011, while 90 percent of high schools (162 of 180) that did not meet AMO in a particular subgroup, demonstrated some increase in that subgroup on HSAP-ELA. However, 71 percent of the increases were between 1 and 6 scale points, while the other 29 percent had increases greater than 6 points. (From 2010 to 2011, the maximum point increase in HSAP-ELA, was 13 points in one school. Similarly, 68 percent of high schools (73 of 180) had some increase in subgroup performance from 2010 to 2011, with about 90 percent of those increases being in the 1-6 point range. Only 9.6 percent of the HSAP-Math increases from one year to the next were greater than 6 scale points, with the maximum observed increase of 8 points (in only 1 school).

Accordingly, while we tested several alternative methods of calculating partial scores for improvement, including calculating partial improvement relative to the distance between the subgroup mean and the AMO, we found that a relatively straightforward method of assigning a tenth of a point for each scale point increase provided a fairly consistent partial score in a given cell of the matrix. Because the distribution of change scores is skewed to the right, that is, the majority of schools that do not meet a particular subgroup AMO, tend to have only a relatively small increase from the previous year. Thus, assigning relative rather than an absolute partial score would result in a relatively small decimal increase.

By assigning a tenth of a point as an improvement score for each scale score point increase, we were able to provide a meaningful reward for improvement and at the same time an easy way for schools and districts to determine how that partial score was derived.

In a similar fashion, we analyzed and reviewed student performance by subgroup for each elementary and middle school, as well, and determined that the same correspondence of one scale point increase to .1 partial improvement point score would suffice.

To ensure that schools or districts do not receive a 1.0 (or higher) by the partial improvement calculation, we limited the possible range of improvement scores from .1 to .9 . This also made for a simpler explanation of how improvement would be calculated (than

assigning partial scores relative to the distance between the individual subgroup mean and the AMO, which potentially could be different for each subgroup at each school).

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Through a project of the SCDE's Office of Federal and State Accountability, South Carolina has long recognized Title I schools that have made improvements in two categories—student achievement and closing or reducing the achievement gap—by designating them as Title I Distinguished Schools. This Title I Distinguished Schools project has been an opportunity to publicly recognize Title I schools for their positive educational achievements. We have refined the system for identifying Distinguished Schools so that the categories reflect the requirements for identifying these highest-performing and high-progress schools as **reward schools** at two levels, as defined in the ESEA Flexibility Request Review Guidance.

A school will be designated a Reward School if the school is one of the highest performing Title I schools in a given year or if the Title I school demonstrates substantial progress over a number of years in either the "all students" group or in subgroups.

<u>Title I Distinguished Schools for Performance</u>

This process recognizes Title I schools that have attained the highest weighted average of the percentage of students scoring proficient in ELA and mathematics for two or more consecutive years. To qualify as highest performing, a Title I school must:

- attain an "A" or "B" in the two most recent school years assessed, and
- have a free/reduced lunch count that is greater than 50 percent.

Step 1—Identify Title I schools for both 2010−11 and 2011−12 school years.

Step 2—Identify Primary Schools (schools with no 3rd grade, as defined by the SCDE Office of Data Management and Analysis.

Step 3—Identify Title I schools with greater than 50 percent poverty (based on enrollment on the first day of testing – number of students eligible for free or reduced lunch divided by total enrollment).

Step 4—Identify Title I schools attaining an "A" or "B" in both 2010−11 and 2011−12 based on simulations.

Step 5—Identify highest performing Title I schools that have met all of the above criteria.

Step 6—Exclude any Title I schools with a significant achievement gap(s) in one or more student subgroups.

For this purpose, a significant achievement gap in subgroup performance is defined as a gap equal to or greater than one standard error below the mean achievement gap for that particular subgroup across all schools of the same type. In other words, if the mean achievement gap for LEP students in middle schools is 15 scale points and the standard error is 6.0, then any school with an LEP achievement gap of 9 points or more would be considered to have a significant subgroup achievement gap for LEP students. A significant subgroup achievement gap in any other subgroup will be determined in similar fashion as equal to or greater than one standard error below the mean achievement gap for that particular subgroup, across all schools of the same type.

Title I Distinguished Schools for Progress

This process recognizes Title I schools that have made substantial progress over a number of years in either the "all students" group or in subgroups. To qualify as Distinguished School for High Progress, a Title I school must:

- attain an "A," "B," or "C" in the two most recent school years assessed, and
- have a free/reduced lunch count that is greater than 50 percent.

In addition, to qualify as Distinguished School for High Progress, a Title I school must also be ranked in the top 10 percent of schools on improvement from one year to the next in student performance for the "all students" group or for one or more subgroups, on each assessment measure, and for high schools, also on graduation rate.
To identify Title I High Progress schools:

Step 1—Identify Title I schools for both 2010−11 and 2011−12 school years.

Step 2—Identify Primary Schools (schools with no 3rd grade) as defined by the SCDE Office of Data Management & Analysis.

Step 3—Identify Title I schools with greater than 50 percent poverty (based on enrollment on the first day of testing—number of students eligible for free or reduced lunch divided by total enrollment).

Step 4—Identify Title I schools attaining an "A," "B," or "C" in the most recent two school years.

Step 5—Identify schools that demonstrate progress in the performance of all students on statewide assessments and at the high school level are making the most progress in increasing graduation rates. [Calculate change in student performance from one year to the next and rank order all schools in the state, by school type, on each assessment measure and for high schools, also on graduation rate. Separately rank schools based on change in student performance for "all students" and for each subgroup.]

Step 6—Identify schools that rank in the top 10 percent statewide in progress, on each assessment and graduation rate, for all students and each subgroup.

South Carolina will identify and recognize Distinguished Schools for High Progress annually, in conjunction with the release of the state's annual school and district performance reports.

South Carolina's list of reward schools is presented in Table 2 (see Attachment 9).

Reporting District Perfomance

The grading system that the SCDE will apply to districts is for reporting purposes. The SCDE will report district and school performance broadly to local leadership, which includes district superintendents, local school boards of trustees, county legislative delegations, Regional Education Centers as defined in the Education and Economic Development Act (please see Appendix E). Including the Regional Education Centers will ensure that the leadership within major workforce and economic development entities are informed of overall district performance. The SCDE will also inform major and local media outlets of the performance of districts and schools in their respective communities.

The state does not intend to assign incentives or supports to districts based on the grade districts earn within the proposed grading system. Our focus is on providing supports and incentives directly to schools as they are the closest point of contact to impact students. We believe that by targeting services to the schools where support or incentives are most needed, the state will be more effective in raising student achievement.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The SCDE's Office of Federal and State Accountability will continue its Title I Distinguished Schools project to identify and recognize the reward schools. All schools that meet the criteria in 2.C.i. will be considered Reward Schools. The top six to ten schools (three to five in "highest performing" and three to five in "high progress") will be awarded a $5,000 grant to recognize their hard work. In addition, the top school in each category will receive a $10,000 grant. These schools will be expected to serve as models for other similar schools and will present at state and national meetings. The SCDE will issue press releases announcing the semi-finalists and, later, the two full award winners. Schools that are not among those receiving monetary awards will be considered "honorable mention" schools.

South Carolina recognizes these distinguished schools as models for other Title I schools each year with a celebration during the state Title I association conference, which features a marching band heralding each school. We will continue this public celebration for

the reward school award-winners.

All Reward Schools will be announced via a press release from the SCDE.

The SCDE also recognizes schools through the state's Palmetto Gold and Silver Awards program. The statutory authority for the Palmetto Gold and Silver Awards is from the state statute Educational Accountability Act (EAA), as amended in 2008 (Act 282 of 2008):

> *Section 59-18-1100. The State Board of Education, working with the division and the SCDE, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:*
>
> *(1) student attendance;*
> *(2) teacher attendance;*
> *(3) graduation rates; and*
> *(4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10.*

At a minimum, schools that achieve the status of Reward School, Distinguished School, or Palmetto Gold or Silver Awards will be announced via a press release from the SCDE.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

COMMITMENT 2: SOUTH CAROLINA WILL CREATE AND MAINTAIN A PROCESS TO TRANSFORM PRIORITY AND FOCUS SCHOOLS BY BUILDING THEIR CAPACITY FOR SUSTAINED IMPROVEMENT.

The SCDE will identify underperforming schools annually on the basis of overall

school performance on the AMOs, as measured by the total weighted composite index score for each school. We will rank all elementary schools, middle schools, and high schools by type of school, and designate the lowest 5 percent of schools as **priority schools**.

Step 1—Identify Title I schools for the 2011−12 school year.

Step 2—Identify and exclude Primary Schools as defined by the SCDE's Office of Data Management and Analysis.

Step 3—Identify schools with 2009−10 and 2010−11 enrollment greater than or equal to 30 students in any subgroup used for analysis.

Step 4—Rank order the elementary, middle, and high schools by their total weighted composite index score. Identify the 5 percent of schools with the lowest overall performance as measured by the total weighted composite index score.

Similarly, we will rank all Title I schools on the basis of their total weighted composite index score to identify the lowest 5 percent. This process will allow us to identify and designate as a priority school any Title I school that is not already designated as such based on its overall performance ranking among all schools.

In addition, School Improvement Grant (SIG) Tier I and SIG Tier II schools, including Title I-participating or Title I-eligible high schools with a graduation rate of less than 60 percent in each of the last three years, will be identified as priority schools.

In 2011−12, there are 31 Palmetto Priority Schools (PPS); these are the lowest-performing schools based on the state assessment system criteria (ranked "at-risk" on the state system's absolute index/rating for three consecutive years). Ten of these 31 PPS schools also participate in the state's SIG program. There are 15 additional SIG schools.

Any current PPS school that does not meet the current exit criteria (achieves a higher absolute rating of "below average" or above) for PPS by the end of the 2011−12 school year (by June 2012) will automatically be designated a priority school for 2012−13.

State School and District Performance Ratings	
Absolute Rating	**Growth Rating**
Excellent	Excellent
Good	Good
Average	Average
Below Average	Below Average
At-Risk	At-Risk

To illustrate the proposed method for selecting priority schools, Table 2 (see Attachment 9) presents a list of priority schools (with identifiers removed) based on the

SCDE's simulated analysis of school performance using data from 2011−12, which we propose as the baseline year.

Demonstrating Priority Schools
(based on ESEA Simulations and actual 2011-12 Title I or Tier II SIG Schools)

Table P-1 (below) demonstrates that South Carolina has identified the required number of Priority Schools that meet the definition in ESEA Flexibility. Currently, South Carolina has 511 Title I schools. Based on simulations, we have identified the lowest five (5) percent (i.e., 26 Title I schools), based on rank order using total weighted composite index scores. Of those 26 schools, 13 are currently-served Title I or Tier II SIG schools. In addition, 2 of the schools with the lowest ranking total composite index score are Title I-eligible or Title I-participating high schools with a graduation rate less than 60 percent in each of the past 3 years. An additional 11 schools are among the lowest-achieving five percent of Title I schools.

Note: Once the ESEA Flexibility Request is approved, South Carolina intends to designate as a Priority School and continue to work with any current Palmetto Priority School (PPS) that does not meet current exit criteria by the end of 2011−12. Accordingly, in addition to the projected 26 Priority Schools counted in Table P-1, we estimate that up to an additional 11 schools may be designated Priority Schools, which will bring the total to 47 schools in 2012−13.

Table P-1

SOUTH CAROLINA	
Category of Priority Schools (lowest 5 percent)	**Number of Schools**
Total number of Title I schools	**511**
Total number of Title I schools to be identified as Priority Schools	**26**
Total number of schools on list generated based on total weighted composite index score (schools whose performance is rated "F") that are currently-served Title I or Tier II SIG schools	**13**
Total number of schools on list generated based on total weighted composite index score (schools whose performance is rated "F") that are Title I-eligible or Title I-participating high schools with a graduation rate less than 60 percent in each of the past 3 years	**2**
Total number of schools on list generated based on total weighted composite index score (schools whose performance is rated "F") that are among the lowest-achieving five percent of Title I schools	**11**

Once South Carolina's request for the ESEA Flexibility is approved and the SCDE begins implementing the proposed new AYP system in 2012−13, we will generate a prospective list of priority and focus schools, based on 2011−12 complete year data, so that we can maintain intervention and support services as schools migrate from PPS and SIG to priority school program status.

In addition, by generating a prospective diagnostic analysis (projection) of school performance at the beginning of the 2012−13 school year, we can provide additional data and suggestions for interventions and supports to all underperforming schools about their relative strengths and weaknesses. The underperforming schools can then use this information to address identified issues immediately and throughout the school year.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

South Carolina has a long history of school intervention and transformation. Requesting this waiver is a natural progression in the state's efforts to identify, intervene, and improve its lowest performing schools.

In 1998, the South Carolina General Assembly created a system to hold public schools accountable for the performance of their students when it passed the EAA, which specifically outlines *Intervention and Assistance* (S.C. Code Ann. § 59-18-1520 (Supp. 2011); see Appendix B). Technical Assistance (TA) funds from the state have supported strategies and activities, including on-site assistance, professional development, compensation incentives, homework centers, formative assessments, and comprehensive school reform efforts, to schools being served as expressly outlined in their improvement plans.

South Carolina released its first school report cards in 2001–02, and the first external reviews followed for schools that had absolute ratings of "unsatisfactory" (the term "unsatisfactory" was replaced with the term "at-risk" in 2008), "below average," "average," "good," and "excellent." An External Review Team (ERT) of three members was assigned to a school that was newly rated "unsatisfactory" immediately after school report cards were released in the fall of each year. The team members included superintendents, principals, and other educational leaders outside the district being reviewed. These ERT members reviewed all aspects of the school operations, in compliance with S.C. Code Ann. § 59-18-1510 (Supp. 2011), in a four-to-five-day period during which they relied on the triangulation of documentation, interviews, and observation. The ERT Report was a compliance instrument that included standards and indicators, with references to regulations, and was divided into four focus areas: Leadership and Governance; Curriculum and Instruction; Professional Development; and Performance. Recommendations for needed changes were made in order for the school to move forward with student academic improvement.

This ERT Process was in effect through the 2006–07 school year. On-site TA personnel—content specialists and leadership mentors—were assigned to assist schools that were designated as "unsatisfactory/at-risk," based on ERT recommendations and school need.

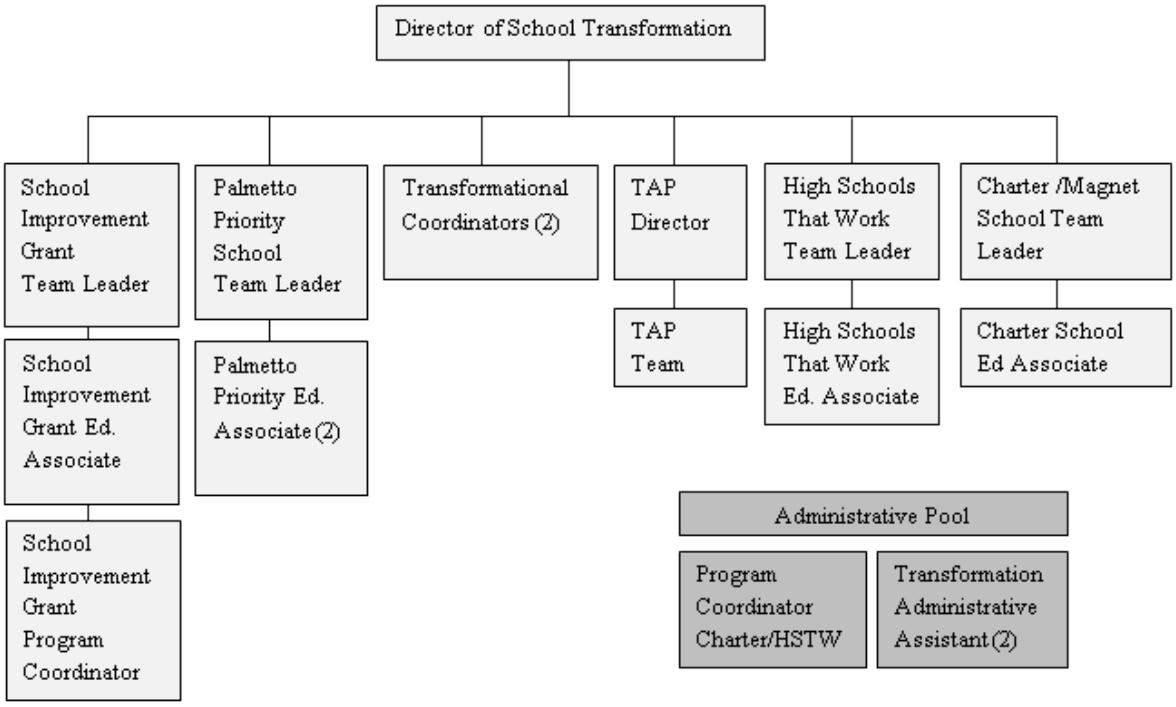
In an effort to streamline the ERT process into a more focused, year-long assistance initiative, the revised ERT process was approved by the State Board of Education in the fall of 2007. The revised ERT process began in the 2007–08 school year, with individualized school

plans of action that were made up of individualized goals and strategies to be implemented for the purpose of increasing academic achievement. Liaisons served these "unsatisfactory/at-risk" schools. These liaisons were recently retired educators who were contracted by the SCDE to provide routine, on-site support throughout the school year to their assigned schools. They supported the work of the district administrators, the principal, and the school leadership team in implementing the schools' identified goals and strategies to increase the instructional effectiveness of teachers to enhance students learning, using evidence-based strategies and practices to assist the school in improving student achievement.

The Palmetto Priority Schools (PPS) initiative was first implemented in the 2007–08 school year. These PPS were made a part of the collaborative initiative to intervene in schools when they failed to meet expected progress on student achievement. There were 16 original schools that failed to meet expected progress during a monitoring time period of 2003 to 2006, based on absolute report card ratings (Fall 2006 Report Cards). As a result, the PPS initiative was created to provide intense assistance. The SCDE currently works in collaboration with partners across the state to provide assistance to 31 PPS. Based on lessons learned from the SCDE's previous intervention models, TA funding for the ERT program was shifted as of July 1, 2009, to the PPS initiative.

When it restructured operations in July 2011, the SCDE created the Office of School Transformation (see organizational chart below) to focus agency resources exclusively on transforming schools. This office will bridge what we have learned from past experiences in providing challenged schools with technical assistance and support to the new direction established by the US Department of Education and the SCDE.

Organization Chart: Office of School Transformation



Beginning with the 2012−13 academic year, the goal of the Office of School Transformation is to improve student achievement by supporting, developing, and implementing systemic and sustainable models for school transformation in South Carolina's most challenged, at-risk schools. The office will provide focused, on-site technical assistance and bring together local stakeholders including teachers, parents, administrators, community members, and business leaders to create Transformative Learning Communities (TLCs) that will collectively and cooperatively apply the principles of the federal Challenge to Achieve process.

The federal Challenge to Achieve process provides support, assistance, and meaningful research-based interventions that are aligned with the federal turnaround principles, including Response to Invention (RtI), Positive Intervention Behavior Support (PBIS), Schools to Watch, Making Middle Grades Work, High Schools that Work, the Teacher Advancement Program (TAP™), and others. This process will ensure that school transformation efforts are effective in building systemic and sustainable structures that will increase a school's capacity and enable it to maximize student achievement after it exits the priority school status. The Challenge to Achieve plan will be based on historic school data and information ascertained from the Comprehensive Capacity Assessment (CCA). The plan will be required to contain the components that are important to effective school operations: 1. Teaching and Learning; 2. Fiscal Management; 3. Recruitment, Development and Retention of Effective Teacher Leaders; 4. Physical Plant Operations; and 5. Parent and Community Engagement.

South Carolina schools and districts have had problems making AYP due to the

performance challenges that are unique to their students with disabilities. For example, only one school district met AYP for the performance of this subgroup in the 2010−11 school year. The SCDE's Office of Exceptional Children has provided a great deal of technical assistance to the districts on the strategies and instruction needed to allow students with disabilities to access the general education curriculum. In addition, this office is authorized under the Individuals with Disabilities Education Improvement Act (IDEA) to make annual determinations of the level of support that districts need in implementing the requirement of IDEA Part B to serve their students with disabilities.

The Office of Exceptional Children will work in conjunction with the Office of School Transformation to provide intensive technical assistance to districts that it determines are in the "needs intervention" and "needs substantial intervention" categories for implementing IDEA Part B. Also, as administrators and teachers are identified for participation in more intensive initiatives through the new accountability system and the transition to and implementation of the CCSS, an increasing emphasis will be placed on instructing students with disabilities in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction, coupled with appropriate accommodations and modifications, will lead to closing this achievement gap between students with and without disabilities. The Office of Exceptional Children has devoted significant technical assistance to the districts regarding the strategies and instruction needed to allow students with disabilities to access the general education curriculum. As administrators and teachers are chosen to participate in more intensive initiatives through the accountability system, an emphasis will be placed on the instruction of students with disabilities in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction coupled with appropriate accommodations and modifications will lead to a closing of the achievement gap between students with and without disabilities.

Regarding English language learners (ELL), we will continue to focus professional development efforts to address areas of concern and training on how to appropriately serve and meet the needs of ELL. Training will be provided to both regular classroom teachers where English learners typically spend the majority of the day learning and ESOL teachers who support academic content instruction, along with administrators. Other important staff, such as guidance counselors, special education, gifted and talented, paraprofessionals, and others who work with ELL are often included in trainings. The Office of Federal and State Accountability will continue to monitor Title III districts (74 Title III districts out of 82 districts in the state). All Title III districts in South Carolina are also Title I. A major part of Title III monitoring for compliance with Title III and other federal laws includes reviewing the practices of regular classroom and ESOL teachers, administrators, guidance counselors, and others that work with ELL using interviews, data review, and other components of South Carolina's Title III monitoring instrument. Technical assistance and additional professional development is provided as needed based on the review. The Office of Federal and State Accountability will continue to analyze data such as the performance of ELL and former ELL across the state, including performance on statewide tests; proportionality in special programs – special education, gifted and talented; grade-retention; and graduation rates.

The Office of Federal and State Accountability will work in conjunction with the Office

of School Transformation to provide intensive technical assistance to districts that it determines are in the "needs intervention" and "needs substantial intervention" categories ensure that proper intervention strategies are in place for ELL in compliance with Title III. Also, as administrators and teachers are identified for participation in more intensive initiatives through the new accountability system and the transition to and implementation of the CCSS, an increasing emphasis will be placed on instructing ELL in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction, coupled with appropriate accommodations and modifications, will lead to closing this achievement gap between ELL and other students. The Office of Federal and State Accountability has devoted significant technical assistance to the districts regarding the strategies and instruction needed to allow ELL to access the general education curriculum. As administrators and teachers are chosen to participate in more intensive initiatives through the accountability system, an emphasis will be placed on the instruction of ELL in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction coupled with appropriate accommodations and modifications will lead to a closing of the achievement gap between ELL and other students.

The categories of support include (1) priority schools, the lowest 5 percent of Title I schools; (2) focus schools, the lowest 10 percent with highest achievement gap per subgroup; (3) challenge schools, the lowest performing non-Title I schools included in the lowest 5 percent of all schools; (4) off-track schools, the schools earning "D" or "F" ratings; and (5) priority-reorganization schools, 4 consecutive years as a priority school (see below).

Office of School Transformation Categories of Support

Category	Entrance Criteria	Number of Schools	Exit Criteria
Priority	Lowest 5 Percent Title I Schools, Title I Participating or Eligible High Schools with < than 60 Percent Graduation Rate, Tier I and Tier II SIG schools	47	2 consecutive years not included in lowest 5 percent, 2 consecutive years value-added growth 0.2 or greater, and a positive Comprehensive Capacity Assessment
Focus	Lowest 10 percent Title I Schools for Each Subgroup Category/Achievement Gap	51	Subgroup performance Meets/Exceeds Annual AMO goals for 2 consecutive years
Challenge	Non-Title I Schools Included in the Lowest 5 Percent of All Schools	varies	2 consecutive years not included in lowest 5 percent , 2 consecutive years value-added growth 0.2 or greater, and a positive Comprehensive Capacity Assessment

Off-Track	"D" and "F" Schools	varies	Earns a grade of "C" or higher
Priority - Reorganization	4 consecutive years as a priority school as defined above	varies	Developed by the reorganization team

Note: Charter Schools that are identified as priority and/or focus schools due to academic performance are not eligible for support outlined for priority and/or focus schools. If these schools are identified as priority schools for three consecutive years, their respective authorizers will be required to have their charters revoked.

Priority schools must offer Supplemental Educational Services (SES) and public school choice as currently defined by ESEA. SES services are additional academic instruction designed to increase the academic achievement of students in low-performing schools; SES will serve as one of the instructional interventions for any and all schools identified as priority schools. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation, and other supplemental academic enrichment services that are consistent with the content and instruction that the LEA uses and are aligned with the state's academic content and achievement standards. As an instructional intervention, SES will be implemented in accordance with the mandate as defined by the ESEA with minor modifications. Public school choice will be required in all priority and focus schools.

Priority and focus schools have been identified due to the percent of students not performing at proficient levels or based on the performance gap among sub-groups of students. These schools have also not sufficiently addressed these deficiencies. The US Department of Education has required the provision of Supplemental Educational Services (SES) since the inception of No Child Left Behind as a means to address the academic needs of students in identified schools. The state of South Carolina believes that after school tutoring, if done well, is a viable method to help students succeed in ELA, mathematics, and science when these students are struggling. Although empirical data do not exist that show a positive impact of SES, anecdotal data are available from parents and SES providers to continue the program as previously required by the US Department of Education in select schools.

South Carolina proposes to strengthen its methods of approving SES providers by specifically addressing each provider's history of performance in increasing student achievement. In the written application to become an SES provider, applicants must describe in detail evidence of effectiveness. This evidence carries the most weight when assigning scores to prospective providers. In addition, the SCDE will conduct in-person interviews with all potential providers that meet the minimum established cut score. Only those applicants who successfully complete the interview will be included in the state's approved providers list.

The final step in the SES provider approval process occurs at the district level. Districts will be given the option of selecting ten providers that best meet the academic needs of priority and focus schools while still giving parents the option of selecting a variety of delivery methodologies. The SCDE is developing a rubric to guide this selection process that will include specific reference to the needs of students in subgroups that are having difficulty meeting

the proficient level of performance. SEAs and districts are responsible for ensuring that the available SES providers include some providers that are equipped to serve students with disabilities and students covered under Section 504 with any necessary accommodations, with or without the assistance of the SEA or district. The SEA and each district is responsible for ensuring that eligible LEP students receive SES and language assistance in the provision of those services through either a provider or providers that can serve LEP students with or without the assistance of the district or the SEA.

The SCDE will continue to use the SES Guidance document provided by the US Department of Education when selecting and approving providers. The guidance clearly identified the entities that will be considered as providers to include districts, any public or private (non-profit or for-profit) entity, public schools (including charter schools), private schools, educational service agencies, institutions of higher education, faith-based organizations, community-based organizations, business groups, and individuals. All are subject to the same application and approval process. All school districts will be strongly encouraged to provide access to public school buildings and to work with parents to provide adequate transportation.

Along with the measures outlined above during the application and approval process, South Carolina requires all school districts and SES providers to use the Cayen SES data management system. Within this system, providers are required to enter effectiveness data which eventually comprises part of the information sent home to parents that describes each provider so that parents can make an informed decision.

SES and Choice Modifications

1. The state will compile a list of approved SES providers based on a rigorous application and interview process.
2. School districts will choose up to ten providers to serve priority and focus schools based on the needs of the students in impacted schools. The list must be validated by the Office of Federal and State Accountability.
3. Schools will be encouraged to allow all providers access to school facilities.
4. SES providers must provide at least 20 hours of tutoring spread over at least a three-month period.
5. All students in priority schools will be eligible to receive SES services.
6. Students in the identified subgroups and the lowest performing students will be eligible for SES in focus schools.
7. Districts with priority schools must set aside 20 percent of their Title I funds for SES and choice unless a lesser amount is approved by the Office of Federal and State Accountability.
8. Districts with focus schools must set aside 10 percent of their Title I funds for SES and choice unless a lesser amount is approved by the Office of Federal and State Accountability.
9. Any school not identified as a priority or focus school may serve as a school of choice.
10. Districts must offer at least two schools of choice if available schools exist.

Priority Schools

The school transformation process begins with a Comprehensive Capacity Assessment (CCA) conducted by an external source using valid diagnostic measures to assess the school's capacity in multiple domains. Priority schools in the Challenge to Achieve process will assemble a Transformational Learning Community (TLC) consisting of a variety of stakeholders from the school, district, local school board, state, and community. The TLC training and structure are currently being developed as a joint effort between the Office of School Transformation and the Office of Leader Effectiveness, which is also housed within the SCDE's Division of School Effectiveness. It is being developed in conjunction with SEDL and it is being influenced by educational leaders and researchers familiar with school turnaround. Educational and community leaders from these respective schools will be required to participate in the established training. The TLC will be monitored through the CCA and quarterly monitoring of academic performance. The TLC will be charged to write the school's Challenge to Achieve (CTA) plan for school transformation based on recommendations from the comprehensive capacity assessment and guidelines from the SCDE's Office of School Transformation that are aligned with the federal turnaround principles. The TLC will also provide periodic updates to the Office of School Transformation on the implementation of the strategies and achievement of the value-added growth goals outlined in the school's CTA plan.

Meaningful interventions, aligned to the federal turnaround principles, will be described in the school's CTA plan and implemented throughout the year. The table below, *Meaningful Interventions*, provides examples of interventions that are aligned to the federal turnaround principles.

Meaningful Interventions	
Meaningful Interventions	**Examples**
Ensuring strong leadership by 1. reviewing the performance of the current principal; 2. either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SCDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and 3. providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.	▪ The Office of School Transformation has created a Transformative Principal Job Description. ▪ The Office of Leader Effectiveness is creating a Transformational Leadership Academy. ▪ The Priority School Memorandum of Agreement requires each priority principal to have at least three years of proven, successful school leadership. ▪ Guidelines for the Challenge to Achieve Plan of Action for school transformation provide principals with operational flexibility in the areas of scheduling, staff, curriculum, and budget. ▪ A district may remove a principal from the school if the current principal was leading the school the last two years that the school did not meet expected achievement. ▪ A district may give a principal the authority to move teachers based on student achievement regardless of longevity.

	▪ Principal may be given the power to determine if additional instructional time is required for low-performing subjects, which may include determining the order in which subjects are taught.
Ensuring that teachers are effective and able to improve instruction by 1. reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort using valid "value-added" data; 2. preventing ineffective teachers from transferring to these schools; and 3. providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.	▪ Implementing systemic and sustainable school structures, including, but not limited to Schools to Watch, Making Middle Grades Work, High Schools that Work and TAP™. ▪ Principals must approve all teacher transfers into or from identified schools. ▪ Professional development is tied to student data and student achievement. ▪ Participation in professional development and implementation of strategies is tied to overall teacher evaluations. ▪ By 2012–13, all priority schools will participate in the state's teacher evaluation system, ADEPT, and principal evaluation system, PADEPP (see Principle 3 below), with enhanced components including student growth metrics, connections to student learning outcomes, and training of raters to ensure inter-rater reliability. This system will be rigorous and will increase the quality of instruction and improve the academic achievement of students.
Redesigning the · school structure (with a major emphasis on 21st century teaching and learning environment with an effective use of supporting technology), · day, · week, and/or · year to include additional time for student learning and teacher collaboration.	▪ Intense professional learning on teaching and learning in 21st century learning environments. ▪ Supplemental Education Services (SES) provided to students before/after the school day. ▪ Extended Learning programs targeting low-performing students. ▪ Schools Transition to single-gender offerings; 1:1 virtual learning environment; middle or early college; Montessori; Science, Technology, Engineering, and Mathematics (STEM) Academy; or Visual and Performing Arts (VPA) Academy. ▪ A redesigned master schedule that implements common planning time for grade levels and core teachers. ▪ Schools may implement an extended year or extended week calendar, including, but not limited to, year round school calendars and a school year that is longer than South Carolina's required 180 days.

Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.	Implementing Readers and Writers Workshop (balanced literacy), Math Workshop (inquiry-based math instruction), and strategies such as Marzano's What Works, Bloom's Revised Taxonomy, or other research-based strategies to ensure that instruction is rigorous and relevant.
Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.	▪ Provide professional learning opportunities on disaggregating data. ▪ Create a shared system for collecting, posting, and reviewing data. ▪ Use data during shared planning time to adjust curricula maps/pacing guides and create lesson plans. ▪ Implement student-led conferences, which require students to be held accountable for their data and to be partners in the educational process and planning.
Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.	▪ Implement a Response to Intervention (RtI) team and system in each school. ▪ Implement Positive Behavior Intervention Support (PBIS) systems to include rewards and incentives for expected behavior. ▪ Implement a whole school behavior and school safety plan that addresses concerns involving safety, social interactions, and school wide expectations. ▪ Partner with community agencies to supplement school counseling services.
Providing ongoing mechanisms for family and community engagement.	▪ Create a parent advisory board that is responsible for surveying parent needs to develop meaningful opportunities for family engagement. ▪ Partner with community organizations to provide supportive services to address needs that fall outside of the school's jurisdiction. ▪ Use community partners to mentor to all low-performing students.

The Office of School Transformation will provide priority schools with a minimum of three years of support to implement the school transformation strategies.

Priority-Reorganization Schools

A school can be placed in the priority-reorganization category if it has

- been in priority school status for four years,

- received a negative Comprehensive Capacity Assessment, and
- not met expected value-added growth of 0.0.

Currently, a priority-reorganization school may be recommended for reorganization as outlined in the EAA (Section 59-18-1520):

The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
(2) declare a state of emergency in the school and replace the school's principal; or
(3) declare a state of emergency in the school and assume management of the school.

The SCDE will work with the South Carolina State Legislature to further revise Section 59-18-1520 to enable the following four reorganization options for schools in priority-reorganization status:

1. Mandated State Management Team (MSMT)—(S.C. Code Ann. § 59-18-1520) already provides the foundation for the SCDE to assume management of a school that continuously fails to adequately educate students, despite sufficient interventions and technical assistance. In this reorganization option, the SCDE assumes management and contracts a team of experts to assume the operations of the school with the goal of improving student learning and achievement. School operations include, but are not limited to, recruitment and retention of highly qualified personnel, student management, curricula and technological enhancements, instructional interventions, fiscal management, and the development and implementation of the Challenge to Achieve (CTA) plan to include specifics on how the school will be reorganized. The MSMT team may consist of experts in principalship, curriculum and instruction, human resources, and fiscal management and do not have to meet certification requirements as outlined by the SCDE. Team members are fully vetted using a process developed by the SCDE to ensure expertise. To address the specific needs identified in the CTA plan, the team may develop tailored operational guidelines and procedures, professional development learning, assessment and evaluation instruments and protocols, technological enhancements, and research-based curriculum and instructional programs. The SCDE will work with the team and local stakeholders to create innovative school turnaround models such as single-gender schools, early college high schools, middle college schools, STEM and Visual and Performing Arts Academies, and hybrid learning environments, including technological redesigns.

2. Mandated State Charter School (MSCS)—Failure to meet expected progress (S.C. Code Ann. § 59-18-1520) gives the State Superintendent of Education the option to assume management of the failing school/district. The SCDE may mandate that a school convert to a charter school. This option provides the foundation for the development of innovative school designs with rigorous and engaging academic programs. In consultation with stakeholders, the

SCDE forms a governing body, appoints a board of directors, and manages the overall conversion and implementation process. The governing board may include "parents, teachers, and former district administrators; higher education practitioners; school management organizations; local nonprofit organizations; private school operators who wish to operate a public school; or operators of existing charter schools." The charter school conversion is intended to bring about significant improvements to overall school performance. The MSCS leadership team, in consultation with appropriate stakeholders, develops a CTA plan for comprehensive school improvement. To address the specific needs of the CTA, the team may develop tailored operational guidelines and procedures, professional development programs, assessment and evaluation instruments and protocols, technological enhancements, and research-based curriculum and instructional programs. The MSCS option entails the compulsory conversion of a school into an effective and innovative charter school. These Charter Schools would become a network of schools with a comprehensive strategy to improve student achievement. There will be an emphasis on the use of internal and external technology to improve teaching and learning and support a network of professional educators.

3. Educational Management Organization (EMO)—Schools identified for reorganization may be assigned the EMO option to ensure a systemic approach that increases student achievement, maximizes operational and fiscal efficiency, and builds capacity within the schools and districts. EMOs are composed of educators from K–12 and higher education arenas, as well as other experts. In an effort to address the specific needs of the school, EMOs may develop tailored operational procedures, professional development activities, assessment and evaluation instruments and protocols, observation tools, technological enhancements, and research-based curriculum and instructional programs. The SCDE executes a systematic vetting process in the procurement of the appropriate EMO. The EMO leadership team, in consultation with appropriate stakeholders, develops a CTA plan for comprehensive school improvement. The EMO assumes total management of a school or district for the purposes of increasing student achievement and building capacity within the school or district.

4. State Instructional Recommendations (SIR)—Schools identified for reorganization may be designated to operate under the SIR option if their weaknesses lie predominantly in the areas of curriculum and instruction. This option, which focuses on fostering timely improvements within curriculum and instructional programs, is designed to provide schools with intensive continuing advice and technical assistance as they implement the SBE recommendations. The SIR option is targeted at helping schools increase the quality and accelerate the pace of their instructional reform efforts. SIR provides a framework for schools and the SCDE to use, build upon, and leverage state and local school initiatives into a CTA plan for school improvement. The major components of the SIR option include the creation of a school instructional support team, the identification of partnerships, and delivery of instruction-focused external resources and SCDE technical assistance, as well as the provision of leadership in the schools' development, implementation, monitoring, and evaluation of the TSRP. In the SIR option, the SCDE provides intensive, instructional program–targeted advice and technical assistance to help schools accelerate the pace of academic improvement.

During the reorganization process, the SCDE will work collaboratively with various

stakeholders, including schools, districts, school boards, parents, students, postsecondary partners, entrepreneurial enterprises, educational researchers and practitioners, business and civic leaders, and faith-based organizations. The reorganization process entails taking responsibility for major school functions such as personnel, curriculum and instruction, professional development, leadership, governance, and management.

Activities Subsequent to the Reorganization Announcement: The State Superintendent of Education is responsible for announcing any school reorganization. Once the State Superintendent announces that a school will enter the reorganization process, the SCDE develops a timeline for implementation. Focus groups may also be assembled to gather information and to engage the school-wide community in the process. Subsequently, an announcement launching a public campaign informs the community of the state's legal authority and the rationale for the reorganization.

Before the school reopens under a new model, a comprehensive capacity assessment is performed at the school- and district-level to enhance accountability. This assessment includes audits of curriculum/academics, finances, human resources, materials/equipment, programs/initiatives, and support systems for students and teachers. The SCDE

- reviews and analyzes existing strategies and/or procedures if closed and converted to a public charter;
- meets with the school board, the superintendent, and other district-level administrators;
- develops a format for sharing information (test data, academic audit, financial audit, personnel audit, resources audit, student audit, etc.);
- informs the public of the state's legal authority and rationale for the reorganization of the schools/districts;
- launches a public campaign (e.g., public forums, send letters and e-mails to stakeholders); and
- develops a comprehensive communications system to keep all stakeholders informed.

The SCDE may also use surveys and interview parents, community members, students, teachers, and school and district leadership teams.

Steps of the Reorganization Process:

1. The schools are identified and notified of the state's intention to reorganize. A comprehensive capacity assessment is conducted to determine the critical needs of the schools and the best reorganization option. This process includes a review of achievement data and strategies from previous capacity assessments.

2. Findings from the needs assessment are used to determine the needs of the school/district in the areas of instructional programs, professional development, leadership and governance, school-community partnerships, and accountability.

3. The SCDE begins the process of developing the new model in conjunction with the school community. Innovative practices to improve key school operations and student achievement are created and implemented. These may include the development of effective strategies for recruitment and retention of highly qualified teachers, professional learning communities, exemplary instructional programs, effective leadership teams, technological learning enhancements, efficient data management programs, and expanded choice options.

The overall purpose of this transformational plan is to improve the effectiveness of South Carolina schools and districts. In accordance with the Education Accountability Act, schools are measured primarily through a "performance-based accountability system" that aims to ensure that students are provided with learning environments that help them attain "a strong academic foundation." After a systematic, longitudinal evaluation of a school's/district's performance and improvement progress, the state may exercise the option of reorganizing the school/district in an effort to improve student learning and success and achieve overall school improvement. To this end, the SCDE may use any of the four reorganization options when restructuring a school/district that has continuously failed to meet expected progress and/or satisfactory implementation, notwithstanding the SCDE's intervention and assistance as provided for in S.C. Code Ann. §§ 59-18-1510 and 59-18-1520.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Justification for Timeline

In our lowest-performing schools, we want to build local capacity for strong community schools, so that the school district has a board of trustees that recognizes their responsibility to raise student achievement, a district office and school leaders that recognize strong practices to benefit students, and teachers that can provide high-quality instruction. However, the schools identified for priority status are the least likely to have this full capacity. As the state moves from a model that largely forces compliance on inputs to one that requires progress to reach attainable results, we will collaborate with each priority school through a Memorandum of Agreement that clarifies the state's expectations, the assistance the SCDE will provide, and the school's and district's responsibilities. This agreement, combined with the capacity assessment and effective execution of the CTA plan will enhance local capacity to support sustained student achievement.

The Office of School Transformation has implemented the "insist/assist" approach (see Principle 1, page 23) with the ultimate goal to build capacity at the local level to lead the necessary changes. However, recognizing that capacity building at the local level for some of our rural and perpetually underperforming districts is a challenge, the SCDE will recommend these districts use an Educational Management Organization (EMO) to assist with their

transformation. Currently, through internal and external evaluations, SCDE has determined that one district in South Carolina is incapable of leading their own transformation; therefore, SCDE has suggested they consider using an EMO as a catalyst for change.

Part of building capacity at the local level is helping school leaders and teachers use data effectively to identify student needs and improve instructional practices. For data to be actionable, it needs to be timely. So that schools receive timely data to inform instructional programs, the SCDE will provide student growth data on current students and the students taught in the previous year, at a minimum, to teachers of ELA and mathematics in grades and content areas in which the state tests.

To ensure that there will not be a concentration of priority schools later in the timeline, the SCDE will exit those priority schools that meet the exit criteria and have received at least three years of support as a priority school. This will include current PPS schools that will enter this new priority school status.

Timeline*

May 10, 2012	Present to the State Board of Education for approval the procedural guidelines for Satisfactory Implementation and Expected Progress.
July 15, 2012	Release report cards with school and district grades.
July 16, 2012	Identify schools that are priority, focus, challenge, off-track, and priority-reorganization.
July 16–August 3, 2012	• Notify identified schools/districts; • send Memorandums of Agreement for signatures; • conduct comprehensive capacity assessments; and • provide relevant training.
August 3–31, 2012	Develop and submit year-long Challenge to Achieve Plan.
August 2012–May 2013	• Monitor ongoing, year-long Challenge to Achieve Plans; and • conduct periodic collaborative professional development aligned to the Turnaround Principles in the Challenge to Achieve Plans.
May 2013	Evaluate achievement of goals/implementation of Challenge to Achieve Plans.
June 2013	Priority schools that have received three (3) years of Priority support (including PPS support) that also meet Priority Exit Criteria (see 2.D.v below) will exit Priority status.

*Timeline sequence will repeat with each subsequent school year (2013–14, 2014–15, etc.) Dates will be reestablished once waiver is granted.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

To exit Priority School status, a Priority School's overall performance (as measured by the total composite index score) must be:

a) in Priority School Status and receive intervention services for a minimum of three consecutive years;
b) ranked higher than the lowest 5 percent of Title I schools for two or more consecutive years (as measured by rank order on total composite index score).

In addition, in order to exit Priority School Status, a Priority School must also demonstrate strong academic progress and a positive growth trajectory by:

1. Demonstrating significant value-added growth for two consecutive years in both ELA and mathematics. (Significant value-added growth will be defined as having value-added growth that is at least one standard error above the mean (i.e., average) growth rate statewide. The value added calculations will be done by SAS Education Solutions using their proprietary methodology.)

2. Receiving a favorable comprehensive capacity assessment (CCA) report two years in a row from the SCDE Office of School Transformation.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

South Carolina will identify underperforming schools with the largest subgroup performance gaps, and schools with significantly underperforming subgroups will be designated **focus schools**.

The SCDE will rank all elementary, middle, and high schools separately by school type, and will designate as focus schools those schools with the lowest subgroup performance, as measured by the largest subgroup performance gap(s).

In analyzing subgroup performance, gap analysis can be calculated in a variety of ways. Based on input from stakeholders, educators, and school district administrators, we

choose to look at the average (mean) performance of subgroups across content areas (ELA, mathematics, science, and social studies), subtract the subgroup average (mean) scores to determine the performance gap, and average the gap across content areas to produce an average performance gap figure for each school.

Methodology for Identifying Focus Schools

The general approach presented below approximates the method we propose for determining focus schools. Following approval of the methodology, the SCDE proposes to conduct additional analyses and simulations in order to incorporate the findings of these additional analyses and simulations into the specific method we will use to measure performance gaps by subgroup. We will make the final decision on the specific methodology we will use prior to implementation at the start of the 2012−13 school year.

Step 1—Identify Title I schools for the 2011−12 school year.

Step 2—Identify and exclude primary schools as defined by the SCDE's Office of Data Management and Analysis.

Step 3—Identify schools with 2009−10 and 2010−11 enrollment greater than or equal to 30 students in any subgroup used for analysis.

Step 4—Calculate an average performance gap for each elementary, middle, and high school.

a. Using standard error of measurement (SEM) adjusted scores, calculate for each subject and school an average (mean) score for each subgroup.
b. By subject and school, subtract mean scores (for example, non-Limited English Proficient subtracted from LEP) to produce the achievement gap score by subject.
c. Add the achievement gap scores for each subject and divide by the number of subgroups to obtain the average gap score by subject.
d. Add together the gap scores and divide by four to obtain the overall gap score.

Step 5—Rank order the elementary, middle, and high schools by achievement gap from largest to smallest and identify schools with the largest achievement gap that equals at least 10 percent of the Title I schools in the state.

Step 6—At the high school level, identify the Title I schools with low graduation rates (less than 60 percent) for both years assessed.

Step 7—Identify schools that have persistent achievement gaps over a number of years that have not been previously identified in the above steps. For schools with persistent achievement gaps over several years, we propose to use the same achievement gap analysis we currently use for Title I schools.

For achievement gap analysis, the SCDE will compare each subgroup performance with the corresponding non-subgroup comparison group. For example, the performance of

African-American students in a particular school will be compared with the non-African-American students and the gap in performance calculated. Similarly, looking at the performance of LEP students, a comparison of the LEP subgroup performance will be made to the performance of non-LEP students. Then, all of the gap differences in all of the subgroups will be calculated and the average of all of the observed achievement gaps will be compared in order to determine the mean achievement gap across all subgroups.

To track the progress (or lack of progress) of schools, and in particular schools with persistent achievement gaps over time, individual subgroup achievement gaps and the average (mean) achievement gap across all subgroups will be monitored. Schools with specific subgroup achievement gaps that persist over time will receive targeted interventions for that subgroup, as part of the overall focus school interventions.

Demonstrating Focus Schools
(based on ESEA simulations and actual 2011−12 Title I schools with largest subgroup achievement gaps)

Table F-1 demonstrates that South Carolina has identified the required number of focus schools that meet the definition for ESEA Flexibility. Currently, South Carolina has 511 Title I schools, so based on simulations of the proposed ESEA methodology, ten (10) percent have been identified (i.e., 52 Title I schools), with the largest average (mean) achievement gap across all subgroups. Of the 52 schools to be identified as Focus Schools, at present zero (0) schools are currently-served Title I or Tier II SIG schools. In addition, zero (0) schools with the largest average achievement gap are Title I-eligible or Title I-participating high schools with a graduation rate less than 60 percent in each of the past 3 years. Accordingly, based on 2011−12 data, all 52 schools would come from the ranked list of Title I schools with the largest average achievement gap.

Table F-1

SOUTH CAROLINA	
Category of Focus Schools	**Number of Schools**
Total number of Title I schools	**511**
Total number of Title I schools to be identified as Focus Schools	**52**
Total number of schools on list generated based on largest subgroup achievement gaps (average) that are Title I-participating high schools with a graduation rate less than 60 percent in each of the past 3 years	**0**
Total number of additional Title I-participating high schools with a graduation rate less than 60 percent in each of the past 3 years and are not identified as Priority Schools	**0**
Total number of schools on list generated based on overall rating (e.g., schools graded “D” or “F”) that have the largest subgroups achievement gaps (average) or, at the high school level, low graduation rates	**52**

Included below is an example that demonstrates the methodology for identifying focus

schools. The example consists of a matrix for identifying and calculating achievement gaps and deriving the total achievement gap average used to rank schools with the largest achievement gaps.

Matrix Example of Achievement Gap Calculations

Elementary School

Part 1

	Number of Students		Academic Achievement Measures					
			ELA			Mathematics		
			AMO = 630			AMO = 630		
	N	Comparison Group	Primary Group (PG)	Comparison Group (CG)	Gap (PG minus CG)	Primary Group (PG)	Comparison Group (CG)	Gap (PG minus CG)
All Students	**800**	**Na**	**640**	**--**	**na**	**620**	**--**	**na**
Male	360	440	620	660	-40	630	640	-10
Female	440	360	660	620	40	640	630	10
White	260	540	670	600	70	650	620	30
African-American	500	300	625	660	-35	610	660	-50
Asian/ Pacific Islander	0	--	--	--	--	--	--	--
Hispanic	40	760	580	645	-65	620	620	0
Am Indian/ Alaskan	0	--	--	--	--	--	--	
Students w/ Disabilities	80	720	560	680	-120	600	645	-45
Limited English Proficiency	160	640	540	690	-150	625	615	10
Subsidized Meals	600	200	580	665	-85	610	635	-25
Achievement Gap (AG) -- AG Average, By Subject					**-86**			**-26**

Elementary School

Part 2

	Number of Students		Academic Achievement Measures						
			Science			Social Studies			
			AMO = 630			AMO = 630			
	N	Comparison Group	Primary Group (PG)	Comparison Group (CG)	Gap (PG minus CG)	Primary Group (PG)	Comparison Group (CG)	Gap (PG minus CG)	TOTAL ACHIEVE-MENT GAP (AG), AG Average, By Group

All Students	**800**	**Na**	**625**	**--**	**na**	**630**	**--**	**na**	**na**
Male	360	440	640	610	30	630	630	0	**-25.0**
Female	440	360	610	640	-30	630	630	0	**-30.0**
White	260	540	630	620	10	620	640	-20	**-20.0**
African-American	500	300	620	630	-10	640	620	20	**-31.7**
Asian/ Pacific Islander	0	--	--	--	--	--	--	--	--
Hispanic	40	760	635	615	20	650	620		
Am Indian/ Alaskan	0	--	--	--	--	--	--	--	--
Students w/ Disabilities	80	720	600	660	-60	610	650	-40	**-66.3**
Limited English Proficiency	160	640	620	635	-15	610	660	-50	**-71.7**
Subsidized Meals	600	200	600	680	-80	625	635	-10	**-50.0**
Achievement Gap (AG) -- AG Average, By Subject					**-39**			**-30**	
TOTAL ACHIEVEMENT GAP (AG), AG Average, By Group									**-42.1**

South Carolina's list of focus schools is presented in Table 2 (see Attachment 9).

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

The SCDE will develop a methodology to identify disaggregated data for subsets of students to include race, gender, SES status, disabled, and non-disabled students. The causes of underperformance will be ascertained using historical and current data regarding discipline, teacher retention, academic performance and use of fiscal resources. These data will be coupled with information gathered from the Comprehensive Capacity Assessment (CCA). The CCA will focus on current: 1. Teaching and Learning; 2. Fiscal Management; 3. Recruitment, Development and Retention of Effective Teacher Leaders; 4. Physical Plant Operations; and 5. Parent and Community Engagement. Based on a collation of these data, SCDE can target research-based interventions on root causes.

Focus schools will use this data to develop a focused CTA plan, in collaboration with their TLC. The school's CTA will include specific research-based strategies and interventions to address the identified subgroups. Targeted interventions outlined in the school's CTA plan must be in alignment with the federal turnaround principles and research-proven best practices

for the identified subgroups and focus areas. As the school implements its CTA plan, ongoing data will be collected and analyzed to ensure that the identified subgroups are academically performing and on a trajectory to be performing consistently with their cohorts. Focus schools will be required to offer SES through state-approved providers for students not meeting proficiency on state standards in ELA, mathematics, and science.

We will allocate funds to focus schools from 1003(a) to implement interventions to directly address the underachieving subgroups. The approximately $5.8 million will be allocated on a formula basis and must be incorporated into the school's Title I plan. (See Table F-2 below.) Districts will use the SCDE's web-based Title I application, which will reduce their paperwork requirements when serving their focus schools (see Appendix D for more activities to address Principle 4).

Table F-2

1003(a) School Improvement Funds		
	Number of Schools	Average amount of 1003(a) funds per school
2012−13 Focus Schools	52	$107,945
2012−13 Title I "C" and "D" Schools	121	$15,463
2011−12 Schools in Improvement	180	$46,576
2012−13 Schools in Improvement (projected)	310	$24,142

The AYP performance requirement subgroup of students with disabilities (SWD) has been problematic for schools and districts in the past. For the 2010−11 school year, only one school district met AYP for the performance of the SWD subgroup. The SCDE's Office of Exceptional Children has devoted a great deal of technical assistance to the districts regarding the strategies and instruction needed to allow students with disabilities to access the general education curriculum. As administrators and teachers are chosen to participate in more intensive initiatives through the accountability system, we will emphasize the instruction of SWD in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction, coupled with appropriate accommodations and modifications, will lead to a closing of the achievement gap between students with and without disabilities. The Office of Exceptional Children, in conjunction with the Office of School Transformation, will provide intensive technical assistance to districts with identified focus schools.

The Office of Federal and State Accountability will continue to monitor Title III districts (74 Title III districts out of 82 districts in the state). All Title III districts in South Carolina are also Title I. A major part of Title III monitoring for compliance with Title III and other federal laws includes reviewing the practices of regular classroom and ESOL teachers, administrators, guidance counselors, and others that work with ELL using interviews, data review, and other components of South Carolina's Title III monitoring instrument. Technical

assistance and additional professional development is provided as needed based on the review. The Office of Federal and State Accountability will continue to analyze data such as the performance of ELL and former ELL across the state, including performance on statewide tests; proportionality in special programs – special education, gifted and talented; grade-retention; and graduation rates. There will continue to be focused professional development efforts to address areas of concern and training on how to appropriately serve and meet the needs of ELL. Training will be provided to both regular classroom teachers where English learners typically spend the majority of the day learning and ESOL teachers who support academic content instruction, along with administrators. Other important staff, such as guidance counselors, special education, gifted and talented, paraprofessionals, and others who work with ELL are often included in trainings.

The Office of Federal and State Accountability will continue to provide instructional television (ITV) shows that provide teachers, schools, and districts free access to training on how to best meet the needs of ELL in South Carolina. Several ITV shows focus on how Title I schools can meet the instructional needs of ELL. Many districts offer renewal credits for teachers that view these instructional television shows and implement new ideas learned into their instructional practices. Additionally, districts and schools can access several resources on our Title III/ESOL website to assist them with supporting the instruction of ELL. http://ed.sc.gov/agency/programs-services/90/.

To ensure that all schools that may have achievement gap issues are captured as focus schools, data will include those schools that may not be in the bottom 10 percent of Title I schools but have persistent problems with achievement gaps. These schools will receive the same interventions as the required 10 percent of Title I schools.

Timeline*

May 10, 2012	Present to the State Board of Education for approval of the procedural guidelines for Satisfactory Implementation and Expected Progress.
July 16, 2012	Schools identified as priority and focus schools and schools with grades of "D" and "F."
July 16–August 3, 2012	Notify identified schools/districts, send Memorandums of Agreement for signatures, conduct comprehensive capacity assessments, and provide relevant training.
August 3–31, 2012	Develop and submit year-long Challenge to Achieve Plan.
August 2012–May 2013	• Monitor ongoing, year-long Challenge to Achieve Plan; and • conduct periodic collaborative professional development aligned to the Turnaround Principles in the Challenge to Achieve Plan.
May 2013	Evaluate achievement of goals/implementation of Challenge to Achieve Plan.
*Dates will be reestablished once waiver is granted.	

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

A focus school will continue to be designated a focus school until the school's subgroup performance meets or exceeds the annual AMO goal(s) for two consecutive years.

As focus schools succeed in achieving significant improvement in student subgroup performance, once they exit they will be invited and encouraged to serve as mentors, peers, and partners for current focus schools striving to close particular subgroup performance gaps.

When the ESEA Flexibility Request is approved and South Carolina begins implementation of the proposed new AYP system in 2012–13, we intend to generate prospective diagnostic analyses for each school, using 2010–11 and 2011–12 (baseline year) data, to provide schools with details concerning potential subgroup performance issues on the academic measures of student achievement, the process measures (percent of students tested), and the high school outcome measure (graduation rate). Information will be provided to all schools about models and strategies that research and practice have shown to be effective in improving student learning and student performance.

Number of Years	Meaningful Consequences for underperforming subgroups
1	Schools must develop a Challenge to Achieve Plan with research-based strategies to improve subgroup(s) performance.
2	1. Schools must develop a Challenge to Achieve Plan with research-based strategies to improve subgroup(s) performance; 2. SCDE will partner school with school of similar demographics that is performing well with particular subgroup.
3	Schools must develop a Challenge to Achieve Plan with research-based strategies to improve subgroup(s) performance.
4	Schools must develop a Challenge to Achieve Plan with research-based strategies to improve subgroup(s) performance and present to State Superintendent and State Board of Education.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

COMMITMENT 3: SOUTH CAROLINA WILL ESTABLISH A PLAN FOR A STATEWIDE SYSTEM OF SUPPORT TO LEVERAGE THE SERVICES PROVIDED TO OUR LOWEST-PERFORMING SCHOOLS TO IMPROVE STUDENT ACHIEVEMENT, NARROW ACHIEVEMENT GAPS, AND RAISE THE QUALITY OF INSTRUCTION IN ALL OUR SCHOOLS.

Schools that receive a "C" or "D" in the proposed system underperformed in either the all students group or one of the student subgroups. The SCDE will target the Title I schools that are assigned a grade of "C" or "D" but are not identified as priority or focus schools to receive differentiated support based on a needs assessment. These schools must conduct a comprehensive needs assessment to determine root causes of failure to meet AYP either in the all students group or by sub-group. The proposed assessment rubric is included as Appendix L; it represents an amalgam of indicators drawn from research on effective schools that indicate a high correlation to success.

The identified schools will submit a plan to the SCDE's Office of Federal and State Accountability that outlines how the school and district will address the issues identified in the needs assessment. Schools and districts must demonstrate that they have the capacity to implement improvement strategies and must provide a plan to use Title I, Part A funds previously used for Choice and SES to meet their needs. The SCDE will assist districts and schools in locating appropriate external providers and identifying SES-approved providers; we will also provide assistance as necessary and agreed upon through a memorandum of agreement.

The SCDE has partnered with SEDL (formerly the Southwest Educational Development Laboratory) to develop an agency-wide approach to serving districts and schools that are identified as needing assistance in improving student achievement. Previously, various offices within the SCDE have been providing disparate activities based on categorical funding streams or state and federal mandates. The goal of this new effort is to eliminate silos within our structure to focus our school improvement efforts and provide coherent, consistent assistance to our customers. Staff from the offices of Exceptional Children, School Transformation, Federal and State Accountability, and School Leadership have come together to discuss ways to eliminate duplicative, and often competing, services and to reduce burdensome paperwork requirements (see Principle 4 in Appendix D for more plans to eliminate duplication and reduce reporting burdens).

While the schools identified in this category (Title I schools receiving a "C" or "D" but not priority or focus schools) will not receive the same intensive services offered to priority and focus schools, they will nonetheless benefit from a statewide support system driven by responding to individual school needs with appropriate interventions. Our goal is to not lose the momentum we've gained over the past several years through our statewide system of support as required by NCLB. In general, these schools have made progress and need continued support to ensure that all their students are provided the means to reach the state's high standards and be college and career ready upon graduating from high school.

To serve these schools, the SCDE will set aside a portion of the 1003(a) funds to be

disbursed on a formula basis to help the schools address the root causes of their less than "proficient" student achievement. (See Table F-2 on page 123 above.) The schools will submit improvement plans to the Office of Federal and State Accountability through the Title I on-line application, which will eliminate additional paperwork and provide a more coherent, focused, and global plan. Through their improvement plan, a school will detail the actions they intend to take and how the district and school will use the 1003(a) funds to implement the plan.

The SCDE will provide assistance to districts and schools based on the statewide system of support currently in development through the partnership with SEDL. We anticipate providing this assistance and support as indicated in the table below.

Assistance and Support to Other Title I Schools Earning "C" or "D"		
Office	**Needs Addressed**	**Staff Involved**
Federal & State Accountability	English language learners	Catherine Neff Jennifer Clytus
Exceptional Children	Students with disabilities	Michelle Bishop
Leader Effectiveness	Principals and Assistant Principals knowledge and skills	Sally Barefoot
Teacher Effectiveness	Teacher pedagogy	Erica Bissell
Finance	Allocation of resources	Melanie Jinnette
Policy and Research	Research and prioritization	Charmeka Bosket

Particular emphasis will be placed on student sub-groups that are not meeting the AMOs. For example, SCDE staff will continue to provide high quality professional development to general education and special education teachers in order to assist students in meeting the accountability measures. Key elements for instruction of students with disabilities (SWD) include the following:

- use of research-based, effective instructional strategies both within and across a variety of academic and functional domains;
- differentiation of instruction for all learners, including students performing above and below grade-level expectations;
- instruction in strategic approaches to learning new concepts and skills; and
- continued use of inclusive practices for SWD.

Teachers of English language learners (ELL) will receive support from staff from the Office of Federal and State Accountability through quarterly regional meetings, ongoing intensive professional development, and episodic technical assistance as needed based on the results of the needs assessments. The Office of Federal and State Accountability will continue to monitor Title III districts (74 Title III districts of the 82 districts in the state). All Title III districts in South Carolina are also Title I. A major part of Title III monitoring for compliance with Title III and other federal laws includes reviewing the practices of regular classroom and ESOL teachers, administrators, guidance counselors, and others that work with ELL using interviews, data review, and other components of South Carolina's Title III monitoring instrument. Technical assistance and additional professional development is provided as needed

based on the review. The Office of Federal and State Accountability will continue to analyze data such as the performance of ELL and former ELL across the state, including performance on statewide tests; proportionality in special programs – special education, gifted and talented; grade-retention; and graduation rates. There will continue to be focused professional development efforts to address areas of concern and training on how to appropriately serve and meet the needs of ELL. Training will be provided to both regular classroom teachers where English learners typically spend the majority of the day learning and ESOL teachers who support academic content instruction, along with administrators. Other important staff, such as guidance counselors, special education, gifted and talented, paraprofessionals, and others who work with ELL are often included in trainings.

As they move toward English proficiency, ELL can benefit from many accommodations. In South Carolina, most school districts use the Individual Modifications/Accommodations Plan (see Attachment M) to document individual student accommodations, including ones used during testing. Because ELL progress toward English proficiency is very individualized, with much growth at the lower levels of English proficiency and slower growth as full English proficiency is acquired, these accommodations are in a pretty constant state of flux for most of these students. The Office of Federal and State Accountability will continue to provide instructional television (ITV) to provide teachers, schools, and districts free access to training on how to best meet the needs of English learners in South Carolina. Several ITV programs focus on how Title I schools can meet the instructional needs of ELL. Many districts offer renewal credits for teachers that view these instructional television shows and implement new ideas learned into their instructional practices. Additionally, districts and schools can access several resources on our Title III/ESOL website to assist them with supporting the instruction of ELL. http://ed.sc.gov/agency/programs-services/90/. The Office of Teacher Effectiveness will also provide assistance to help teachers address the changing needs of these students.

As is our plan for professional development on the CCSS (see Principle 1 above), we will customize the assistance to teachers of SWD and ELL based on the data and the identified needs of their students and schools.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The SCDE's Office of School Transformation in the Division of School Effectiveness (DSE) is collaborating with other DSE offices to develop valid and reliable instruments that we will use to monitor the effectiveness of the technical assistance that we will provide to priority and focus schools. We are developing a tiered system of support that rewards and places fewer restrictions on schools that are making progress toward measurable outcomes; likewise, this tiered system will impose more restrictions, such as decreased flexibility with technical assistance funds, on schools that are not making similar progress.

Realizing that systemic and sustained capacity is essential for continued academic success, the DSE is developing a Transformational Leaders Academy. This academy will recruit, train, place, and support principals in our lowest performing schools throughout the state.

The Office of School Transformation is comprised of supportive programs and systems that are focused on building state, local, and school capacity to improve student learning and achievement in all schools, particularly low-performing schools and schools with the largest achievement gaps (see organization chart on page 73 above). Through the supported efforts of Palmetto Priority Schools (PPS), School Improvement Grants (SIG), SC TAP™, charter schools, High Schools That Work/Making Middle Grades Work, the single-gender initiatives, Montessori education, Positive Behavior Intervention and Supports (PBIS), and Response to Intervention (RtI), the Office offers a wide range of opportunities to change the structure of schools to increase academic achievement. While these programs and systems are unique in their efforts, the Office is responsible for ensuring that they ultimately work together to demonstrate successful models of transformation in order to build capacity in facilitating change within the schools that are being served.

Currently, the Office of School Transformation is charged with monitoring the process of implementing the Palmetto Priority School (PPS) Memorandum of Agreement Plans of Action in schools that have not met expected progress, in accordance with the EAA, and thus holding the schools accountable if improvement in student learning does not occur.

Historically, South Carolina has required LEA's to sign a memorandum of agreement (MOA) prior to receiving technical assistance funding. The MOA never placed any responsibility on the local boards of education. Prior to the 2011−2012 school year, the Office of School Transformation developed a new MOA. This MOA clearly states that the local board of education is accountable for the performance of students and schools in the district. As this process develops, the Office of School Transformation will continue to strengthen that language to ensure that boards are held accountable for what schools achieve and do not achieve.

The law is clear in its provision that *the state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:*

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
(2) declare a state of emergency in the school and replace the school's principal; or
(3) declare a state of emergency in the school and assume management of the school.

In addition, the Office of School Transformation is currently charged with

- overseeing the use of all SIG funds to ensure effective administration and disbursement of funds, as well as the quality of activities implemented by the target sites;
- assisting in the rigorous data-driven accountability system of SC TAP, that includes elements of performance-based compensation and ongoing professional growth for school leaders and teachers;
- assisting in the development and support of highly effective charter schools, which provide options for parents in low-performing schools;
- assisting in the two school improvement design programs, High Schools That Work and Making Middle Grades Work, each of which provides a school-level framework of goals, practices, and key conditions for accelerating learning and setting high standards;
- assisting and supporting schools and districts in their efforts to create, implement, and evaluate single-gender initiatives;
- assisting and supporting schools and districts in their efforts to create, implement, and evaluate Montessori education;
- providing training and assistance in implementing PBIS for school-wide discipline, which emphasizes systems of support that include proactive strategies of defining, teaching, and supporting appropriate student behaviors to create positive school environments; and
- providing training and assistance in the RtI approach to instruction, which requires that schools provide a research- and evidence-based instructional model to all students in academic and behavior areas, identify the students who are not meeting standards, plan and provide research- and evidence-based interventions for those not achieving, closely monitor the progress of targeted students, and intervene at a higher level if students do not progress toward age-appropriate levels.

Beginning with the 2012−13 academic year, the goal of the Office of School Transformation is to improve student achievement by supporting, developing, and implementing systemic and sustainable models for school transformation in South Carolina's most challenged, at-risk schools. To achieve this goal, the office will provide focused, on-site technical assistance to these schools and develop Transformative Learning Communities (TLCs) comprised of a variety of stakeholders who collectively and cooperatively apply the principles of the federal CTA process in the schools.

The school transformation process begins with a Comprehensive Capacity Assessment (CCA) conducted by an external source using valid diagnostic measures to assess the school's capacity in multiple domains. Priority schools in the CTA process will be required to assemble a TLC consisting of a variety of stakeholders from the school, district, local school board, state, and community. The TLC will be charged with developing the school's CTA plan for school transformation based on recommendations from the comprehensive capacity assessment and guidelines from the Office of School Transformation which are aligned with the federal turnaround principles. The TLC will also provide periodic updates to the office on the implementation of the intervention strategies and achievement of the value-added growth goals outlined in the school's CTA Plan. In addition, the office staff and core-content transformation specialists will provide relevant professional development and on-site technical assistance directly to classroom teachers in order to build capacity, ensuring improved student learning.

When schools have been in priority school status for four consecutive years, they will be placed into priority-reorganization status as described in section 2D. At this time, the Office of School Transformation will enact a rigorous review and approval process to identify high-quality external providers as partners to implement one of the four priority-reorganization options described in section 2D. South Carolina opted not to join MassInsight as a vehicle to assist with the development of a rigorous review of high-quality external providers and collaboration with other states undergoing this process. In turn, the Office of School Transformation will develop its own process. The office has begun collecting information and procedures from other states that have developed its review process. Among other components, OST will use as selection criteria: 1. Historical success; 2. Financial capacity; 3. Expertise in school turnaround. This process includes following the established state bidding process procedures for reviewing external resources. In addition, the office will establish specific criteria, including metrics for accountability and quantifiable outcomes, which must be met by approved potential external providers. District and school officials will have the opportunity to choose from an approved list of these high-quality external providers.

In addition to the memorandum of agreement and the rigorous process for identifying high-quality external providers, the SCDE will also ensure sufficient support for implementing interventions in priority schools, focus schools, and other Title I schools identified through our differentiated recognition, accountability, and support system. To support these efforts, we will redirect resources from current 1003(g), 1003(a), and state Technical Assistance funds and repurpose Title I funds that previously had been used for choice and Supplemental Educational Services (SES).

The federal CTA process for low-performing schools, the reward system for high-performing schools, and the new state AYP system will improve capacity at the state, district, and school levels. South Carolina believes that the proposed new AYP system will create additional incentives for schools and districts to work diligently to meet high standards and to focus on improving the academic achievement and performance of all students, as well as the achievement and performance of all students in all subgroups, including historically underperforming groups.

Regarding SES for priority and focus schools, the US Department of Education has required the provision of SES since the inception of No Child Left Behind as a means to address the academic needs of students in identified schools. The state of South Carolina believes that after school tutoring, if done well, is a viable method to help students succeed in ELA, mathematics, and science when these students are struggling. Although empirical data do not exist that show a positive impact of SES, anecdotal data are available from parents and SES providers to continue the program as previously required by the US Department of Education in select schools.

South Carolina proposes to strengthen its methods of approving SES providers by specifically addressing each provider's history of performance in increasing student achievement. In the written application to become an SES provider, applicants must describe in detail evidence of effectiveness. This evidence carries the most weight when assigning scores to prospective providers. In addition, the SCDE will conduct in-person interviews with all potential providers that meet the minimum established cut score. Only those applicants who successfully complete the interview will be included in the state's approved providers list.

The final step in the SES provider approval process occurs at the district level. Districts will be given the option of selecting ten providers that best meet the academic needs of priority and focus schools while still giving parents the option of selecting a variety of delivery methodologies. The SCDE is developing a rubric to guide this selection process that will include specific reference to the needs of students in subgroups that are having difficulty meeting the proficient level of performance. SEAs and districts are responsible for ensuring that the available SES providers include some providers that are equipped to serve students with disabilities and students covered under Section 504 with any necessary accommodations, with or without the assistance of the SEA or district. The SEA and each district is responsible for ensuring that eligible LEP students receive SES and language assistance in the provision of those services through either a provider or providers that can serve LEP students with or without the assistance of the district or the SEA.

The SCDE will continue to use the SES Guidance document provided by the US Department of Education when selecting and approving providers. The guidance clearly identified the entities that will be considered as providers to include districts, any public or private (non-profit or for-profit) entity, public schools (including charter schools), private schools, educational service agencies, institutions of higher education, faith-based organizations, community-based organizations, business groups, and individuals. All are subject to the same application and approval process. All school districts will be strongly encouraged to provide access to public school buildings and to work with parents to provide adequate transportation.

Along with the measures outlined above during the application and approval process, South Carolina requires all school districts and SES providers to use the Cayen SES data management system. Within this system, providers are required to enter effectiveness data which eventually comprises part of the information sent home to parents that describes each provider so that parents can make an informed decision.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

For the sixth consecutive year, *Education Week*'s *Quality Counts* (January 12, 2012) ranked South Carolina as #1 in the nation in the Teaching Professions Category. This achievement is due, in large measure, to the state's widely recognized, statewide systems for evaluating and supporting teacher and principal performance and effectiveness—the system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). (See Appendix C for a glossary of acronyms.)

The SCDE has developed and continues to administer, maintain, and make ongoing refinements to the ADEPT and PADEPP systems. These evaluation and support systems provide effective and consistent methods for evaluating and supporting all teachers and principals across the state's school districts.

Guidelines for ADEPT (Attachment 10) were originally adopted in 2006; they will be further refined to comply with the requirements of the ESEA Flexibility Request Principle 3 as detailed later. PADEPP guidelines are currently presented through the

authorizing state regulations (Attachment 11). The SCDE will develop an independent PADEPP guideline document, similar to the ADEPT guidelines, as they are modified to comply with the requirements of Principle 3.

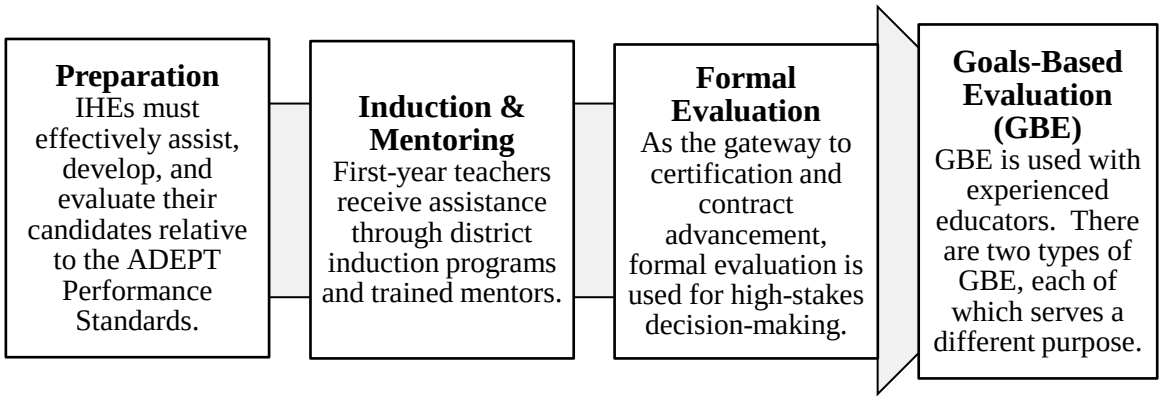
The background of both systems in South Carolina illustrates the shift that has occurred since 1998 from evaluation based on limited methods that varied at the local level to dynamic yet consistent statewide evaluation and support systems that promote effective instruction and leadership. Even prior to the announcement of an ESEA Flexibility Request, the state was progressing with enhancements to the guidelines and frameworks for both the ADEPT and PADEPP systems.

ADEPT Background

When it was implemented in 1998, ADEPT signaled a shift in South Carolina's perspective on teacher evaluation. Prior to ADEPT, evaluation instruments had been limited, for the most part, to behavioral checklists and showcase lessons. While almost all teachers "passed" these evaluations, the evaluation process itself did little to reflect or improve day-to-day instructional practices. The ADEPT system was built on the knowledge that effective teaching must be defined, facilitated, and evidenced throughout everyday practice and must ultimately result in a positive impact on student learning.

The purpose of ADEPT is two-fold: (1) to promote teacher effectiveness and (2) to provide quality assurance and accountability via valid, reliable, consistent, and fair evaluations of teacher performance and effectiveness, as indicated in the following diagram:

Adept Processes and Functions



The current ADEPT system is authorized under three primary sources:

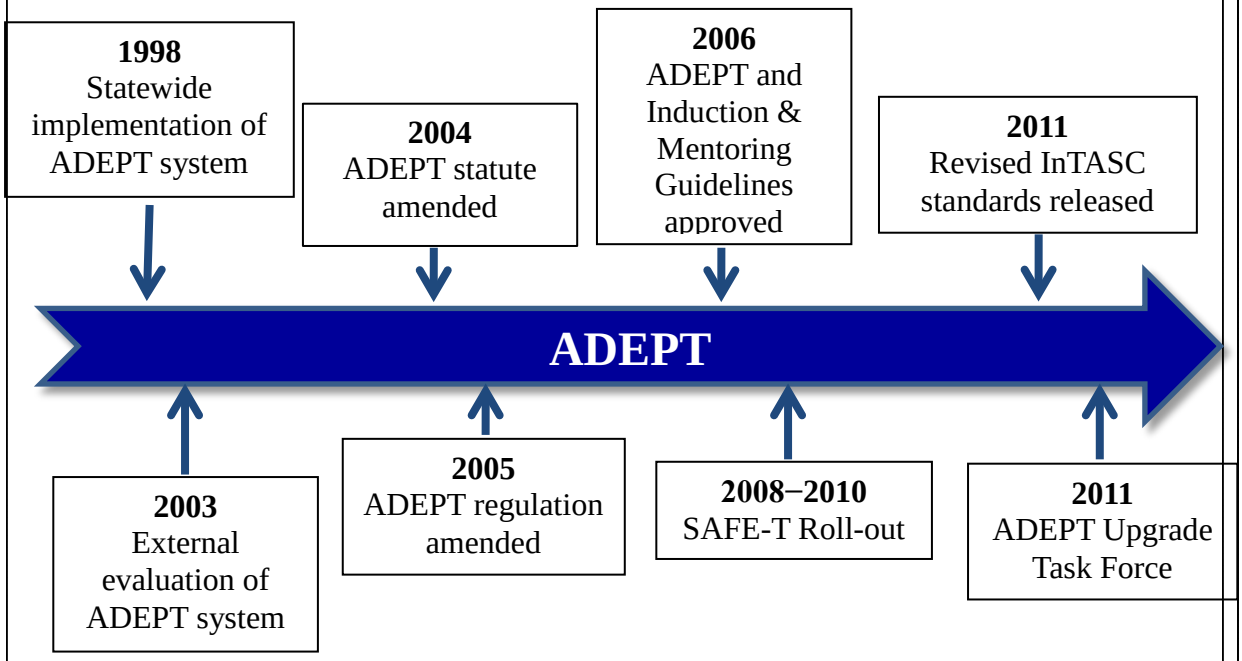
- South Carolina Code Ann. §§ 59-26-30 (2004 and Supp. 2011) and 59-26-40 (Supp. 2011) (see Attachment 11). Evidence of statewide adoption of this state statute is available online at http://www.ed.sc.gov/agency/programs-services/50/documents/ADEPTStatute.pdf.
- State Board of Education Regulation 43-205.1 (see Attachment 11). Evidence of statewide adoption of this regulation is available online at

http://www.ed.sc.gov/agency/programs-services/50/adeptreg.cfm.

- ADEPT System Guidelines (see Attachment 10). Evidence of statewide adoption of these guidelines is available online at http://www.ed.sc.gov/agency/programs-services/50/documents/adept_guidelines.pdf. The 2006 ADEPT Steering Committee that developed these guidelines included 27 district- and school-level administrators, teachers, representatives from institutions of higher education, and representatives from related professional organizations under the leadership of two consultants. (A list of these members is available online at http://www.ed.sc.gov/agency/programs-services/50/documents/acknowledgments.pdf.)

Because ADEPT is designed to be an iterative process rather than a final product, the system has undergone several major transformations since its inception, including amendments to the authorizing statute and regulations, and approval of system and induction and mentoring guidelines (see the ADEPT Chronology below).

ADEPT Chronology



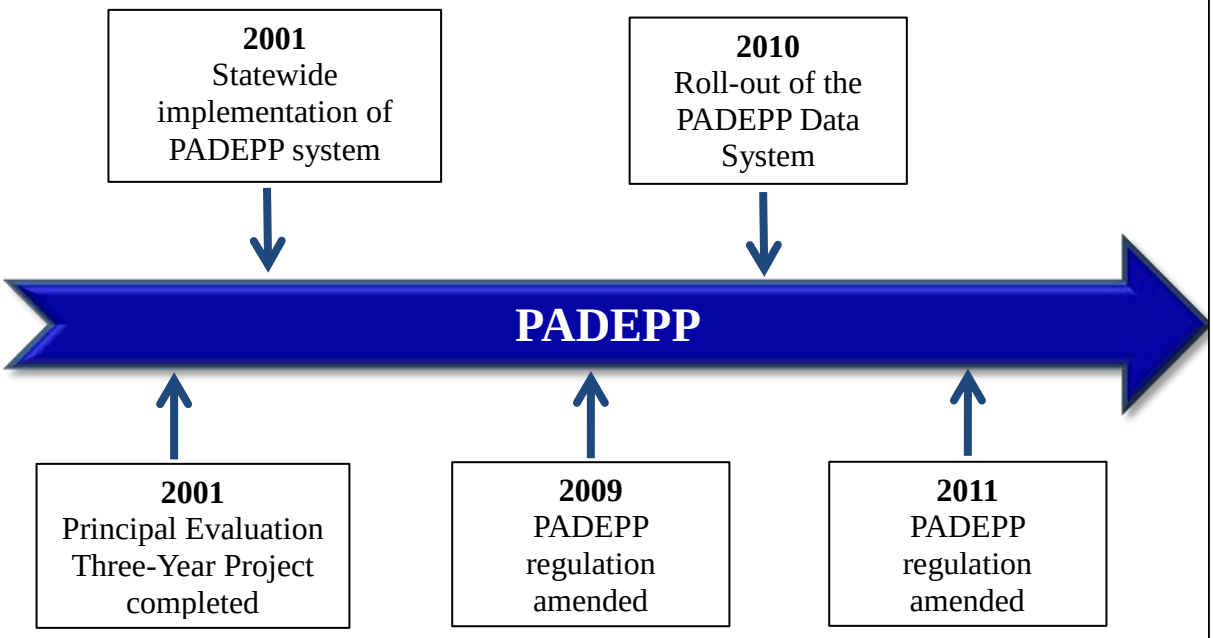
The most recent reforms to the system began in the spring of 2011 when the SCDE convened a stakeholder group that included principals, teachers, district superintendents, district administrators, higher education representatives, and a State Board of Education member. This 33-member ADEPT Upgrade Task Force (see Appendix N for a list of members) was charged with analyzing the ADEPT System Guidelines in the context of current best practices, met three times over a three-month period, and made recommendations for revisions to the ADEPT System Guidelines. These recommendations —summarized later in this section (Commitments 1, 2, and 3 below)—inform the plan to revise the ADEPT System Guidelines.

The Summative ADEPT Formal Evaluation of Teachers (SAFE-T) is the formal evaluation model for classroom-based teachers that is used statewide; it is described in more detail in Commitment 3 below. InTASC is the Council of Chief State School Officer's Interstate Teacher Assessment and Support Consortium, which has developed a set of model core teaching standards. These standards outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards also outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. ADEPT standards are aligned with the InTASC standards; thus, the release of the revised InTASC standards in 2011 prompted the work to update the state's evaluation system (Commitments 1, 2, and 3 below).

PADEPP Background

Similar to ADEPT, South Carolina's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) has evolved since it was implemented in 2001.

PADEPP Chronology



PADEPP is based on statewide performance standards and criteria that apply to both all principal preparation programs at institutions of higher education and all principals employed in the state's public school districts. The current PADEPP system is authorized by

- South Carolina Code Ann. § 59-24-5 *et seq*. (2004 and Supp.2011) (see Attachment 11). Evidence of statewide adoption of these state statutes is available online at http://www.ed.sc.gov/agency/programs-

services/49/documents/SouthCarolinaCodeofLaws-Title59-Chapter24_SchoolAdministrators_.pdf.

- State Board of Education Regulation 43-165.1 (see Attachment 11). Evidence of statewide adoption of this regulation is available online at http://www.ed.sc.gov/agency/programs-services/49/documents/SouthCarolinaCodeofLaws-Title59-Chapter24_SchoolAdministrators_.pdf.

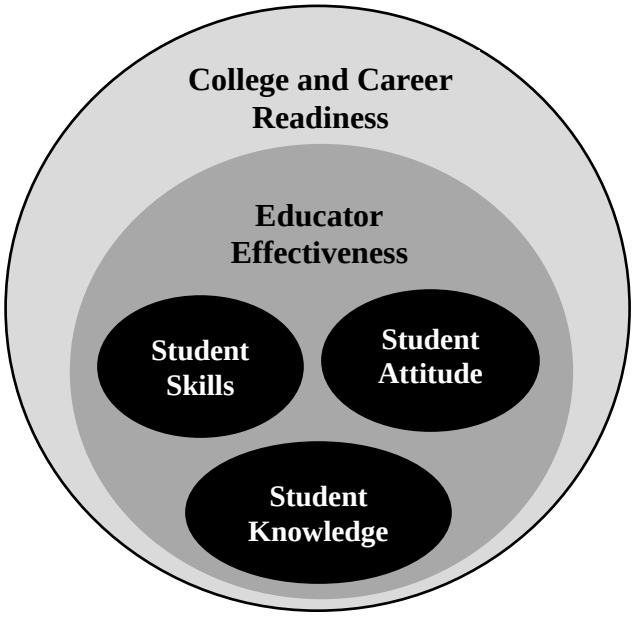
An iterative process like ADEPT, the PADEPP regulation was most recently amended in June 2011 to include a requirement for the annual evaluation of principals and a tiered certification system.

ADEPT and PADEPP: Advancing Toward Effectiveness

As the emphasis of evaluation has shifted from teacher and leader quality to teacher and leader effectiveness over time through the development, use, and continuous refinement of ADEPT and PADEPP, South Carolina is focusing on ensuring that all of its students acquire the knowledge, skills, and attitudes necessary to graduate high school college and career ready and to be well-equipped to succeed in the life path they choose.

As the graphic below indicates, our focus on educator effectiveness ensures that teachers, using the standards (like the CCSS), help students develop the knowledge, skills, and attitudes that they will need to achieve academically and ultimately succeed in college and careers.

Educator Effectiveness Builds College and Career Readiness



In its July 2011 reorganization, the SCDE demonstrated its commitment to placing a

high priority on teacher evaluation and support by creating a new office, the Office of Educator Evaluation. This office will coordinate the development and implementation of the enhanced statewide ADEPT and PADEPP systems for evaluating and supporting teacher and principal effectiveness.

The SCDE currently is partnering with SEDL's Southeast Comprehensive Center (SECC) to review ADEPT and PADEPP, make recommendations for enhancing the systems, and help guide the work of the state and its stakeholders in developing new guidelines for the enhanced systems. Also, the SCDE has worked with the Council of Chief State School Officers (CCSSO) State Consortium on Educator Effectiveness (SCEE) and benefitted from their expertise in the development of this plan.

South Carolina has the infrastructure in place to move quickly to meet all of the Principle 3 requirements of the ESEA Flexibility Request. As we will indicate in 3.a.ii below, many requirements have already been met, but there is work to be done to meet other requirements, such as differentiating our evaluation levels for ADEPT. In our plan for these requirements, we will use the lessons we have learned from ADEPT, PADEPP, and our TAP™ schools, as well as lessons from work being done in the districts within the state and across the country, to create a more effective and efficient educator evaluation system that provides meaningful information focused on improving the quality of instruction and leading to improved student performance and outcomes and stronger community schools.

The SCDE is forming a new statewide group of stakeholders to include principals, teachers, district superintendents, district administrators, and representatives from higher education. The Educator Evaluation Stakeholder Group will offer the SCDE input on the new, enhanced guidelines for both ADEPT and PADEPP evaluation and support processes. The revised South Carolina Educator Evaluation Guidelines will be brought to the State Board of Education for approval in the spring of 2012.

Additionally, new developments have provided significant opportunities for increased stakeholder involvement. Just prior to submitting South Carolina's ESEA Flexibility Waiver Request, the SCDE's Office of School Transformation called on the Office of Educator Evaluation to assist the state's School Improvement Grant (SIG) schools in meeting the SIG requirements for evaluating and supporting teachers and principals. The SCDE offered four educator evaluation and support options from which each SIG school could choose for implementation in 2012−13:

Option 1:	Partner with the Office of Educator Evaluation to develop and implement an enhanced ADEPT/PADEPP model that would meet SIG requirements.
Option 2:	Implement the Teacher Advancement Program (TAP™).
Option 3:	Implement the National Institute for Excellent in Teaching (NIET™) rubric.
Option 4:	Create an alternate evaluation model.

Of the 25 SIG schools, 22 schools selected Option 1—partnering with the SCDE to develop and implement an enhanced ADEPT/PADEPP model that would meet SIG requirements. Two schools selected the TAP™ model, and one school is revising its currently approved alternate model in collaboration with the SCDE.

The 22 SIG schools that opted into the enhanced ADEPT/PADEPP models all agreed to partner with the SCDE throughout the development process and to serve as a beta test in 2012−13 to help inform the work of the Educator Evaluation Stakeholder Committee as the committee works to develop the statewide evaluation and support models that are described in this request for ESEA flexibility.

A first round of meetings was held in April 2012 with representatives from all 22 partnering SIG schools and their respective (12) school districts. In all, 103 teachers, principals and other school administrators, teacher leaders, and district office staff participated in this initial round of meetings. The purpose of these meetings was to develop enhanced ADEPT standards that would include, as a significant factor, data on student growth and to draft a format for a performance and effectiveness rubric to accompany each of the standards. As part of the development process, participants were asked to complete and submit feedback forms regarding the proposed standards and rubrics.

In response to this request, the SCDE received 33 completed feedback forms from the SIG participants. A total of 178 teachers, 23 school administrators, and 26 district administrators provided input on the proposed ADEPT standards and performance and evaluation rubrics.

The second of the series of SIG meetings was held on April 26, 2012, with 98 SIG representatives in attendance. The agenda for this meeting included the following topics:

- Answering questions submitted on the feedback forms
- Presenting editorial changes made to the draft standards and rubrics based on feedback from the field
- Determining weightings for each of the standards and key indicators
- Making preliminary recommendations for evaluation requirements for various "categories" of teachers
- Discussing the use of evaluation data for making employment decisions
- Discussing incentives and rewards

A third SIG educator evaluation development meeting is scheduled for May 2012, and SIG evaluator training will begin in June 2012.

The SCDE is taking full advantage of this additional—and very significant—opportunity to gain insight and input from its stakeholders as it works to enhance its statewide system for evaluating and supporting teachers and principals.

In compliance with Assurance 14, South Carolina will submit a copy of the State

Board of Education−approved ADEPT and PADEPP guidelines to the US Department of Education by the end of the 2011−12 school year.

3.A.ii Option B: South Carolina is committed to enhancing its current guidelines to create systems that appropriately evaluate and effectively support teachers and principals.

South Carolina makes the following commitments to enhancing the current ADEPT and PADEPP evaluation systems to comply with the requirements of Principle 3 as follows.

COMMITMENT 1: SOUTH CAROLINA'S SYSTEMS FOR EVALUATING AND SUPPORTING TEACHERS AND PRINCIPALS WILL BE USED FOR CONTINUAL IMPROVEMENT OF INSTRUCTION.

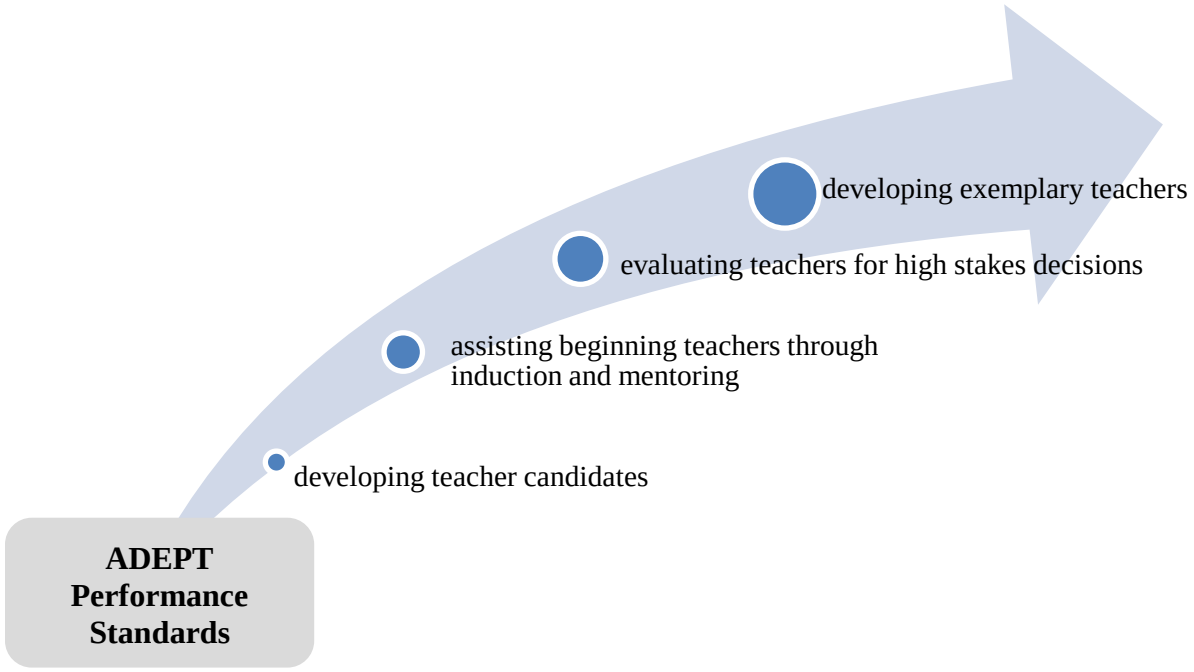
South Carolina will redefine its professional standards to reflect educator effectiveness and will work to build educators' capacities to achieve—and exceed—these standards. These enhanced ADEPT and PADEPP standards will focus on improvements to instruction that promote student learning.

Quantifying teacher and principal effectiveness is a necessary, but not a sufficient, requisite to bringing about improved instruction and student achievement. Continuous improvement can only be effected by comparing student performance to instructional practices and learning conditions and by using multiple measures to identify the practices and conditions that are most effective in promoting student-learning gains. These become the standards that set our state's expectations for teachers and principals.

South Carolina believes that established professional standards must serve as the foundation for both the ADEPT and PADEPP systems. These standards must be routinely revalidated and, as necessary, revised.

South Carolina's standards for what teachers should know, be able to do, and accomplish on an ongoing basis are known as the ADEPT Performance Standards (APS). The current APS for classroom-based teachers, developed in 2006, are based on Charlotte Danielson's framework (http://www.danielsongroup.org/article.aspx?page=frameworkforteaching). The 10 APS are categorized into four domains—Planning, Instruction, Environment, and Professionalism—and include a total of 34 key elements. A copy of the APS is included in Appendix O and is available online at http://www.ed.sc.gov/agency/programs-services/50/documents/ADEPTStandards.pdf. The APS define the expectations for teacher effectiveness throughout the entirety of a teacher's career, beginning with their preparation as teacher candidates and continuing through each stage of their practice.

ADEPT Career Continuum



In the initial phase of ADEPT system enhancements, the 2011 ADEPT Upgrade Task Force began the revalidation process for the APS. As part of this process, the Task Force reviewed 13 sets of nationally recognized professional teaching standards from

- Colorado;
- Connecticut;
- Georgia;
- Harrison County, Colorado;
- Hillsboro County, Florida;
- InTASC (the 2011 revised Model Core Teaching Standards);
- Kentucky;
- Louisiana;
- Marzano Evaluation Model Standards;
- Montgomery County, Maryland;
- Teacher Advancement Program (TAP™);
- Tennessee; and
- Washington, DC (IMPACT).

The Upgrade Task Force conducted a gap analysis by developing crosswalks that compared each set of standards to the APS. For example, the completed crosswalk between the InTASC Model Core Teaching Standards and the ADEPT Performance Standards is included in Appendix P and is available online at http://www.ed.sc.gov/agency/programs-services/50/documents/InTASCStandardsCrosswalk.pdf.

The gap analysis revealed no significant gaps between the 2006 APS for classroom-based teachers and other sets of current, nationally recognized teacher performance standards. However, the Upgrade Task Force recommended updating the language in several APS descriptors and establishing clearer, deeper, and more meaningful standards by adding a stand-alone student growth standard, combining several of the other standards, and reducing the overall number of key elements from 34 to 19. As mentioned previously, the SCDE will convene the Educator Evaluation Stakeholder Group to consider these recommendations and offer input on the standards the SCDE will finalize as part of the enhanced guidelines to be approved by the State Board of Education by the end of the 2011−12 school year.

The PADEPP system includes nine principal performance standards that are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards:

PADEPP Standards
1 – Vision
2 – Instructional Leadership
3 – Effective Management
4 – Climate
5 – School-Community Relations
6 – Ethical Behavior
7 – Interpersonal Skills
8 – Staff Development
9 – Principal's Professional Development

The descriptions and performance criteria for each of these PADEPP standards, updated in June 2010, are available online at http://www.ed.sc.gov/agency/programs-services/49/documents/adeppstandardsandcriteria.pdf.

The SCDE will work with the Educator Evaluation Stakeholder Group to revalidate these PADEPP standards. We will also work with the Educator Evaluation Stakeholder Group to consider whether school-wide achievement/growth will become a separate, stand-alone standard or continue to be integrated within one of the existing standards. The finalized performance standards for principals will then become part of the enhanced PADEPP guidelines.

In summary, the standards for teachers and principals must clearly establish the state's expectations in terms of

- competence—the knowledge and skills the educator must possess,
- performance—what the educator does as part of his or her practice, and
- effectiveness—the impact the educator has on intended student growth and performance.

Central to all three of these components are the academic standards for students

(e.g., the CCSS for ELA and mathematics and the state academic standards for other content areas) and multiple student assessment measures. That is, educators must have a strong working knowledge and understanding of the academic standards and their subject area (i.e., *competence*); they must create conditions that increase the likelihood that students will achieve these standards (i.e., *performance*); and they must analyze formative and summative assessment results to determine the extent to which their efforts have resulted in positive student gains (i.e., *effectiveness*).

Likewise, these three components are essential to equity—the commitment to educate all students, including English language learners (ELL), students with disabilities, and low-achieving students. To meet the unique needs of all students, educators must have a thorough knowledge and understanding of their particular students (i.e., *competence*), they must implement strategies designed to meet the diverse needs of their students (i.e., *performance*), and they must demonstrate that their efforts have resulted in positive learning gains for every student (i.e., *effectiveness*).

Ensuring the continual improvement of instruction also involves a systemic approach to capacity-building. ADEPT and PADEPP systematically assess and analyze an educator's professional practices, as well as their impact on the learning, achievement, and overall well-being of their students. Systematically providing feedback compels educators reach successively higher levels of efficacy as they progress through the various stages of their career continua (see ADEPT Career Continuum graphic on page 99).

Both the ADEPT and PADEPP standards are infused into the preparation programs at the institutions of higher education (IHEs) in South Carolina. Integration of the PADEPP and ADEPT systems are included in the accreditation process for colleges of education in the state. The seamless use of these systems from preparation, induction, professional growth, and evaluation helps ensure continuity and consistency for educators.

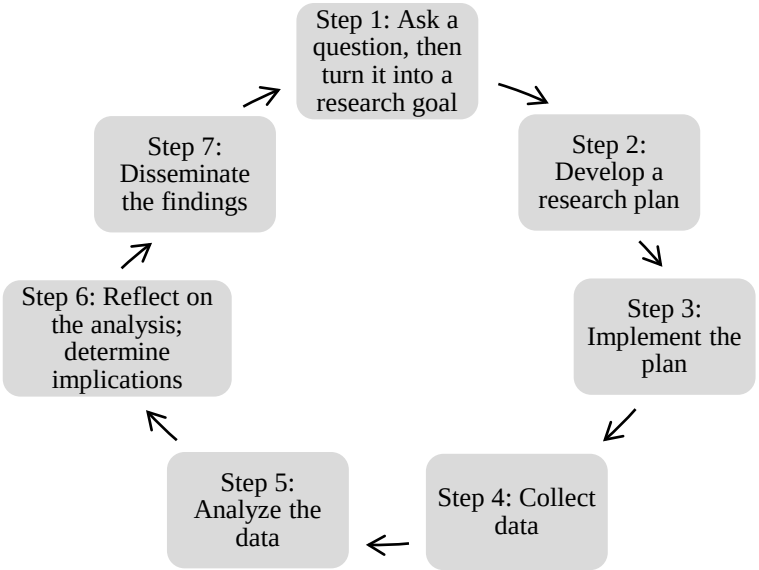
Teachers and principals continue in their respective evaluation and support system through their induction experience. South Carolina requires that teachers and principals have an induction experience upon entering professional practice; this induction experience must include formative feedback from supervisors on each of the performance standards, coaching support from mentors, and participation in a formalized induction program.

Currently, the induction period for both teachers and principals is one year. However, during the 2012 legislative session, the South Carolina General Assembly will consider legislation to increase the required induction period for teachers to three years.

Throughout the entirety of their careers, teachers and principals are required to collaborate with their respective supervisors to establish annual professional growth and development plans. These personalized learning plans are designed to identify and build upon each educator's strengths as well as target and address any weaknesses that may have been evidenced (see Commitment 5 below for more on professional growth and development plans).

The most recent addition to the ADEPT system, Research and Development (R&D) Goals-Based Evaluation (GBE), encourages teachers to collaborate in conducting action research to improve student learning and to share their findings with others.

Research & Development Goals-Based Evaluation (GBE)



Preliminary reports from the field indicate enthusiastic support for, and positive findings from, this type of "practical" professional development that results in a positive impact on students. As the SCDE revises the ADEPT guidelines, we will consider and seek input from the Educator Evaluation Stakeholder Group on this component of the system to determine whether more detailed descriptions of the R&D GBE process is necessary.

Note regarding Charter Schools: The SCDE will require that all charter schools boards of directors and authorizers submit an annual written statement to the SCDE Charter School Program outlining their chosen method of teacher evaluation by September 1 of each year. The assurance will guarantee that a charter school adheres to one of two options as specified below:

In accordance with the ESEA Flexibility Waiver Principle 3, all charter schools in South Carolina must guarantee that they will adhere to one of the following options regarding teacher evaluations:

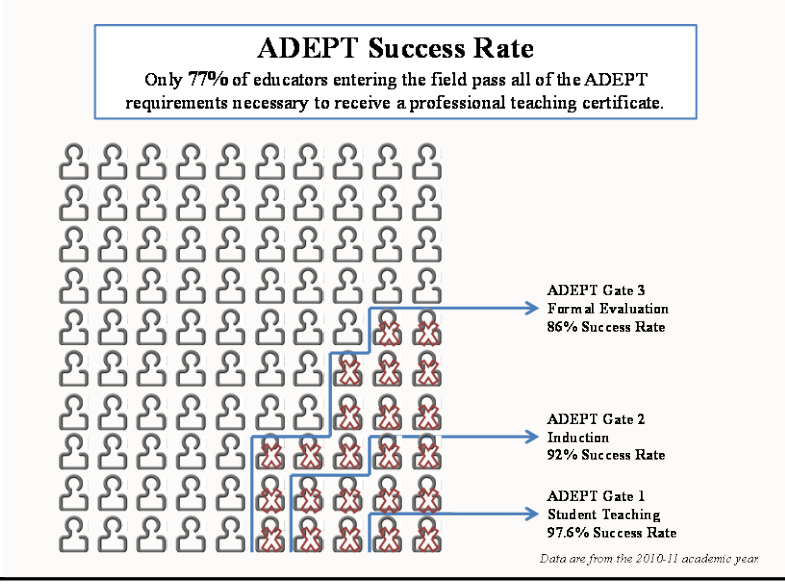
A. As a South Carolina public charter school, we agree to adopt and implement the principles of the state approved ADEPT teacher evaluation system.

Or

B. As a South Carolina public charter school, we will develop and implement teacher and principal evaluation and support systems that meets all of the elements of Principle 3 in the document titled ESEA flexibility, as follows:

a. Will be used for continual improvement of instruction;
b. Meaningfully differentiates performance using at least three performance levels;
c. Uses multiple valid measures in determining performance levels, including
   i. data on student growth for all students (including English Learners and students with disabilities) as a significant factor
   ii. other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
d. Ensures that all measures included in determining performance levels are valid measures (meaning measures that are clearly related to increasing student academic achievement and school performance) and are implemented in a consistent and high-quality manner across schools within an LEA;
e. Evaluates teachers and principals on a regular basis;
f. Provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
g. Will be used to inform personnel decisions.

COMMITMENT 2: SOUTH CAROLINA'S SYSTEMS FOR EVALUATING AND SUPPORTING TEACHERS AND PRINCIPALS WILL DIFFERENTIATE PERFORMANCE USING AT LEAST THREE PERFORMANCE LEVELS.



The common notion that "every teacher passes their evaluations" simply is not true in South Carolina. Our data indicates that currently, of the teacher candidates who are accepted

into student teaching in the state, only 77 percent will actually meet all of the ADEPT requirements that are necessary to achieve a South Carolina professional teaching certificate. Note that this number does not include individuals who exit the system before beginning the clinical experience component. The 77 percent refers to individuals who attempt—and successfully meet—the ADEPT expectations at each stage, and indicates that 23 percent fail to meet the ADEPT requirements and expectations.

Although ADEPT is relatively effective at exiting educators who are not performing successfully, its current bimodal (*Met* and *Not Met*) rating scale does not adequately identify either developing or outstanding teachers. To address this need, the 2011 ADEPT Upgrade Task Force reviewed 13 sets of nationally recognized performance rubrics (see Appendix Q). Based on this review, the Task Force recommended creating a four-level rating scale for teacher performance—*Exemplary*, *Proficient*, *Needs Improvement*, and *Unsatisfactory*—and developing rubrics to describe teacher performance at each of these levels. The SCDE will convene the Educator Evaluation Stakeholder Group to consider these recommendations further and gather additional input.

The PADEPP system already uses three performance levels: *Exemplary*, *Proficient*, and *Needs Improvement*, and the PADEPP Principal Evaluation Instrument (available online at http://www.ed.sc.gov/agency/programs-services/49/documents/PrincipalEvaluation.pdf) includes rubrics for each principal performance standard.

However, the current PADEPP system does not include a standard criterion for determining overall principal performance. The state will involve the Educator Evaluation Stakeholder Group in developing an overall principal evaluation rating that includes a student growth component as a significant factor in determining principals' ratings in the revised South Carolina principal evaluation system.

With regard to differentiating performance, the ESEA waiver stakeholder meetings in November 2011 generated discussion about whether the teacher and principal evaluation systems should include the same number of rating levels. The Educator Evaluation Stakeholder Group will consider these issues relative to the performance levels for teachers and principals and will solicit further stakeholder input prior to drafting the revised guidelines.

COMMITMENT 3: SOUTH CAROLINA'S SYSTEMS FOR EVALUATING AND SUPPORTING TEACHERS AND PRINCIPALS WILL USE MULTIPLE VALID MEASURES TO DETERMINE PERFORMANCE LEVELS, INCLUDING, AS A SIGNIFICANT FACTOR, DATA IN STUDENT GROWTH FOR ALL STUDENTS (INCLUDING ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES), AND OTHER MEASURES OF PROFESSIONAL PRACTICE.

Both the ADEPT and PADEPP systems include multiple valid measures to determine performance levels. Currently, the ADEPT evaluation model for classroom-based teachers, the Summative ADEPT Formal Evaluation of Teachers (SAFE-T), is used

statewide and includes the following six measures:

- the teacher's *long-range plan*(s);
- one or more *unit work samples* to demonstrate student learning;
- classroom *observations* (a minimum of four unannounced visits per year that must each include an entire lesson, or at least 50 minutes if the lesson exceeds that length of time. Additional walk-through observations are permitted.);
- teacher *reflections* following each classroom observation;
- *professional performance review*, completed by the principal (or designee) and other supervisors; and
- *professional self-assessment*, completed by the teacher as the first step to developing the teacher's professional growth and development plan.

Documentation for each of these six measures becomes part of the teacher's dossier, which is reviewed and judged by an evaluation team of at least two trained, certified evaluators as part of the summative evaluation process.

The *SAFE-T Guide for Teachers and Evaluators* (February 2010) details all of the required procedures, including all documentation templates, and is available online at http://www.ed.sc.gov/agency/programs-services/50/documents/SAFETGuideTeachersEvaluators.pdf.

The PADEPP Principal Evaluation Instrument (available online at http://www.ed.sc.gov/agency/programs-services/49/documents/PrincipalEvaluation.pdf) requires superintendents (or their designated evaluators) to use appropriate methods for gathering data and to present evidence of performance relative to each of the nine performance standards.

Stakeholders who attended the November 2011 ESEA Flexibility Request Stakeholder meetings expressed interest in exploring other methods of evaluating performance such as peer evaluations and student surveys. Considering these suggestions, the SCDE will work with the Educator Evaluation Stakeholder Group to seek additional stakeholder input and make final recommendations regarding methods for determining teacher and principal performance levels as part of the revised guidelines. The SCDE will seek additional input from teacher and principal evaluation work groups to inform the upgrades to each respective evaluation model.

Student growth is an essential part of examining teacher and principal effectiveness. The SCDE is looking to the 59 schools that currently participate in South Carolina's Teacher Advancement Program (SC TAP™)—through a federal Teacher Incentive Fund Grant—to serve as incubators for value-added assessments for teachers, as well as for principals, in tested subject areas and grade levels. Data from the state's Palmetto Assessment of State Standards (PASS)—and, later, from the tests developed by the Smarter Balanced Assessment Consortium (SBAC)—will be a required source for the calculating value-added scores for teachers in the tested subject areas and grades.

As an additional measure of student growth, South Carolina is reviewing its unit work sample process to provide student growth data for teachers in all subject areas and grade levels (including grades and subjects in which assessments are—and are not—required under ESEA section 1111 (b)(3)). The unit work sample is based on the teacher work sample concept developed by the nationally recognized Renaissance Partnership (http://www.uni.edu/itq/Research/ATEFinalfromTony061203.pdf). In this context, a *unit* is defined as a set of integrated lessons designed to accomplish learning objectives related to one or more curricular themes, areas of knowledge, and/or general skills or processes. As such, the unit concept applies to all teachers, regardless of subject area or grade level. A unit work sample includes the following six components:

- the major *unit objectives* (a maximum of five objectives is recommended), along with the teacher's rationale for selecting these as the top objectives;
- the *instructional plan* for the unit—that is, the sequence of steps that the teacher will take to ensure that the students achieve the unit objectives—including the key activities or strategies and resources (e.g., materials, technology);
- the key *unit assessments* that will be used to determine student progress and achievement relative to the unit objectives;
- the results of the assessments and the *analysis of student performance* (aggregated and, if appropriate, by subgroup—for example, ELL or students with disabilities—and/or individually);
- a description of the *formative uses of the assessment data* to promote student learning and to inform future instructional plans; and
- a description of the *summative assessment data* that reflects student achievement (e.g., grades and/or other indicators of student achievement).

The Educator Evaluation Stakeholder Group will consider the types of student growth measures (e.g., value-added assessment, unit work sample rating, school-level rating, and other possible measures such as common assessments, projects, and assignments) that will be included. The SCDE will consider a process implemented in other states that allows local school districts to develop and pilot new measures that we will then validate for use by other school districts in the state. Through R&D GBE, the SCDE plans to encourage groups of teachers to develop common assessments and to submit them for consideration for statewide use. Student learning objectives (SLOs) provide another approach that is worthy of consideration, as are project-based assessments. This challenge presents a unique opportunity for us to contemplate three important questions: What do we want students to know and to be able to do? How will we measure student growth in terms of meeting these expectations? And, how do we determine the impact of teachers and principals in terms of promoting the growth of student knowledge and skills?

The Educator Evaluation Stakeholder Group will offer input as the SCDE determines proportion (i.e., the weighted values) that each applicable component will contribute toward the educator's overall effectiveness rating. Determining the overall effectiveness ratings for both teachers and principals will require the use of multiple measures, with student growth as a significant factor. The weightings assigned to each component will ensure that student growth is a significant factor in determining teacher and principal effectiveness. The final

requirements will be detailed in the new, enhanced guidelines.

COMMITMENT 4: SOUTH CAROLINA WILL EVALUATE TEACHERS AND PRINCIPALS ON A REGULAR BASIS.

South Carolina currently requires annual evaluations for both teachers and principals. While the components of these evaluations will be refined and improved, the annual requirement will remain. The ADEPT system requires that teachers be evaluated annually, either formally (i.e., summatively) or informally (i.e., formatively). A successful year-long summative evaluation is required for a teacher to advance from an annual to a continuing contract. Once a teacher receives a continuing contract, the teacher may be evaluated through a full summative evaluation (SAFE-T), a partial summative evaluation (Competence-Building Goals-Based Evaluation), or a formative evaluation (Research and Development Goals-Based Evaluation) at the discretion of the employing school district.

The PADEPP system requires that principals be evaluated annually. A successful evaluation using all PADEPP standards is required for a principal to advance from a Tier 1 to a Tier 2 certificate. Once the principal advances to a Tier 2 certificate, a full evaluation using all PADEPP Performance Standards must be conducted every other year. On years between the full evaluations, principal evaluations must include Performance Standard 2 (Instructional Leadership), any Performance Standards that were rated as *Needs Improvement* in the previous year, and any additional Performance Standards identified for growth in the Principal's Professional Development Plan (PDP). Full evaluations may be conducted every year at the discretion of the superintendent.

The Educator Evaluation Steering Committee will consider the recommendation to develop a matrix of the types of measures, including student growth, that must be used to measure teacher and principal performance on an annual basis. This matrix will define the type, scope, and depth of annual evaluations for each educator and will vary depending on the educator's experience level and previous performance/effectiveness. The matrix will be included as part of the revised guidelines.

COMMITMENT 5: SOUTH CAROLINA WILL PROVIDE TEACHERS AND PRINCIPALS WITH CLEAR, TIMELY, AND USEFUL FEEDBACK, INCLUDING FEEDBACK THAT IDENTIFIES NEEDS AND GUIDES PROFESSIONAL DEVELOPMENT.

Both the ADEPT and PADEPP systems require that formative feedback be provided relative to each performance standard during each educator's induction year. During summative evaluations, a conference must be held at least twice during the year to present written and oral feedback to the educator on his or her performance relative to each standard.

Additionally, both systems require the development of an annual Professional Growth and Development Plan for every educator, based on his or her identified strengths and weaknesses. Principals' professional growth plans also must relate to their School

Renewal Plans. Each educator's Professional Growth and Development Plan must be individualized to meet their unique needs and must be developed in collaboration with the educator's supervisor. Feedback regarding the educator's progress and performance must be provided at least annually and more frequently if problems are evidenced.

The educator's individualized Professional Growth and Development Plan also serve as the basis for renewal of his or her teaching credential that must be revalidated every five years. By successfully completing and implementing strategies that relate to the goals in his or her approved plan, the educator can accrue certificate renewal credits for certificate revalidation purposes.

Reflection and self-assessments are important components of the growth and development processes. The ultimate goal is to help each educator transform from externally mandated to internally motivated professional development that is relevant, meaningful, and effective in promoting student success.

COMMITMENT 6: SOUTH CAROLINA'S TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS WILL GENERATE DATA THAT WILL BE USED TO INFORM PERSONNEL DECISIONS.

South Carolina supports two web-based systems for collecting and reporting data on the annual performance of every teacher and principal in the state.

Via the ADEPT Data System (ADS), school districts report the following information on an annual basis for each teacher:

- the teacher's contract level for the current school year and the ADEPT process in which the teacher participated (e.g., induction, formal/summative evaluation, or goals-based evaluation);
- the teacher's ADEPT results for the current school year (including, for teachers who underwent a full formal/summative evaluation, the results for each of the 34 key elements);
- the teacher's hiring status for the following school year (e.g., rehired, resigned, retired, workforce reduction); and
- the teacher's recommended contract level and ADEPT process for the following school year.

This information is used to generate a chronological ADEPT history for each teacher—an ongoing record of the teacher's employment status and performance. A teacher's ADEPT history may be accessed online by the teacher, the teacher's employing school district, and any public school district in the state to which the teacher applies for teaching employment. School districts rely on ADEPT histories and other types of ADEPT documentation to help make re-employment decisions, and they also use ADEPT histories to assist in making decisions about hiring teachers who apply from other districts.

ADEPT History					
Year	District	Current Contract	Results	Hiring Status	Next Year Contract
2012	Richland 01	Continuing - GBE	No Data	No Data	No Data
2011	Richland 01	Continuing - GBE	Met or Ready	Rehired	Continuing - GBE
2010	Richland 01	Annual - Formal 1	Met or Ready	Rehired	Continuing - GBE
2009	Richland 01	Induction	Met or Ready	Rehired	Annual - Formal 1

The ADEPT Data System also generates reports that enable districts to compare the performance of their teachers at each contract level with the overall statewide data. The SCDE presents an aggregated report annually to the State Board of Education. A copy of the 2011 ADEPT Report is included in Attachment R and is available online at http://ed.sc.gov/agency/programs-services/50/documents/EP03ADEPTResults2011.pdf.

South Carolina requires that beginning teachers complete an ADEPT induction year and that they successfully complete an ADEPT formal/summative evaluation during a subsequent (annual-contract) year in order to be eligible for certificate and contract advancements. Additionally, the State Board of Education must suspend the teaching certificate of any teacher at the annual-contract level who is unable to successfully complete the ADEPT formal/summative evaluation process after two attempts (years).

The state provides data to each teacher preparation program regarding the performance of its graduates once they enter their second year of teaching employment. The ADEPT pass rate for each institution of higher education (IHE) is included in the IHE's Fact Sheet and is published as part of the Title II—Higher Education reporting requirements. These fact sheets are available online at http://effectiveness.ed.sc.gov/educator-preparation/factsheets.cfm. Additionally, IHEs use the IHE Portal System to obtain a standard-by-standard report on the performance of their graduates to help the IHE determine programmatic strengths and weaknesses in order to guide their program improvements.

In 2010, the SCDE partnered with Clemson University to pilot Project HEAT—the Higher Education Assessment of Teaching. This project provides value-added data to Clemson on their teacher preparation program graduates who teach in TAP™ schools. Clemson uses this data to inform instructional offerings and practices. Project HEAT is providing a foundation for moving forward with more actionable data for colleges of education and teacher preparation programs.

The second web-based data system, the PADEPP Data System (PDS), is used to collect and report the annual performance of all principals in South Carolina. Beginning

with the 2011–12 school year, school districts are using PDS to report principal ratings for each of the PADEPP performance standards. Following the end of each school year, annual reports, similar to the ADEPT reports, will be generated and published.

PADEPP Data System Report

Exemplary | Proficient | Needs Improvement

PADEPP results not only help guide local employment decisions, but they also serve as the gateway to certificate advancement. The amended (2011) PADEPP regulation provides for tiered certification for principals. To advance from a Tier 1 to a Tier 2 certificate, a principal must complete the state's Principal Induction Program during his or her first year of the principalship and must then receive an overall rating of *Proficient* or *Exemplary* on a full PADEPP evaluation during a subsequent principalship year.

Reports generated via the PADEPP Data System also help identify performance strengths and weaknesses for individual principals, for local school districts, and for the state. The report above is an example of a statewide data report on principal performance (exemplary, proficient, and needs improvement) for each of the nine PADEPP standards.

COMMITMENT 7: SOUTH CAROLINA WILL PROVIDE ONGOING TRAINING TO ALL TEACHERS, PRINCIPALS, AND EVALUATORS TO HELP THEM UNDERSTAND THE PURPOSES OF THE EVALUATION SYSTEMS, THE ELEMENTS OF THE EVALUATIONS SYSTEMS, AND THEIR ROLES AND RESPONSIBILITIES IN IMPLEMENTING THESE SYSTEMS.

Through their holistic approaches to assisting, developing, and evaluating the performance and effectiveness of teachers and principals, the ADEPT and PADEPP systems embed training throughout every stage, beginning with the educator preparation programs and continuing through induction and the formal/summative evaluations.

Prior to the beginning of the formal/summative ADEPT evaluation process, each teacher scheduled for this type of evaluation must receive a comprehensive orientation. At a minimum, this teacher orientation must include written and oral explanations of the ADEPT Performance Standards, the evaluation process, the evaluation timeline or calendar, the criteria for successfully completing the evaluation, and the intended use of the evaluation results. Also, each teacher must be informed of the names of the members of his or her evaluation team prior to the beginning of the evaluation.

All ADEPT evaluators must hold evaluator certification. To become evaluator-certified, an educator must meet the evaluator eligibility requirements (i.e., the educator must hold a South Carolina professional teaching certificate and be recommended for evaluator training by a district or school administrator), must successfully complete the three-day evaluator training in its entirety, must satisfactorily complete all required assignments, and must receive a passing score on the online examination. ADEPT training is accomplished via a train-the-trainer model through which the SCDE provides training for all trainers while the certified trainers, in turn, provide training for the evaluators. A complete description of all ADEPT/SAFE-T evaluator and trainer requirements is available at http://ed.sc.gov/agency/programs-services/50/documents/SAFETCertification.pdf. (SAFE-T—the Summative ADEPT Formal Evaluation of Teachers—is the evaluation model for classroom-based teachers.)

Currently, there are 7,914 certified ADEPT/SAFE-T evaluators in South Carolina. The pass rate for the evaluator examination is 94 percent. As the stakes for the educator evaluations rise, it will be important to improve the evaluator certification system. The SCDE will work with SEDL's Southeast Comprehensive Center (SECC) to refine the evaluator training and certification system to help ensure the best possible inter-rater reliability.

All PADEPP evaluators must have successfully completed the SCDE's PADEPP training before evaluating principals. The SCDE provides this training for all district superintendents and other designated principal evaluators.

To ensure that principals are prepared to meet the state's professional expectations, all administrator preparation programs must integrate the PADEPP standards throughout their curricula.

All first-year principals are required to complete the state's Principal Induction Program. A detailed overview of the PADEPP standards and criteria, the principal evaluation instrument, and the PADEPP regulation (R 43-165.1) is included as an integral part of this program for beginning principals.

Prior to evaluating a principal, the employing school district must ensure that the principal receives awareness training that includes (1) the PADEPP Performance Standards and Criteria for Principal Evaluation, (2) the PADEPP principal evaluation instrument, and (3) the PADEPP regulation (R 43-165.1).

Like ADEPT, the principal evaluator certification system will be refined to ensure the best possible inter-rater reliability across the state.

Plan for Implementation

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources	Significant Obstacles
Appoint and convene the Educator Evaluation Stakeholder Group to assist in the revisions to South Carolina's Guidelines for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and the development of the Guidelines for the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)	February 2012–June 2012 for initial work (Monthly meetings) The group will continue to guide this process through implementation of the new evaluation system.	Division of School Effectiveness Office of Educator Evaluation	Names of Committee members posted to the http://www.ed.sc.gov/agency/se/Educator-Evaluations/ Meeting agendas and minutes	Staff time to organize and conduct meetings Reimbursement for Group member travel expenses	Availability of key stakeholders to serve on the Stakeholder Group
Work with SEDL and CCSSO to get input and advice on the SC proposed educator evaluation system	2010–15	EE Stakeholder Group Division of School Effectiveness Office of Educator Evaluations	Record of communications between SEDL, CCSSO, and the Division of School Effectiveness	Educator Evaluation Stakeholder Group and staff time	
Revise the ADEPT Guidelines and present to South Carolina State Board of Education for approval Note: The ADEPT Guidelines must	February 2012–June 2012	Division of School Effectiveness Office of Educator Evaluation	Minutes of the State Board of Education meetings The State Board of Education approved ADEPT Guidelines	Staff time to facilitate the development of the Guidelines and ensure the Guidelines meet the requirements of the state's ESEA Flexibility Waiver Request	Legislation is before the 2012 South Carolina General Assembly to increase the length of teacher induction from the current one-year period to a

be approved by the State Board of Education by June 30, 2012.					three-year period. Since induction is a major component of the ADEPT system, this legislation, if passed, will have a significant impact on the ADEPT Guidelines.
Develop the PADEPP Guidelines and present to the South Carolina State Board of Education for approval Note: The PADEPP Guidelines must be approved by the State Board of Education by June 30, 2012.	February 2012–June 2012	Division of School Effectiveness Office of Educator Evaluation	Minutes of the State Board of Education meetings The State Board of Education approved PADEPP Guidelines	Staff time to facilitate the development of the Guidelines and ensure the Guidelines meet the requirements of the state's ESEA Flexibility Waiver Request	
Provide data to teachers and principals on the growth of their students in reading/language arts and mathematics in grades 3–8	August 2012–June 2013	Division of Accountability Division of School Effectiveness	SCDE Data Reports	Staff time IT Support Funding	
Determine additional methods for calculating "student growth" for all students, including ELL students and students with disabilities for teachers in tested subject areas and grade levels, teachers in non-tested subject areas and grade levels, and on a school-wide basis	August 2012–June 2013	Division of School Effectiveness Division of Accountability Office of Educator Evaluation	Description(s) published to SCDE website http://www.ed.sc.gov/agency/se/Educator-Evaluations/	Staff time to research available models (e.g., value-added and other options) A request for proposals (RFP) or other similar process may be required	Student growth (value-added) data is only available for approximately 25%–30% of all teachers. The current state student examination (PASS) was not designed for use in evaluating teachers. Adoption of the new CCSS assessments will remedy this problem.
Appoint and convene an	Summer 2012 until complete	Office of Educator	Names of the ADEPT Work	Staff time to appoint and	

ADEPT work group to network with their constituencies and assist in revising the ADEPT evaluation model, consistent with the approved 2012 ADEPT Guidelines		Evaluation	Group Members posted to the SCDE website http://www.ed.sc.gov/agency/se/Educator-Evaluations/ Meeting agendas, materials, and minutes	convene the work group Staff time to facilitate the work group meetings to guide the development of the revised evaluation model	
Revise the ADEPT evaluation model consistent with the approved 2012 ADEPT Guidelines	August 2012–June 2013	Office of Educator Evaluation	Educator Evaluation Progress Reports published to the SCDE website http://www.ed.sc.gov/agency/se/Educator-Evaluations/ ADEPT Evaluation materials	Staff time to develop the revised teacher evaluation materials IT support for the development and management of the upgrades to the ADEPT Data System	Internal capacity funding
Appoint and convene a PADEPP work group to network with their constituencies and assist in revising the PADEPP evaluation model, consistent with the approved 2012 PADEPP Guidelines	Summer 2012 until implementation is complete	Office of Educator Evaluation	Names of the PADEPP Work Group Members posted to the SCD website http://www.ed.sc.gov/agency/se/Educator-Evaluations/ Meeting agendas, materials, and minutes	Staff time to appoint and convene the work group Staff time to facilitate the work group meetings to guide the development of the revised evaluation model	
Revise the PADEPP evaluation model consistent with the 2012 Guidelines	August 2012–June 2013	Office of Educator Evaluation	Group Members and Educator Evaluation Progress Reports posted to the SCDE website http://www.ed.sc.gov/agency/se/Educator-Evaluations/ Meeting agendas and minutes PADEPP Evaluation materials (e.g., manuals, templates, training materials)	Staff time to develop the revised principal evaluation materials IT support for the development and management of the upgrades to the PADEPP Data System	Internal capacity funding

Select and train a demographically representative sub-group of school districts to participate in the pilot of the revised ADEPT and PADEPP evaluation models	May 2013–August 2013	Office of Educator Evaluation	List of schools/districts in pilot project	Research consultant to guide the design of the pilot and analyze the pilot data (validity/ reliability) IT support for the redevelopment and management of the ADEPT Data System and PADEPP Data System	Internal capacity funding Tight timeline for developing the pilot project training and evaluation materials
Monitor the ADEPT and PADEPP pilot project implementation; conduct and analyze data and collect statewide feedback	Spring 2014	Office of Educator Evaluation	Pilot Project Report		Internal capacity funding
Revise the evaluation models, based on the findings of the pilot project	Spring 2014	Office of Educator Evaluation	Revised evaluation models		Tight timeline for revising all training and evaluation materials based on the results of the pilot project.
Assist LEAs in developing their plans to implement the revised evaluation models	June 2014	Office of Educator Evaluation	Pilot Project Report		Internal capacity funding
Implement the revised evaluation models and provide statewide trainer and evaluator training	August 2014–June 2015	Office of Educator Evaluation	Evaluation materials published to the SCDE website http://www.ed.sc.gov/agency/se/Educator-Evaluations/ End-of-year data reports published to the SCDE website.	Funding to districts to support the adoption and implementation of the revised evaluation models	In previous iterations of the ADEPT and PADEPP formal evaluation models, the state has staggered implementation over a three-year period. Full-scale implementation (i.e., all school districts) in a single year will present a major challenge.
Provide technical assistance to LEAs, and monitor the implementation of the evaluation and support models					
Collect, analyze, and report data on teacher and principal performance and effectiveness					

Collect and review feedback from the field and make any necessary revisions to the system					

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

South Carolina already has a well-tested and validated statewide system for evaluating and supporting teachers (ADEPT) and principals (PADEPP). Public school teachers, principals, and administrators were heavily involved in the development of these systems (for example, see the 2006 ADEPT Steering Committee roster at http://www.ed.sc.gov/agency/programs-services/50/documents/acknowledgments.pdf).

Following the 2012 adoption of the enhanced ADEPT and PADEPP guidelines, the ADEPT and PADEPP work groups will network with their respective constituent groups to assist the SCDE in developing the enhanced formal evaluation models for each system. Prior to the beginning of the 2013–14 school year, the SCDE will select a demographically representative subgroup of school districts from throughout the state to pilot the enhanced ADEPT and PADEPP formal evaluation models. We will collect and analyze data from these pilot projects and use this information to further refine the models. Statewide training on the enhanced formal evaluation models will begin in the summer of 2014, with full implementation anticipated for the 2014–15 school year.

Currently, the SCDE uses several methods to help ensure that school districts follow the prescribed guidelines for evaluating and supporting teachers and principals through ADEPT and PADEPP. To verify the school district's intent to maintain the fidelity of implementation of the teacher and principal evaluation and support systems, South Carolina requires each school district to submit an annual ADEPT plan and PADEPP assurances.

Because both ADEPT and PADEPP are statewide systems, proposed variations to the standard evaluation models and/or support processes are rare. However, if a district does propose any changes, the SCDE's established process requires that the district describe the changes in detail in their ADEPT or PADEPP plan; the SCDE will conduct a comprehensive review of the plan to ensure that the technical criteria for validity, reliability, and maximum freedom from bias have been met and that the district has fully complied with all requirements

of the educator evaluation guidelines. The SCDE must approve the district's plan prior to its implementation.

To help ensure adherence to the evaluation system guidelines, districts are required to enter data annually into the ADEPT Data System and the PADEPP Data System. Based on the data reported by the school districts, the SCDE provides annual district and statewide reports to the State Board of Education.

The SCDE maintains ongoing communications with and technical assistance to the districts regarding the evaluation systems, which helps the agency monitor the fidelity of implementation of the ADEPT and PADEPP systems. Although each district is required to assign ADEPT and PADEPP coordinators, and these are the liaisons who most frequently interact with SCDE staff, other stakeholders—including teachers, principals, superintendents, district personnel administrators, and legal counsel—call SCDE staff for assistance on a regular basis. Additionally, the Office of Educator Evaluation uses the SCDE website, face-to-face and virtual meetings, and e-mails to communicate information to its stakeholders. The state's evaluator and trainer trainings further support these technical assistance efforts.

The SCDE invites input and feedback and responds to suggestions regarding ways to improve the ADEPT and PADEPP systems on a continual basis. Formal feedback is solicited in response to the annual ADEPT plans and PADEPP assurances, and informal feedback is obtained via the staff's frequent stakeholder contacts. By encouraging this ongoing dialogue, the SCDE seeks to ensure district implementation, not out of mere compliance, but rather through the commitment that these evaluation and support systems hold tremendous potential for promoting the effectiveness of teachers and principals, improving the quality of instruction, and improving education for all students in South Carolina.

Attachment 1 – Notice to LEAs

From: Jay Ragley
Sent: Monday, October 10, 2011 3:07 PM
Subject: South Carolina ESEA Flexibility - Letter of Intent

TO: District Superintendents
FROM: Mick Zais, State Superintendent of Education
DATE: October 10, 2011
SUBJECT: ESEA Flexibility

Attached to this email is a letter I mailed to U.S. Secretary of Education Arne Duncan today regarding ESEA Flexibility. The letter states my intent to request ESEA Flexibility by mid-February, 2012.

To learn more about ESEA Flexibility and the waiver process, please visit this link: http://www.ed.gov/esea/flexibility. There will be more communications from the agency in the near future regarding the waiver process.

Thank you in advance for reading this communication and for your service to the students, parents, and taxpayers in your districts.

JWR

Jay W. Ragley
Legislative and Public Affairs
South Carolina Department of Education
Twitter: @EducationSC
Facebook: **http://www.facebook.com/scdoe**

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

October 10, 2011

The Honorable Arne Duncan
Secretary, United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The purpose of this letter is to inform you of the State's intent to request flexibility on behalf of the South Carolina Department of Education, South Carolina's local educational agencies, and schools, in order to better focus on improving student learning and increasing the effectiveness of instruction. The requirements of the waiver process established by your office will require a significant amount of time and effort, specifically data requested as part of Principle 2: State-Developed Differentiated Recognition, Accountability, and Support. The State intends to submit a request in mid-February, 2012.

Sincerely,

Mick Zais

Mick Zais, Ph.D.
State Superintendent of Education

CC: The Honorable Nikki R. Haley, Governor
South Carolina Congressional Delegation
Members, South Carolina General Assembly
Members, South Carolina State Board of Education
Members, South Carolina Education Oversight Committee
South Carolina District Superintendents

ESEA Flexibility Waiver – Public Comment Period Notification

From: Jay Ragley
Sent: Friday, December 16, 2011 2:56 PM
To: 'Abbeville Superintendent'; 'Aiken Superintendent'; 'Allendale Superintendent'; Allison Jacques; 'Anderson 1 Superintendent'; 'Anderson 2 ADMIN'; 'Anderson 2 Superintendent'; 'Anderson 3 Superintendent'; 'Anderson 4 Superintendent'; 'Anderson 5 Superintendent'; 'Bamberg 1 Superintendent'; 'Bamberg 2 Superintendent'; 'Barnwell 19 Superintendent'; 'Barnwell 45 Superintendent'; 'Beaufort Superintendent'; 'Berkeley Superintendent'; 'Calhoun Superintendent'; 'Charleston Superintendent'; 'Cherokee Superintendent'; 'Chester Interim Superintendent'; 'Chesterfield Superintendent'; Cindy Clark; 'Clarendon 1 Superintendent'; 'Clarendon 2 Superintendent'; 'Clarendon 3 Superintendent'; 'Cobb, Meda'; 'Colleton Superintendent'; 'Darlington Superintendent'; 'Dillon 3 Superintendent'; 'Dillon 4 Superintendent'; 'Dorchester 2 Superintendent'; 'Dorchester 4 Superintendent'; 'Edgefield Acting Superintendent'; 'EOC Interim Director'; 'Fairfield Superintendent'; 'Felton Lab-ADMIN'; 'Florence 1 Superintendent'; 'Florence 2 Superintendent'; 'Florence 3 Interim Superintendent'; 'Florence 4 Interim Superintendent'; 'Florence 5 Superintendent'; 'Georgetown Superintendent'; 'Governor's School for Science and Mathematics'; 'Governor's School for the Arts and Humanities'; 'Greenville Superintendent'; 'Greenwood 50 Superintendent'; 'Greenwood 51 Superintendent'; 'Greenwood 52 Superintendent'; 'Hampton 1 Superintendent'; 'Hampton 2 Superintendent'; 'Horry Superintendent'; 'Jasper Superintendent'; 'John De La Howe Superintendent'; 'Kershaw Superintendent'; 'Lancaster Superintendent'; 'Laurens 55 Superintendent'; 'Laurens 56 Superintendent'; 'Lee Superintendent'; 'Lexington 1 Superintendent'; 'Lexington 2 Superintendent'; 'Lexington 3 Superintendent'; 'Lexington 4 Superintendent'; 'Lexington 5 Superintendent'; 'Marion 2 Superintendent'; 'Marlboro Superintendent'; 'McCormick Superintendent'; 'Newberry Superintendent'; 'Oconee Superintendent'; 'Orangeburg 3 Superintendent'; 'Orangeburg 4 Superintendent'; 'Orangeburg 5 Superintendent'; 'Palmetto Unified Superintendent'; 'Pickens Superintendent'; 'Richland 1 Superintendent'; 'Richland 2 Superintendent'; 'Saluda Superintendent'; 'SC Public Charter School Superintendent'; 'SC School Deaf & Blind Superintendent'; 'Spartanburg 1Superintendent'; 'Spartanburg 2 Superintendent'; 'Spartanburg 3 Superintendent'; 'Spartanburg 4 Superintendent'; 'Spartanburg 5 Superintendent'; 'Spartanburg 6 Superintendent'; 'Spartanburg 7 Superintendent'; 'Sumter Superintendent'; 'Union Superintendent'; Wanda Davis; 'Williamsburg Superintendent'; 'Williston 29 Superintendent'; 'York 1 ADMIN'; 'York 1 Superintendent'; 'York 2 Superintendent (Clover)'; 'York 3 Superintendent (Rock Hill)'; 'York 4 Superintendent (Fort Mill)'
Cc: Public Information Officers
Subject: ESEA Flexibility Public Comment Period

MEMORANDUM

TO: District Superintendents
FROM: Mick Zais, State Superintendent of Education
DATE: December 16, 2011
SUBJECT: ESEA Flexibility Waiver – Public Comment Period

On October 10, 2011, I emailed you a copy of a letter to U.S. Secretary of Education Arne Duncan informing him of the State's intent to seek a waiver from certain requirements of the Elementary and Secondary Education Act (ESEA). The U.S. Department of Education (USDE) established a process for States to request such flexibility and deadlines when requests could be submitted. The deadline for South Carolina's proposal is February 21, 2012.

During November, the South Carolina Department of Education held stakeholder meetings facilitated by SEDL, a private, nonprofit education research, development, and dissemination organization based in Austin, Texas. Parents, teachers, principals, superintendents, school board

members, business leaders, Title I administrators, representatives from institutions of higher education, community organizations, and civil rights organizations attended these meetings. Stakeholders were informed of the guidelines that USDE would use to approve waiver proposals and SCDE received input to help build a draft proposal.

Today, the agency released the State's draft waiver request for public comment. It is available on the SCDE website by visiting: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm.

Input from the community is critically important to a strong request. South Carolina citizens can submit comments and offer input about the waiver via an online comment form. In addition, SCDE will hold community stakeholder meetings during January, as well as a statewide virtual community stakeholder meeting, and will engage members of the General Assembly and Governor Nikki Haley. The public comment period will be open until January 23, 2012. The agency will review the public comments in preparing the final request for the waiver.

Help spread the word about the waiver request by linking to SCDE's website on your home page and by emailing it to your employees. We want to cast the widest net possible because this is a fantastic opportunity to ensure we provide every student a personalized education, we modernize the State's accountability system, and we fairly evaluate and recognize effective teachers and principals.

ESEA Flexibility Waiver – Public Comment Period Extension

From: Ragley, Jay
Sent: Tuesday, January 24, 2012 12:02 PM
To: Abbeville Superintendent; Aiken Superintendent; Allendale Superintendent; Allison Jacques; Anderson 1 Superintendent; Anderson 2 ADMIN; Anderson 2 Superintendent; Anderson 3 Superintendent; Anderson 4 Superintendent; Anderson 5 Superintendent; Bamberg 1 Superintendent; Bamberg 2 Superintendent; Barnwell 19 Superintendent; Barnwell 45 Superintendent; Beaufort Superintendent; Berkeley Superintendent; Calhoun Superintendent; Charleston Superintendent; Cherokee Superintendent; Chester Interim Superintendent; Chesterfield Superintendent; Clarendon 1 Superintendent; Clarendon 2 Superintendent; Clarendon 3 Superintendent; Clark, Cindy; Cobb, Meda; Colleton Superintendent; Darlington Superintendent; Davis, Wanda; Dillon 3 Superintendent; Dillon 4 Superintendent; Dorchester 2 Superintendent; Dorchester 4 Superintendent; Edgefield Acting Superintendent; EOC Interim Director; Fairfield Superintendent; Felton Lab-ADMIN; Florence 1 Superintendent; Florence 2 Superintendent; Florence 3 Interim Superintendent; Florence 4 Interim Superintendent; Florence 5 Superintendent; Georgetown Superintendent; Governor's School for Science and Mathematics; Governor's School for the Arts and Humanities; Greenville Superintendent; Greenwood 50 Superintendent; Greenwood 51 Superintendent; Greenwood 52 Superintendent; Hampton 1 Superintendent; Hampton 2 Superintendent; Horry Superintendent; Jasper Superintendent; John De La Howe Superintendent; Kershaw Superintendent; Lancaster Superintendent; Laurens 55 Superintendent; Laurens 56 Superintendent; Lee Superintendent; Lexington 1 Superintendent; Lexington 2 Superintendent; Lexington 3 Superintendent; Lexington 4 Superintendent; Lexington 5 Superintendent; Marion 2 Superintendent; Marlboro Superintendent; McCormick Superintendent; Newberry Superintendent; Oconee Superintendent; Orangeburg 3 Superintendent; Orangeburg 4 Superintendent; Orangeburg 5 Superintendent; Palmetto Unified Superintendent; Pickens Superintendent; Richland 1 Superintendent; Richland 2 Superintendent; Saluda Superintendent; SC Public Charter School Superintendent; SC School Deaf & Blind Superintendent; Spartanburg 1Superintendent; Spartanburg 2 Superintendent; Spartanburg 3 Superintendent; Spartanburg 4 Superintendent; Spartanburg 5 Superintendent; Spartanburg 6 Superintendent; Spartanburg 7 Superintendent; Sumter Superintendent; Union Superintendent; Williamsburg Superintendent; Williston 29 Superintendent; York 1 ADMIN; York 1 Superintendent; York 2 Superintendent (Clover); York 3 Superintendent (Rock Hill); York 4 Superintendent (Fort Mill)
Cc: District Public Information Officers
Subject: ESEA Flexibility Waiver – Public Comment Period Extended

TO: District Superintendents
FROM: Mick Zais, State Superintendent of Education
DATE: January 24, 2012
SUBJECT: ESEA Flexibility Waiver – Public Comment Period Extended

On October 10, 2011, I emailed to you a copy of a letter to U.S. Secretary of Education Arne Duncan informing him of the State's intent to seek a waiver from certain requirements of the Elementary and Secondary Education Act (ESEA), otherwise known as No Child Left Behind. The U.S. Department of Education (USDE) established a process for States to request such flexibility and set deadlines when requests could be submitted. The deadline for South Carolina's proposal is February 21, 2012.

During November, the South Carolina Department of Education held stakeholder meetings facilitated by SEDL, a private, nonprofit education research, development, and dissemination organization based in Austin, Texas. Parents, teachers, principals, superintendents, school board members, business leaders, Title I administrators, representatives from institutions of higher education, community organizations, and civil rights organizations attended these meetings. Stakeholders were informed of the guidelines that USDE would use to approve waiver proposals and SCDE received input to help build a draft proposal.

On December 16, 2011, the agency released the State's draft waiver request for public comment. It is available on the SCDE website by visiting: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm. The agency held 21 community stakeholder meetings across South Carolina between January 3, 2012 and January 23, 2012.

Input from the community is critically important to a strong request. South Carolina citizens had the ability to submit comments and offer input about the waiver via an online comment form. **At my discretion, I am extending the public comment period until Wednesday, February 1, 2012. The total number of calendar days the draft proposal has been made available to the public will be 54 days.**

Some districts have spread the word about the waiver request by linking to SCDE's website on their home page and by emailing it to their employees. I would strongly encourage those districts that have not engaged their employees to do so immediately.

Thank you for your support of this important initiative.

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

MEMORANDUM

TO: District Superintendents
FROM: Mick Zais, State Superintendent of Education MZ 24 Jan '12
DATE: January 24, 2012
SUBJECT: ESEA Flexibility Waiver – Public Comment Period Extended

On October 10, 2011, I emailed to you a copy of a letter to U.S. Secretary of Education Arne Duncan informing him of the State's intent to seek a waiver from certain requirements of the Elementary and Secondary Education Act (ESEA), otherwise known as No Child Left Behind. The U.S. Department of Education (USDE) established a process for States to request such flexibility and set deadlines when requests could be submitted. The deadline for South Carolina's proposal is February 21, 2012.

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Thank you for your support of this important initiative.

Sent: Tuesday, February 14, 2012 9:44 AM
To: Public Information Officers
Subject: ESEA Flexibility Request

To: District Superintendents
From: Jay W. Ragley, SCDE
Cc: District Public Information Officers
Date: Tuesday, February 14, 2012
Subject: ESEA Flexibility Request

Good morning. The U.S. Department of Education has extended the deadline for states to submit requests for flexibility from certain provisions of the Elementary and Secondary Education Act (ESEA). The original deadline was February 21; the new deadline is February 28. State Superintendent of Education Mick Zais will submit a request before the deadline. The agency will notify the public, school districts, Governor Haley, Members of the Congressional Delegation, Members of the General Assembly and the news media when the request is submitted.

Jay W. Ragley
Legislative and Public Affairs
South Carolina Department of Education
Twitter: @EducationSC
Facebook: **http://www.facebook.com/scdoe**

The information contained in this transmission is intended only for the use of the person(s) named above. If you are not the intended recipient, please contact the sender by reply email. The South Carolina Department of Education is neither liable for the proper and complete transmission of the information contained in this communication nor for any delay in its receipt. To reply to the agency administrator directly, please send an email to postmaster@ed.sc.gov. Communications to and from the South Carolina Department of Education are subject to the South Carolina Freedom of Information Act, unless otherwise exempt by state or federal law.

South Carolina
Department of Education

Mick Zais, State Superintendent
Office of Legislative and Public Affairs
Phone: 803-734-8043
Web: http://ed.sc.gov
Facebook: http://www.facebook.com/scdoe
Twitter: @EducationSC
December 22, 2011

Community Stakeholder Meetings Announced For No Child Left Behind Waiver

COLUMBIA – Today State Superintendent of Education Mick Zais announced a series of community stakeholder meetings regarding the state's intent to request flexibility from certain requirement of the Elementary and Secondary Education Act (ESEA), commonly called No Child Left Behind. Dr. Zais announced his intention to seek flexibility on October 10, 2011 in a letter to U.S. Secretary of Education Arne Duncan.

State Superintendent of Education Mick Zais said, "While the goals of No Child Left Behind were noble, in practice it has handcuffed innovation in South Carolina's schools. This opportunity to request flexibility from the federal government will give South Carolina schools the tools to personalize and customize education for every student, to modernize the state's accountability system increasing its transparency while maintaining high standards, to fairly evaluate and recognize the effectiveness of teachers and principals, and reduce the number of regulations on schools. Schools will then be free to focus on their most important mission: teaching students and preparing them for life. I strongly encourage every student, parent, teacher, principal, and taxpayer to review the waiver request, attend a community stakeholder meeting, and offer input."

Last week Dr. Zais announced a period of public comment. The State's waiver request is available online: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm. There is an online comment form allowing anyone to share their thoughts and ideas from today until January 23, 2011. The State will submit its request for flexibility by February 21, 2012.

During November, Dr. Zais and the agency held a series of meetings with key stakeholders to explain the process for the request and the components required by Secretary Duncan.

Below is the schedule of community stakeholder meetings. The schedule is available online: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm. Students, parents, taxpayers, teachers, school administrators, school board members, state legislators, business leaders, civil rights organizations, representatives from institutions of higher education, and the public are all invited and encouraged to attend a meeting in their community. As more information concerning the exact location of each meeting becomes available, it will be posted to the SCDE website.

Date	Location	County	Time
1/3/2012	Darlington County Institute of Technology	Darlington	6-8:30 p.m.
1/3/2012	Manning High School	Clarendon	6-8:30 p.m.
1/4/2012	Wade Hampton High School	Hampton	6-8:30 p.m.
1/4/2012	Bluffton High School	Beaufort	6-8:30 p.m.
1/5/2012	TBD	York	6-8:30 p.m.
1/5/2012	Lancaster County School District Office	Lancaster	6-8:30 p.m.
1/9/2012	Tri-County Technical College	Pickens	6-8:30 p.m.
1/9/2012	Anderson University	Anderson	6-8:30 p.m.
1/10/2012	Piedmont Technical College	Greenwood	6-8:30 p.m.
1/10/2012	Millbrook Elementary School	Aiken	6-8:30 p.m.
1/11/2012	Virtual Meeting (webcast live)	Statewide	6-8:30 p.m.

1/12/2012	Fort Dorchester High School	Dorchester	6-8:30 p.m.
1/12/2012	Claflin University	Orangeburg	6-8:30 p.m.
1/17/2012	Lexington Middle School	Lexington	6-8:30 p.m.
1/17/2012	SCDE Landmark Office	Richland	6-8:30 p.m.
1/18/2012	*Conway High School (location tentative)	Horry	6-8:30 p.m.
1/18/2012	Florence-Darlington Technical College	Florence	6-8:30 p.m.
1/19/2012	Goose Creek High School	Berkeley	6-8:30 p.m.
1/19/2012	*The Citadel (location tentative)	Charleston	6-8:30 p.m.
1/23/2012	Greenville Technical College	Greenville	6-8:30 p.m.
1/23/2012	USC Upstate	Spartanburg	6-8:30 p.m.

On September 23, 2011, Secretary Duncan announced a process by which States could request flexibility from certain federal requirements. In return for this flexibility, States must agree to four core principles:

- College and career ready expectations for all students
- State-developed differentiated recognition, accountability, and support
- Supporting effective instruction and leadership
- Reducing duplication and unnecessary burden

For more information about the process proposed by Secretary Duncan, visit: http://www.ed.gov/esea/flexibility.

Attachment 2 – Comments on request received from LEAs

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

Waiver Concerns/Suggestions for SC Department of Education

- Consider not using the A-F scale. A five-part scale is reasonable, but use the adjectives in the state accountability system (excellent, good, etc.) or some other descriptive language instead of the letter grades. ESEA does not use the term "failing." We should avoid adding it in the form of a letter grade.

- Consider additional credit for exceeding the AMO. This could be done on the same basis as the progress points with a tenth of a point for every scale score point above the AMO up to .9.

- We seem to be leaning more toward the ambitious in the "ambitious but achievable AMO's." As an example our current AMO for elementary and middle is 600. With a mean for elementary around 640, why not set a base in the middle at 620? That would be a reasonable base particularly for the more disadvantaged subgroups and, if necessary, leave room for negotiation with the Department of Education.

- Also, if the state used 620 as the AMO for both elementary and middle schools a significant problem with dual schools would be resolved.

- Another option for AMO's would be a graduated cut score depending on the subgroup. Use the mean of each subgroup to establish an ambitious AMO. There is precedent for this model as we use a differentiated AYP calculation for the disabled subgroup in the current system.

- While we understand that there can be no one to one comparison of the state accountability model and the proposed waiver model, the high school results in the model have a significantly weaker correlation to the state accountability system than the elementary and middle school results. Because of the inherent unfairness of the AYP all or nothing system, districts across the state have downplayed the significance of AYP, particularly in high schools. They have instead promoted the ratings in the state accountability system. 30 high schools which had been assigned an average rating would have to report a D or an F under the proposed system. We recommend further revising the high school model to be more closely in line with that of the elementary and middle schools.

- In a very cursory review of the simulations we found multiple calculation and/or keying errors. With respect to three high schools the errors created a false higher rating. We are concerned that with an already large number of high schools with D and F ratings, these errors throughout the state would make that concern significantly greater.

- The n-size for graduation rate seems to be inconsistent. Is the n-size 40 for each subgroup or does n-size not apply for graduation rate? We found several examples that scored graduation rate for subgroups of fewer than 40 and several examples that did not.

- Consider using a different formula for very small schools (fewer than five demographic groups). In schools of this size the shift of just a few students can cause a shift in several rating levels, particularly with regard to graduation rate.

- Consider delaying the inclusion of science and social studies at least until year two of the model. The science and social studies scores, while accounting for only five percent each of the calculation are particularly harmful in some of the simulations. Since schools and districts were not anticipating these subjects being a part of the AYP calculation and therefore had not planned for that eventuality, they should be given an additional year to prepare.

- With the incorporation of the above or similar improvements we would be inclined to support the State Department of Education in the submission of its ESEA waiver request.

Abbeville County School District

A Model of Excellence in Education

Ivan Randolph, Ph.D.

Superintendent

RECEIVED

FEB 21 2012

State Superintendent's Office

February 16, 2012

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

Dear Dr. Zais:

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

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

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

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

Respectfully submitted,

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

Administrative Offices

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

THOMAS T. CHAPMAN
SUPERINTENDENT

TELEPHONE
(864) 369-7364

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

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State Superintendent's Office

February 17, 2012

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

Dr. Zais:

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

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

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

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

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

Respectfully,

Thomas T. Chapman
Superintendent, Anderson School District Two

BAMBERG SCHOOL DISTRICT TWO

Dr. Thelma F. Sojourner
SUPERINTENDENT

BOARD OF TRUSTEES
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February 6, 2012

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

Dear Dr. Zais:

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

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

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

Sincerely,

Thelma F. Sojourner

Dr. Thelma F. Sojourner
Superintendent

62 HOLLY AVENUE • DENMARK, SC 29042
803-793-3346 – OFFICE • 803-793-2032 - FAX

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JAN 12 2012
State Superintendent's Office

January 4, 2012

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

Dear Dr. Zais:

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

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

Sincerely,

Valerie Truesdale

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

Feedback on draft ESEA waiver request

Areas of support

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

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

Post Office Drawer 309
Beaufort, South Carolina 29901-0309

Areas of concern

1.) I hope that SCDE will reconsider its decision not to apply for flexibility with 21st Century (CCLC) funding. Beaufort County's Extended Learning Time (ELT) initiative provides 20 instructional days more than the regular 180-day school calendar. The program focuses on students who have not yet met grade-level standards or course requirements, and test scores from low-achieving students who attended additional school days indicate that the extra classroom instruction is yielding stronger academic achievement. Because we have funded ELT with federal stimulus dollars that are going away, flexibility with CCLC funding might give us additional funding options.

2.) One section of the waiver draft says that SCDE "can mandate that a school convert to a charter school" and also direct and manage the conversion process. This power exceeds the authority currently delegated to SCDE by statute (the EAA currently requires State Board approval and does not allow SCDE to act unilaterally), so this proposal represents a considerable expansion of state agency authority over, and micromanagement of, local school districts. I also would be interested in reviewing South Carolina-based documentation and research that support the waiver request's implicit contention that a compulsory conversion would result in "an effective and innovative charter school."

3.) Federal guidance requires that evaluations of teacher effectiveness must include "student growth" as a significant factor. That refers to changes in student achievement between two or more points in time in grades and subjects tested under ESEA. For grades and subjects that aren't tested, "other measures" can be used. These measures presumably would be incorporated into what the waiver request calls a "value-added" formula, but I am not clear on how this formula would incorporate measures of "student growth" as defined by USDE.

4.) Under Principle 2.B of the waiver process, states have the choice (Option A) to select "reducing by half the percentage of students in the 'all students' group and in each subgroup who are not proficient within six years." Instead, South Carolina's waiver request chooses (Option C) "to retain the current AMOs for ELA and math" and to set a target of 90 percent proficiency for ELA and math. Currently, however, only two grades at the state level (Grade 3 ELA and Grade 4 Mathematics) meet the current ELA (79.4) and Math (71.3) targets, which creates an enormous "Option C" challenge in terms of getting to 90 percent in two years (2013-14). But if Option A were used, Grade 8 ELA scores, for example, would be required to improve from 67.8 percent to 83.9 percent in six years, rather than 67.8 percent to 90 percent in just two years. As a state, do we really want to replace one set of unrealistic expectations with another? To my mind, 67.8 percent to 83.9 percent in six years would represent significant improvement. My preference would be Option A.

BEAUFORT COUNTY BOARD OF EDUCATION

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Superintendent

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Executive Assistant to the Board

January 19, 2012

Letter Sent Via Email & US Mail

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

Dear Dr. Zais:

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

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

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

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

Thank you for your consideration in this matter.

Sincerely,

Fred S. Washington, Jr. /RLC

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

FSW: rlc

Post Office Drawer 309
Beaufort, South Carolina 29901-0309

WHERE LEARNING LEADS THE WAY

BEAUFORT
COUNTY SCHOOL DISTRICT

February 14, 2012

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

Dear Dr. Zais:

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

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

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

Sincerely,

Fred Washington, Jr. /Rec

Fred Washington, Jr.
Chairman, Board of Education

Valerie Truesdale

Valerie Truesdale, Ph.D.
Superintendent

Enclosure

Post Office Drawer 309
Beaufort, South Carolina 29901-0309

Concerns with State Department of Education Proposed Waiver to ESEA

Principle 1:
College and Career Ready Expectations for All Students

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

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

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

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

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

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

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

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

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

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

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

Principle 3: Supporting Effective Instruction and Leadership
We support the adoption of a research based, high quality personnel evaluation system such as the TAP program used by half of Beaufort County Schools.

Principle 4: Reducing Duplication and Unnecessary Burden
The development of one accountability system would be very helpful to remove duplicative reporting requirements for districts and schools that have little/no impact on student outcomes.

Berkeley County School District

Rodney Thompson, Superintendent

RECEIVED
FEB 15 2012
State Superintendent's Office

February 14, 2012

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

Dear Dr. Zais:

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

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

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

229 Main Street, P.O. Box 608 - Moncks Corner, South Carolina 29461 - 843-899-8601 - FAX 843-899-8780

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

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

Sincerely,

Rodney Thompson

Rodney Thompson
Superintendent

c: Berkeley County Legislative Delegation

Charleston County SCHOOL DISTRICT
excellence is our standard

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FEB 03 2012
State Superintendent's Office

January 31, 2012

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

Dear Dr. Zais:

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

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

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

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

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

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

In partnership,

Nancy J. McGinley, Ed.D.

NJM:rsk

Attachments

Dr. Nancy J. McGinley
Superintendent of Schools

Board of Trustees

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

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

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

75 Calhoun Street • Charleston, SC 29401 • tel. (843) 937-6319 • fax. (843) 937-6373 • www.ccsdschools.com

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

		programming for principals.
Permitted to hire .5 Adjunct Instructors for CTE positions without SCDE teacher licensure	Permit the hiring of **1.0 Instructors in CTE** without SCDE licensure	The teacher licensure process can prevent the recruitment of skilled, high quality career experts in multiple CTE areas. Lack of high quality CTE instructors in some areas most significantly impacts students in small schools, rural schools, and schools in high poverty areas. Offering licensure flexibility to CTE experts would improve the availability of high quality teachers for our most challenged students.
SAFE-T Requirements: Long Range Plans, Professional Self Assessment, Classroom Observation Record, Professional Performance Review, and SAFE-T Summary in select schools	**ACE (Achieving Classroom Excellence):** a performance pay plan in 4 low-performing elementary schools	Replacing the SAFE-T process with elements of the ACE performance pay program in 4 schools would: • integrate student performance outcomes into teacher evaluation, • increase teacher accountability for results, • decrease principal time on paperwork, • increase feedback to teachers, and • assist CCSD to develop an effective performance pay plan for the future ACE requires a Professionalism and Collegiality Self-Evaluation, the inclusion of student performance outcomes, and 6 Classroom Observations by the principal and external evaluators. This replaces the SAFE-T components and ensures that teachers' professional growth will be supported so that students' achievement outcomes improve.
PADEPP Requirements in select schools	**ACE (Achieving Classroom Excellence):** a performance pay plan in 4 low-performing elementary schools	Replacing the PADEPP process with elements of the ACE performance pay program in 4 schools would: • integrate student performance outcomes into principal evaluation, • increase principal accountability for results, • decrease central office time on paperwork, • increase feedback to principals, and • assist CCSD to develop an effective performance pay plan

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

Charleston County SCHOOL DISTRICT
excellence is our standard

February 1, 2012

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

Dr. Nancy J. McGinley
Superintendent of Schools

Board of Trustees

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

Cindy Bohn Coats, Vice Chair
4458 South Rhett Avenue
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987 Gadsdenville Road
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P.O. Box 70673
North Charleston, SC 29415

Elizabeth Moffly
1996 Ronlin Farm Road
Awendaw, SC 29429

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

Dear Dr. Zais:

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

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

Principle 1: College and Career Ready Expectations for All Students

CCSD Support

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

Questions

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

75 Calhoun Street • Charleston, SC 29401 • tel. (843) 937-6319 • fax. (843) 937-6323 • www.ccsdschools.com

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

CCSD Support

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

Questions

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

Principle 3: Supporting Effective Instruction and Leadership

CCSD Support

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

Questions

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

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

  - As work has been completed over the last two years around a new evaluation system, we would volunteer to be a pilot district in spring 2013 to move to full implementation by fall 2013.

- Will the state move toward evaluating the effectiveness of South Carolina Institutions of Higher Education (similar to actions taken in states like Tennessee and Ohio)?

Principle 4: Reducing Duplication and Unnecessary Burden

CCSD Support

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

Questions

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

Other Items to Note

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

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

Sincerely,

Nancy J. McGinley, Ed.D.

NJM:rsk

THE SCHOOL DISTRICT OF CHESTER COUNTY
109 HINTON STREET
CHESTER, SOUTH CAROLINA 29706

Agnes M. Slayman, Ph.D.
Superintendent

February 15, 2012

RECEIVED
FEB 21 2012
State Superintendent's Office

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

Dear Dr. Zais:

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

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

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

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

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

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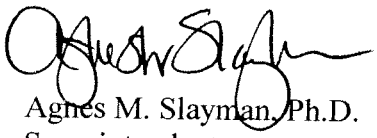
have a significant impact on not only South Carolina's schools but also on economic development and ultimately the quality of life in South Carolina. If I can ever be of service to you, please do not hesitate to call me.

Sincerely,



Agnes M. Slayman, Ph.D.
Superintendent

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

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

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

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

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

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

Respectfully,

Sheila B. Huckabee, Ed.D.
Assistant Superintendent for Curriculum and Administrative Services
Clover School District
604 Bethel Street
Clover, SC 29710
(803)810-8007

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

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

Nancy,

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

Other notes:

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

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

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

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

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

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

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

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

Begin forwarded message:

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

Nancy,

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

<u>Overall</u>

Replacement holds merit = strongly agree

Matrix holds merit = agree

Simulations clear = oppose [1]

Grading scale appropriate = strongly oppose [2]

Support request = agree [3]

<u>Content</u>

Male/female included = agree

Sci / SS included = oppose [4]

Weighting in line = oppose [5]

10 point scale = agree [6]

Comments

1. We had only 3 simulations due to configuration differences, so 8 schools were unknown.

2. We should be rating progress – not grading schools.

3. We support the request with the changes we are proposing.

4. If we are going to be compared to other states, we should do only what is required. Are most states including science and social studies?

5. The weighting is in line with the exception of science and social studies.

6. There should be no "grading" of schools. We can live with the scale, but what does A-B-C-D-F mean? Report card terminology could be used – or use the statements for what they really represent:

    - Excellent – substantially exceeding progress to 2020 goal
    - Good – exceeding progress to 2020 goal
    - Average – meeting progress to 2020 goal
    - Below Average – in jeopardy of not meeting progress to 2020 goal
    - At-Risk – not meeting progress to 2020 goal

Albert L. Jeter, Ph.D.

Director of Testing, Accountability, and Research

Spartanburg District Seven

Elementary and Secondary Education Act Flexibility Input

Greenville County Schools

Principle 1: College and Career Ready Expectations for All Students

- Pros
  - Moving toward a more rigorous standard for both English language arts and math
  - Possibly moving toward an assessment that compares a student's score to not only a standard/criteria but to peers in other states
  - Provides information on college-going and college credit accumulation rates for all students in each high school

- Cons
  - Will local schools and the district be responsible for the additional cost and burden for collecting and reporting on college-going and college credit accumulation rates or will the state bear the administrative and financial costs of collecting and reporting from the national clearinghouse?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Principle 3: Supporting Effective Instruction and Leadership

- Pros
  - Personnel evaluation system is used for instructional improvement
  - Differentiates performance - Uses GCS's multilevel ratings (unsatisfactory, needs improvement proficient, exemplary)
  - Uses multiple measures (academic and professional)
  - Allows some district discretion in when/how to evaluate
  - Orientation, feedback and professional development is incorporated within the process
  - Personnel data generated to inform personnel decisions
  - Consistent measures are used across districts and schools
  - Prioritizes performance indicators – decreases from 34 to 19 indicators

- Cons
  - Unknown use and outcomes from a value-added assessment for core teachers.
  - No consistent measure across teachers (e.g., other measures used for non-core teachers
  - Disconnect between a progress-based accountability system and a growth-based personnel evaluation system
  - Unknown costs and impact to implement a new system

Principle 4: Reducing Duplication and Unnecessary Burden

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

Florence County School District Three
Post Office Drawer 1389 · 125 South Blanding Street
Lake City, South Carolina 29560
Telephone: (843) 374-8652 · FAX: (843) 374-2946

RECEIVED
FEB 15 2012
State Superintendent's Office

February 14, 2012

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

Dear Dr. Zais,

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

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

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

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

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

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

Sincerely,

V. Keith Callicutt

V. Keith Callicutt, Ph. D.
Superintendent

The School District of Greenville County

Phinnize J. Fisher, Ed.D.
Superintendent

February 6, 2012

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

Dear Dr. Zais:

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

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

Sincerely,

Phinnize J. Fisher

Phinnize J. Fisher
Superintendent

301 Camperdown Way • P.O. Box 2848 • Greenville, South Carolina 29602-2848
864-355-8860 • FAX 864-355-8867 • pfisher@greenville.k12.sc.us
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The School District of Greenville County

Phinnize J. Fisher, Ed.D.
Superintendent

February 13, 2012

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

Dear Dr. Zais:

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

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

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

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

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

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

Sincerely,

Phinnize J. Fisher
Superintendent

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Greenville County Schools

Board of Trustees Recommendations
SCDE Application for Waiver of NCLB

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

Principle 1:

College and Career Ready
Expectations for All Students

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

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

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

Principle 2:

State-Developed Differentiated
Recognition, Accountability and Support

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

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

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

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

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

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

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

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

Principle 2 Continued

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

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

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

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

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

Principle 3:

Supporting Effective
Instruction and Leadership

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

Principle 4:

Reducing Duplication
and Unnecessary Burden

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

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

Greenville County Schools Board of Trustees Recommendations
Regarding SCDE Application for Waiver of NCLB

Beth M. Heard
Secretary/Bookkeeper
Monarch Elementary School
Ph: (864)452-0601

[redacted]

"What lies behind us and what lies before us are tiny matters compared to what lies within us."
-- Ralph Waldo Emerson

Greenwood School District 50
P.O. Box 248
Greenwood, South Carolina 29648
864-941-5400

RECEIVED
FEB 22 2012
State Superintendent's Office

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FEB 23 2012
Office of Policy

February 21, 2012

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

Dear Dr. Zais,

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

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

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

Sincerely,

Darrell Johnson

Darrell Johnson, Ed.D.
Superintendent

Ware Shoals 51 School District
LEARNING, SERVING, LEADING
25 East Main Street
Ware Shoals, SC 29692
Phone 864-456-7496 Fax 864-456-3578

February 3, 2012

To Whom It May Concern:

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

Some specific concerns include:

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

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

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

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

Sincerely,

Fay S. Sprouse, PhD

Fay S. Sprouse, Ph.D.
Superintendent

Rev. Mark Lowe, Chairman
Board of Trustees

Julie G. Fowler, PhD

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

Arlene G. O'Dell
Director of Student Support

Jennifer W. Pitts
Director of Special Services

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

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FEB 14 2012
State Superintendent's Office

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

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

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

- Some simulations of the proposed AYP model have been released showing schools with a current "Excellent" report card rating, receiving a "B" and some "Average" rated schools receiving a "C" or "D" under the waiver proposal. The proposed methodology in many cases will have a negative impact on our students, teachers, principals, schools and communities.

- It is clear that the teacher evaluation system will be changed and a yet-to- be-determined value-added measurement adopted for use, but the details of the evaluation measures are unknown. These systems significantly impact educators and workload. Additionally, we know that value-added models have large error rates and we are concerned about how they will be used to evaluate teachers and principals.

- At present, no feasibility study or cost analysis has been conducted to determine the cost of compliance. It appears to us that the waiver requirements will entail significant costs. With our budgets still feeling the effects of the great recession, we need to know these costs before committing to move forward. We have made significant cuts to our core educational programming and absorbing any additional costs associated with the waiver must be considered in light of resources lost to the many pressing priorities directly related to classroom teaching and learning.

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

Sincerely yours,

Robin Rogers, Principal Jennifer Heard, Assistant Principal Katie Taie, Assistant Principal

cc: Arne Duncan, United States Secretary of Education

Horry County Schools

RECEIVED
FEB 15 2012
DIVISION OF ACCOUNTABILITY

February 10, 2012

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

Dear Dr. Zais,

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

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

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

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

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

Sincerely,

Cynthia C. Elsberry

Cynthia C. Elsberry, Ed.D.
Superintendent

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

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

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

Jasper County School District

A NEW DAY... A NEW WAY...

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

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

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FEB 21 2012
State Superintendent's Office

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

February 15, 2012

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

Dear Dr. Zais:

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

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

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

Sincerely,

Vashti K. Washington

Vashti K. Washington, Ed.D.
Superintendent

/ch

EQUAL OPPORTUNITY EMPLOYER

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FEB 07 2012
State Superintendent's Office

KERSHAW COUNTY
School District
Dr. Frank E. Morgan
Superintendent

February 3, 2012

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

Dear Dr. Zais:

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

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

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

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

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

2029 West DeKalb St. • Camden, SC 29020 • 803-432-8416 • FAX 803-425-8918 • www.kershaw.k12.sc.us

Thank you for your consideration of these concerns.

Sincerely,

Frank E. Morgan, Ed.D.
Superintendent

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

2029 West DeKalb St. • Camden, SC 29020 • 803-432-8416 • FAX 803-425-8918 • www.kershaw.k12.sc.us

ESEA Waiver Request - District Meeting

Topic: *ESEA Waiver – Accountability System*	Instructors: *Nancy Busbee, Paul Butler-Nalin*
Location: *State Museum*	Date: *1/31/2012*
Name (optional): Brenda Schrantz	District: Laurens District 56

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

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

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

Letter grades can be negative for economic development

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

Worried about adding subgroups the federal govt does not require

Grad Rate

Summary Comments

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

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

Limit / reduce graduation rate weighting - propose

ELA 25% Perf. Math 25% Perf. Biology 5% History 5% ELA 15% % Tested Math 15% Percent Tested Grad. 10% Rate

Should be weighted same as Elem / & Middle

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

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

Other comments?

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

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

*

ESEA Waiver Request - District Meeting

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

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

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

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

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

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

Summary Comments

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

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

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

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

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

Other comments?

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

Equity of funding/distribution of resources are serious issues.

*

ESEA Waiver Request - District Meeting

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

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

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

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

some changes need to bee looked at.

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

Summary Comments

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

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

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

~~Should~~ Should South Carolina included areas for accountability in this waiver that are not required by the federal government.

Other comments?

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

*

ESEA Waiver Request - District Meeting

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

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

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

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

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

Summary Comments

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

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

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

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

Redefine ~~the~~ definition/meaning of graduation rate.

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

Other comments?

*

ESEA Waiver Request - District Meeting

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

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

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

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

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

Summary Comments

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

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

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

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

Other comments?

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

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

*

ESEA Waiver Request - District Meeting

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

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

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

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

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

Summary Comments

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

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

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

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

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

Other comments?

Thank you very much for listening to our concerns.

*

ESEA Waiver Request - District Meeting

Topic: *ESEA Waiver - Accountability System*	Instructors: *Nancy Busbee, Paul Butler-Nalin*
Location: *State Museum*	Date: *1/31/2012*
Name (optional): Brenda Romines	District: Laurens 56

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

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

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

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

Summary Comments

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

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

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

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

Other comments?

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

*

ESEA Waiver Request - District Meeting

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

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

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

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

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

Summary Comments

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

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

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

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

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

Other comments?

Components of this system will hurt economic development!

Thank you for listening to our concerns!

*

ESEA Waiver Request - District Meeting

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

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

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

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

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

Summary Comments

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

Change the A-F grading scale to a met or not met rating or stay with the current ratings of Excellent, Good, Average, Below Average, and At Risk.
Change the high school weightings to put the majority of emphasis on ELA and math proficiency.

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

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

Other comments?

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

Laurens County School District No. 55
1029 West Main Street
Laurens, South Carolina 29360
Phone 864-984-3568 Fax 864-984-8100

Billy R. Strickland, Ed.D.
Superintendent

RECEIVED
FEB 15 2012
State Superintendent's Office

February 14, 2012

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

Dear Dr. Zais:

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

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

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

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

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

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

Sincerely,

Billy R. Strickland
Superintendent

Lexington
SCHOOL DISTRICT ONE
Where Children and Learning Are One

January 23, 2012

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

Dear Dr. Zais:

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

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

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

Our response in this letter is in three parts:

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

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Our Considered Opinion of the ESEA Waiver General Provisions

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

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

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

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

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

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

Feedback on Specific Provisions of the SCDE-Proposed Waiver Request

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Karen C. Woodward

Karen C. Woodward
Superintendent

Attachment
Response to request to identify instances of duplication and unnecessary burdens

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

1. SCDE should re-establish policy and/ or procedures to ensure that SCDE is only collecting specific data from schools and districts one time, not multiple times. In years past, SCDE had a policy that caused a committee to be established to monitor and manage data collections no matter what the form of the collection (Web application, survey, paper request, fax, electronic collection, etc.). The committee was the Data Registry Advisory Committee (DRAC) and each data collection was assigned a unique DRAC number that informed districts and schools that the collection was an SCDE-authorized data collection. The DRAC numbers are still in use today. The result was the elimination of duplicate requests for data. Re-establishing an appropriate policy and committee to perform such a process on an ongoing basis would prevent schools and districts from spending unnecessary staff hours in gathering and submitting data multiple times.

2. Provide ongoing and appropriate knowledge among all offices of SCDE to make staff aware of the data currently being collected from schools and districts. Sometimes a school or district is asked for data that a district has previously already submitted electronically to SCDE.

3. The mandated use of PowerSchool's Incident Management functionality by schools and districts beginning September 2011 has created a burden for schools and the district. PowerSchool provides screens for entering incidents, but has no out-of-the-box features for running reports on the incidents, querying the data or exporting the data. This leaves schools and districts with no easy way to use the PowerSchool Incident Management data to monitor and proactively manage discipline and truancy. Districts bear the burden of trying to develop custom pages or reports in PowerSchool with no knowledge or roadmap as to how the data are stored or related, and no technical support for such customizations. SCDE should consider giving heavier weighting to school and district input and impact when planning implementation of such mandates.

4. SCDE should establish a secure link for looking up the SC Virtual School Program (SCVSP) teacher information (social security number, certificate number, race, gender) that is needed for adding sections of SCVSP virtual classes to PowerSchool (per the SCDE instructions listed in *Identifying SC Virtual School Programs Manual*). Presently, if districts do not receive an updated spreadsheet of teacher information from SCVSP, local personnel must call the SCVSP office to obtain this information.

5. SCDE currently has no method in place for schools and districts to report legal names of students whose names are too long to fit into PowerSchool. This is an issue for diploma information and possibly other uses of student data at SCDE. The district has submitted a request to Pearson for this change, but feels SCDE should lobby heavily for Pearson to update their student information system to allow for longer student names in PowerSchool so that school, district and state needs can be met.

6. SCDE should design and monitor a procedure to manage collection of data for graduation rate via one, and only one, process. Currently data for graduation rate calculations are entered via the student information system and collected via spreadsheet from the district Report Card Coordinators.

7. SCDE should collect Student-Not-Tested data through one, and only one, process. In 2010–2011, SCDE required districts to enter Student-Not-Tested data into PowerSchool as well as through submission of two additional reports.

8. Procedures for ordering state test materials should be streamlined. Currently the Department and the contractor use two separate methods (precode and online enrollment). There is no consistency in the ordering of customized materials. Oral administration scripts must be ordered via the contractor's online enrollment system, but oral administration CDs must be ordered via the precode process. The two methods currently in place sometimes have different deadlines. Precode notifications go to the Precode Coordinator without being copied to the District Test Coordinator. Online enrollment system notifications go from the contractor to the District Test Coordinator. Having two uncoordinated methods for ordering customized materials is an unnecessary burden on schools and districts.

9. SCDE notification of press releases related to test results and briefing that explain new assessments or accountability procedures should be sent to the District Testing Coordinators and/ or the District Directors of Accountability, in addition to the Public Information Officers.

10. SCDE should maintain user-friendly reports of accountability information for a minimum of five years on its website. These data are public information; recent changes to the website created an unnecessary burden for schools, districts and members of the public who desire information about school demographics and performance.

11. SCDE should develop and distribute custom PowerSchool reports to pull demographic data for all reports required by SCDE.

12. Although Lexington One believes that there is merit in retaining the current State Report Card system, the requirement for printing and distributing state report cards to parents is an unnecessary burden. Widespread use of technology makes the printing and distribution of hard copies wasteful. Parents and interested members of the public should be able to access the information for the past year and for at least five prior years through the SCDE website. SCDE should encourage the permanent elimination of the requirement for printing and distribution.

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

ESEA Flexibility Waiver Input

General Statement:

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

Our major areas of concern are outlined below:

- The calculating of grades for schools and districts and assigning schools letter grades such as A, B, C, D or F.
    - There is very limited information provided in regards to the methodology used to determine targets, or if simulations were conducted to establish validity or reliability.
    - This type of letter grading/rating system could give an unrealistic perception of schools based on a limited number of objectives.

- Title one set-aside funding should include options other than Supplemental Educational Services (SES)as a sole source of intervention.
    - SES should be an option and not a requirement.
- Districts should be allowed to explore other research proven strategies to use as a form of intervention and /or enrichment. Allow districts to select programs that have made a difference in student achievement within their schools, ie. digital curriculum programs, software, RTI models, etc.).
    - Adjust district level set-aside requirements percentages to reflect the number of schools in improvement status (# of transformational schools).

- Nowhere in the document, does it state the cycle or timeline as to when the new ratings will become effective or as to whether or not schools/districts start out on a clean slate in regards to the new accountability system.

- Will safe harbor still be in practice?

- Science and Social Studies have been added to the accountability. Only a sampling of students take Science and/or Social Studies State testing each year. This will skew the validity of the data.

- The waiver requires full implementation of the Common Core Standards by 2013-14. The South Carolina Department of Education as provided limited guidance on implementing the Common Core Curriculum. This creates very little time to prepare and implement prior to accountability testing which will include the Common Core Standards.

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

Richland One
South Carolina's Capital Schools
Office of the Superintendent

Percy A . Mack, Ph.D.
Superintendent

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State Superintendent's Office

January 31, 2012

Position Statement
ESEA Waiver 2012

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

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

1) We do not support the rating of schools or districts on the A through F grading system based primarily on state tests and by making such scores the dominant feature in principal and teacher evaluations. This labeling has a negative effect on the students, teachers, district, and the community. Simulations of the proposed AYP model have not been released at the writing of this statement; therefore, we do not know how the proposed methodology will impact our students, teachers, principals, schools and communities. Even with the anticipated release of simulation information and modestly extended time for comment, there will be little time to study anything thoroughly.

2) We further object to giving the State Superintendent the sole authority to mandate interventions like charter school status or "take-overs" by educational management organizations for Level Three Priority schools. Our school districts are governed by locally elected school boards and we value our communities' roles in making decisions about their schools. The authority of local school boards should not be usurped or ignored in this process as they represent the community from which they are elected.

3) It is clear that the teacher evaluation system will be changed and a yet-to-be-determined value-added measurement adopted for use, but the details of the evaluation measures are unknown. These systems significantly impact educators and workload. Additionally, we know that value-added models have large error rates and we are concerned about how they will be used to evaluate teachers and principals. We need to know what happens to teachers who do

1616 Richland Street • Columbia, SC 29201 • 803 231 7500 • Fax:803 231 7502 • www.richlandone.org

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

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

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

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

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

Percy A. Mack, Ph.D.
Superintendent
Richland School District One

Mr. Dwayne Smiling
Chairman
Richland School District One Board of School Commissioners

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

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

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State Superintendent's Office

Spartanburg County Schools Superintendents Consortium

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Office of Policy

Spartanburg One
Dr. Ronald W. Garner

Spartanburg Two
Dr. Scott Mercer

Spartanburg Three
Dr. James O. Ray

Spartanburg Four
Dr. Rallie L. Liston

Spartanburg Five
Dr. Scott Turner

Spartanburg Six
Dr. Darryl F. Owings

Spartanburg Seven
Dr. Russell W. Booker

Union County
Dr. Kristi Woodall

February 13, 2012

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

Dear Dr. Zais:

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

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

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

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

1390 Cavalier Way, Roebuck, South Carolina 29376

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

2. It is clear the teacher evaluation system will be changed and a yet-to-be-determined value-added system of measurement adopted for use, but the details for the evaluation measures remain unknown. These systems significantly impact educators and their workloads. Additionally, we know the value-added models have large error rates and we are concerned about how they will be used to evaluate teachers and principals.

3. At present, no feasibility study or cost analysis has been conducted to determine the cost of compliance. It appears to us the waiver requirements will entail additional costs. With our budgets still feeling the effects of the recession, we would need to know these costs before committing to moving forward. We have made significant cuts in staffing, salaries, and educational programming. Absorbing any additional costs associated with the waiver must be considered in light of resources lost to the many pressing priorities directly related to classroom teaching and learning.

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

Sincerely yours,

Ronald W. Garner

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

Scott Mercer

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

1390 Cavalier Way, Roebuck, South Carolina 29376

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

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

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

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

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

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

Williston School District 29
Office of the Superintendent

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

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

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FEB 17 2012
State Superintendent's Office

February 15, 2012

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

Dear Dr. Zais:

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

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

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

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

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

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

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

Sincerely,

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

EMD/dm

C: Representative Lonnie Hosey
Senator Bradley Hutto

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State Superintendent's Office

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

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

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

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

We ask that the application waiver be amended to include:

PRINCIPLE 1:
COLLEGE AND CAREER READY EXPECTATIONS FOR ALL STUDENTS

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

PRINCIPLE 2:

STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY AND SUPPORT

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

PRINCIPLE 3:

SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

PRINCIPLE 4:

REDUCING DUPLICATION AND UNNECESSARY BURDEN

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

SACSCASI
Southern Association of Colleges and Schools

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

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

Public Comment Period Open For No Child Left Behind Waiver

COLUMBIA – Today State Superintendent of Education Mick Zais announced a period of public comment regarding the state's intent to request flexibility from certain requirement of the Elementary and Secondary Education Act (ESEA), commonly called No Child Left Behind. Dr. Zais announced his intention to seek flexibility on October 10, 2011 in a letter to U.S. Secretary of Education Arne Duncan.

State Superintendent of Education Mick Zais said, "This opportunity for flexibility from certain federal requirements is long overdue. It will give South Carolina schools the tools to personalize and customize education for every student, to modernize the state's accountability system increasing its transparency while maintaining high standards, to fairly evaluate and recognize the effectiveness of teachers and principals, and reduce the number of regulations on schools so they can focus on their most important mission: teaching students and preparing them for life. I strongly encourage every student, parent, teacher, principal, and taxpayer to review the waiver request and offer their ideas."

The State's waiver request is available online: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm. There is an online comment form allowing anyone to share their thoughts and ideas from today until January 23, 2011.

During November, Dr. Zais and the agency held a series of meetings with key stakeholders to explain the process for the request and the components required by Secretary Duncan. In addition, the South Carolina Department of Education will hold a series of community stakeholder meetings across the state in January. The full schedule will be announced as soon as locations for all meetings are reserved. The State will submit its request for flexibility by February 21, 2012.

On September 23, 2011, Secretary Duncan announced a process by which States could request flexibility from certain federal requirements. In return for this flexibility, States must agree to four core principles:

- College and career ready expectations for all students
- State-developed differentiated recognition, accountability, and support
- Supporting effective instruction and leadership
- Reducing duplication and unnecessary burden

For more information about the process proposed by Secretary Duncan, visit: http://www.ed.gov/esea/flexibility.

Attachment 4 – Evidence that South Carolina has formally adopted college- and career-ready content standards consistent with the state's standards adoption process.

In South Carolina, the responsibility for review and approval of standards is a joint responsibility of the State Board of Education and the Education Oversight Committee. Adoption of core area standards requires two readings by the State Board of Education. The typical process for approval is to have first reading by the State Board; approval by the Education Oversight Committee; and second reading by the State Board.

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

EXCERPTED MINUTES

State Board of Education Meeting

Date
Wednesday, June 9, 2010
Time
1:00 p.m. State Board Regular Meeting

Location
Rutledge Conference Center
1429 Senate Street
Columbia, South Carolina

E. Tim Moore, Jr., Esq., Chair
Gerrita Postlewait, PhD, Chair-elect
Jim Rex, PhD
State Superintendent of Education
Secretary and Administrative Officer to the Board

VII. STATE BOARD ITEMS

SLA STANDARDS, LEARNING, AND ACCOUNTABILITY

Committee Goals:

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

curriculum resources, formative/summative assessments, and professional development.
The SBE will implement the Connect the Dots recognition for SC Department of Education staff members receiving national and state distinctions for their efforts to provide quality educational experiences for South Carolina students.

Committee Report—Cindy Clark, Chair

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

FOR APPROVAL

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

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

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

FOR INFORMATION

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

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

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

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

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

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

I. Welcome and Introductions: Mr. Robinson welcomed members and guests to the meeting.

II. Approval of the Minutes of April 19, 2010: Mr. Stowe moved and Mr. Drew seconded that the minutes of April 19 be approved as distributed.

III. Subcommittee Reports:

A. Academic Standards and Assessments. Mr. Stowe reported on behalf of the subcommittee.

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

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

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

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

Mrs. Hershey asked for a roll call vote.

The members voted as below:

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

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

EXCERPTED MINUTES

State Board of Education Meeting

Date
Wednesday, July 14, 2010
Time
1:00 p.m. State Board Regular Meeting

Location
Rutledge Conference Center
1429 Senate Street
Columbia, South Carolina

E. Tim Moore, Jr., Esq., Chair
Gerrita Postlewait, PhD, Chair-elect
Jim Rex, PhD
State Superintendent of Education
Secretary and Administrative Officer to the Board

VII. STATE BOARD ITEMS

SBE STATE BOARD OF EDUCATION

For Approval

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

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

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

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

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

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

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

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

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

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

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

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

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

DESCRIPTION OF LEGAL PROCESS FOR ADOPTING STANDARDS

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

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

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

(1) read, view, and listen to complex information in the English language;
(2) write and speak effectively in the English language;
(3) solve problems by applying mathematics;
(4) conduct research and communicate findings;
(5) understand and apply scientific concepts;
(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and
(7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level."

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

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and

updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year."

As set forth above, the responsibility for review and approval of standards is a joint responsibility of the State Board of Education and the Education Oversight Committee. Adoption of core area standards requires two readings by the State Board of Education. The typical process for approval is to have first reading by the State Board; approval by the Education Oversight Committee; and second reading by the State Board.

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

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

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

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

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

OR

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

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

The purpose of this MOU is to

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

(a) Consortium Vision and Principles

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

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

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

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

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

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

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

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

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

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

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

(c) Responsibilities of the Consortium

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

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

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

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

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

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

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

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

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

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

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

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

Organizational Structure

Steering Committee

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

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

Steering Committee Responsibilities

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

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

Executive Committee

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

Executive Committee Responsibilities

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

Executive Committee Co-Chairs

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

Executive Committee Co-Chair Responsibilities

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

Decision-making

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

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

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

Work Groups

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

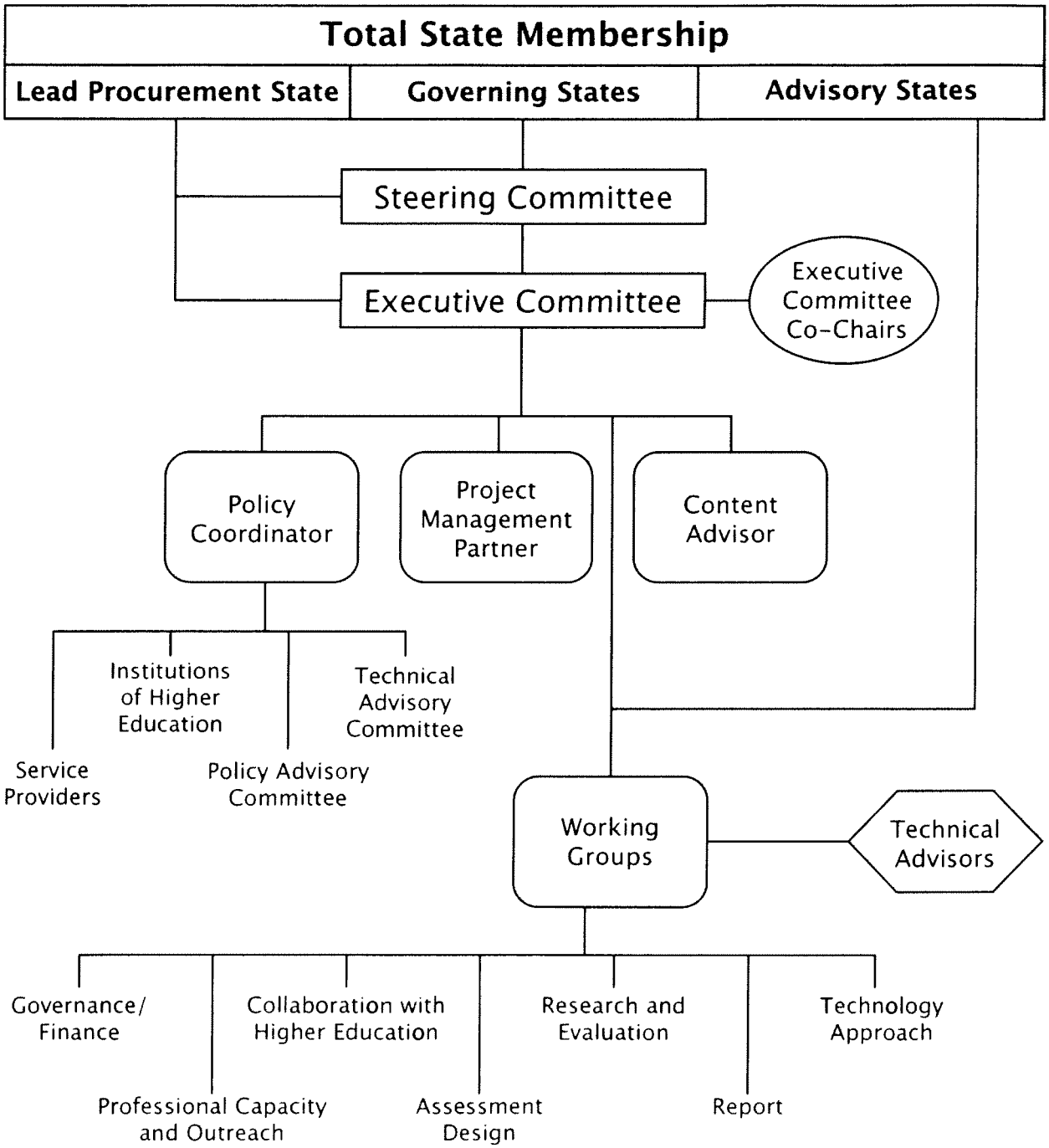
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

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

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

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

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

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

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

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

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

Exit from Consortium

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

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

Changing Roles in the Consortium

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

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

(g) Plan for Identifying Existing State Barriers

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

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

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

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

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

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

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

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

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

State Name: South Carolina

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

Telephone: 803-734-2100

Signature of Governor or Authorized Representative of the Governor:

Date:

Chief State School Officer (Printed Name): Jim Rex

Telephone: 803-734-8500

Signature of the Chief State School Officer:

Date: 6-10-10

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

Telephone: 803-259-0208

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

Date: 6-10-10

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

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

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

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

State Name:

SOUTH CAROLINA

Governor or Authorized Representative of the Governor (Printed Name): Telephone: 803·734·2100

Signature of Governor or Authorized Representative of the Governor: Date: 6/9/2011

Nikki R. Haley

Chief State School Officer (Printed Name): Telephone: 803-734-8491

Mick Zais

Signature of the Chief State School Officer: Date: 6/10/11

Mick Zais

President of the State Board of Education, if applicable (Printed Name): Telephone: 843. 450. 1573

Gerrita Postlewait

Signature of the President of the State Board of Education, if applicable: Date: 6-9-11

Gerrita Postlewait

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

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

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

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

State Name:

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

Signature of Governor or Authorized Representative of the Governor: Date:

Chief State School Officer (Printed Name): Telephone:

Signature of the Chief State School Officer: Date:

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

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

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from <u>all States</u> in the Consortium.)* **I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: South Carolina	
State's chief procurement official (or designee), (Printed Name): A. Weight Skeely	Telephone: 803-737-0635
Signature of State's chief procurement official (or designee),: A. Weight Skeely	Date: 6/11/12

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

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

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

II. Scope of MOU

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

III. Background – Comprehensive Assessment Systems Grant

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

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

IV. Purpose and Goals

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

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

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
    - Are comparable across states at the student level;
    - Meet internationally rigorous benchmarks;
    - Allow valid measures of student longitudinal growth; and
    - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
    - Decisions about promotion and graduation for individual students;
    - Teacher and leader evaluations;
    - School accountability determinations;
    - Determinations of principal and teacher professional development and support needs; and
    - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

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

V. Definitions

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

VI. Key Deadlines

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

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

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

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

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

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

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

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

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

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

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

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

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

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

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

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

B. Recommitment to the Consortium

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

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

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

VIII. Consortium Governance

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

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as

otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

(i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote.

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

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

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

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

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

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

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:

    a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

    a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

    b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

    c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

    d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

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

B. Additional Binding Assurances By Governing States

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

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

XI. Financial Arrangements

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

XII. Personal Property

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

XIII. Liability and Risk of Loss

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

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

XIV. Resolution of Conflicts

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

XV. Modifications

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

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

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

Name: *Elizabeth Jones (Liz)*

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

Telephone: *803-734-8295*

Fax: *803-734-8886*

E-mail: *ejones@ed.sc.gov*

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

XVIII. Signatures and Intent To Join in the Consortium

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

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

Signatures required:

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

Addenda:

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

STATE SIGNATURE BLOCK

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

Signature Block for Recommitment to Participation as a Participating State in PARCC as outlined in the

MEMORANDUM OF UNDERSTANDING for PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS *(June 2010)*

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

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

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

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

June 3, 2010

Plan of *South Carolina*

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

South Carolina's barriers for participation include the following.

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

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

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

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

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

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

I. Consortium Procurement Process

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

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

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

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

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

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

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

II. Assurance Regarding Participation in Consortium Procurement Process

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

Voight Shealy

Voight Shealy, Chief Procurement Officer
State of South Carolina

[DATE]

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

Attachment 9: Table 2: Reward, Priority, and Focus Schools

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
a	1		A		
a	2				F
b	3				F
b	4				F
b	5				F
b	6				F
b	7				F
b	8				F
c	9			C	
c	10			C,E	
c	11			C,E	
c	12			C	
c	13				F
d	14		A		
d	15		A		
e	16			C,E	
e	17			C,E	
e	18			C	
f	19				F
f	20				F
f	21				F
g	22		A		
h	23			C	
h	24			C,E	
h	25			C	
h	26			C, D-1	

h	27				F
h	28				F
h	29			C,E	
h	30			C	
h	31			C, D-1	
h	32			C,E	
h	33			C,E	
i	34				F
j	35				F
k	36		B		
k	37				F
k	38				F
l	39		A		
m	40				F
n	41			C,E	
o	42				F
p	43		B		
p	44				F
q	45				F
r	46			C,E	
s	47				F
s	48				F
s	49				F
t	50		B		
u	51			C	
v	52				F
w	53			C	
w	54			C	
x	55			C	
y	56			C,E	
y	57			C	
y	58			C,E	

z	59				F
z	60				F
z	61				F
z	62				F
aa	63			C	
aa	64			C,E	
aa	65			C,E	
bb	66		B		
bb	67				F
bb	68				F
bb	69				F
bb	70				F
cc	71			C	
cc	72			C,E	
cc	73			C,E	
cc	74			C	
dd	75				F
ee	76				F
ff	77				F
gg	78				F
hh	79				F
ii	80			C	
ii	81			C	
jj	82			C,E	
jj	83				F
kk	84			C	
ll	85			C	
ll	86			C	
mm	87		B		
oo	88				F
oo	89				F
oo	90				F

pp	91		A		
qq	92			C,E	
qq	93			C,E	
qq	94			C,E	
qq	95			C	
qq	96				F
rr	97				F
ss	98			C	
ss	99			C	
uu	100				G
uu	101				G
vv	102		A		
vv	103				F
ww	104				F
ww	105		A		
xx	106		A		
yy	107			C,E	
zz	108				F
zz	109				F
aaa	110				F
bbb	111			C,E	
ccc	113		A		
ddd	114				G
TOTAL # of Schools:			**16**	**47**	**52**

Total # of Title I schools in the State: 511
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 2

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

Priority School Criteria:	
C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Attachment 10 – A copy of any guidelines that the South Carolina Department of Education has already developed and adopted for local teacher and principal evaluation and support systems

South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) was implemented statewide in 1998, the ADEPT system has become a vital part of the state's overall teacher quality initiative. The attached is a 2006 revised version of the ADEPT System Guidelines.

ADEPT System Guidelines

Issued by the

South Carolina Department of Education

Inez M. Tenenbaum
STATE SUPERINTENDENT OF EDUCATION

June 2006

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ADEPT Overview

South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student achievement. Implemented statewide in 1998, the ADEPT system has become a vital part of the state's overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations on both content and general teaching area knowledge, as established by the State Board of Education, teachers must successfully complete all ADEPT requirements in order to be eligible to advance to a professional teaching certificate.

As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all of them occur in every phase of the career continuum. However, the emphasis placed on each process differs according to the needs and the career stage of the particular teacher.

During the first phase of their careers, candidates enrolled in teacher education programs focus on *developing* the requisite knowledge, skills, and dispositions inherent in the ADEPT Performance Standards. ADEPT standards are among the state accreditation requirements for college and university teacher education programs.

Upon entering the profession, new teachers receive *assistance* designed to promote their successful transition into professional practice. Research clearly indicates that providing support to new teachers enhances their teaching performance, increases student achievement, and improves teacher retention. Assessment at this stage is formative in nature, and development focuses on enhancing strengths and improving weaknesses related to the Performance Standards.

The third stage of ADEPT, formal *evaluation*, signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made on the basis of teaching performance. Given appropriate preparation and support during the previous two stages, most teachers are successful in achieving the high level of performance defined by the ADEPT standards. Nonetheless, the formal evaluation process is an important part of quality assurance.

It is at the fourth and final stage, informal evaluation, that the ADEPT system comes full circle. Once again, the primary focus is on professional *development*, but in contrast to the initial stage, the responsibility for continuous professional growth now falls on the teacher. It is through this self-directed goals-based process that experienced, successful teachers are able to engage in lifelong learning and, further, to give back to the profession.

On the fifth anniversary of ADEPT, the state commissioned a comprehensive external evaluation to determine the system's strengths, weaknesses, and fidelity of implementation. Conducted by Dr. Lorin W. Anderson, the study revealed that the ADEPT system has far more strengths than weaknesses. As Anderson writes in his report *An External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (published in 2003 and available online at http://www.scteachers.org/Adept/evalpdf/ext_review.pdf), "The program provides a clear and explicit definition of good teaching, contains clear expectations for teacher knowledge and performance, provides a common language for teachers and administrators to talk about good teaching, provides a common framework for consensus and collaboration, includes multiple observers/evaluators, and focuses on continued growth and development of

teachers" (iv). However, Anderson's investigation into the ADEPT system also revealed two "major weaknesses": "it is too cumbersome for teacher preparation programs and school districts to implement, and there is a lack of consistency in implementation from one school district to another" (iv). Anderson puts forth in his report a dozen recommendations for shoring up the ADEPT system (see v–vi).

ADEPT system upgrades began in 2004 with amendments made to the ADEPT statute (S.C Code Ann. §§ 59-26-30 and 59-26-40) that modified several of the teacher contract levels and corresponding ADEPT procedural requirements. A table and a flow chart depicting the revised teacher contract levels appear in appendix A.

During the second phase of the upgrades, in 2005, a statewide committee of educators was convened to review recommendations for amendments to the State Board of Education's ADEPT regulation (S.C. Code Ann. Regs. 43-205.1) and to draft ADEPT implementation guidelines.

One of the first tasks of the steering committee was to evaluate the original ten ADEPT Performance Dimensions for classroom-based teachers to determine whether those standards remained consistent with current research and best practice. Following an extensive review of numerous national, state, and local teaching performance standards, including those from the Interstate New Teachers Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS), the committee determined that the ten ADEPT Performance Dimensions remained valid indicators of effective teaching. However, the committee recommended that the term *performance dimensions* be changed to *performance standards*. The committee also recommended numerous revisions to the performance standards with regard to their classification and key elements and with regard to the formatting of the standards document. As part of the validation process, the revised standards and their respective key elements were evaluated according to the following criteria:

A. Is each standard complete? Does each standard include all relevant key elements?

B. Is each standard free of redundancies? Are all key elements essential and unique to the standard?

C. Are all key elements accurately and clearly stated?

D. Are all key elements measurable?

The steering committee agreed that the ADEPT Performance Standards and formal evaluation processes that were adopted in 2003 for special-area personnel (i.e., library media specialists, school guidance counselors, and speech-language therapists) should remain unchanged at this time. A separate review cycle will be established for these special areas.

Revised ADEPT Performance Standards for Classroom-Based Teachers

Introduction

Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career.

There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teachers* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teachers* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists).

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning
APS 1 Long-Range Planning
APS 2 Short-Range Planning of Instruction
APS 3 Planning Assessments and Using Data

Domain 2: Instruction
APS 4 Establishing and Maintaining High Expectations for Learners
APS 5 Using Instructional Strategies to Facilitate Learning
APS 6 Providing Content for Learners
APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment
APS 8 Maintaining an Environment That Promotes Learning
APS 9 Managing the Classroom

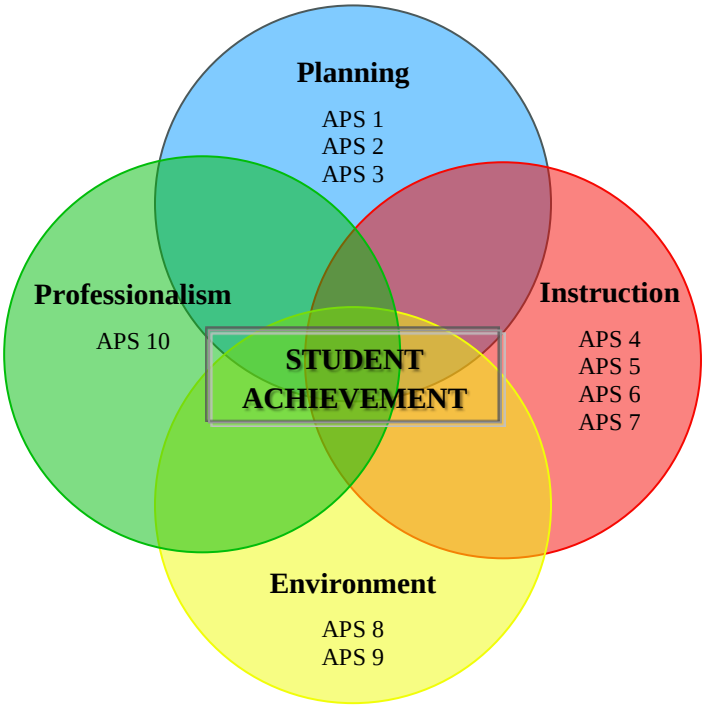
Domain 4: Professionalism
APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of *key elements*—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicators.

Because of the highly complex and contextual nature of teaching, the adjectives *applicable* and *appropriate* appear frequently throughout the standards. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used as tool for gauging teacher effectiveness.

The central purpose of the ADEPT system is to promote teacher quality and, ultimately, to increase *student achievement*—that is, to produce measurable growth in a student's knowledge and skills in a particular area or areas over a specified period of time. The impact of teaching performance on student achievement is determined by the teacher's ability to set appropriate goals for student learning and development; to accurately measure and analyze student growth; and to plan, implement, and adjust instruction to ensure maximum student progress.

Student achievement is indeed an integral part of the ADEPT system. As such, student achievement has a direct relationship to each of the ADEPT domains for classroom-based teachers (planning, instruction, environment, and professionalism) and the related ADEPT Performance Standards, as the following figure shows:



Each of these interrelated domains is important because, in order to promote student achievement, classroom-based teachers must be able to

- determine what the students need to know and/or be able to do [*planning*];
- appropriately evaluate student performance before, during, and after instruction [*planning* and *instruction*];
- design and implement instruction that is appropriate for and meaningful to the students [*planning* and *instruction*];

- create and maintain a classroom environment that is conducive to learning [*planning* and *environment*];
- analyze and reflect on student performance to determine student progress and the impact of the instruction on student learning [*planning* and *instruction*];
- use the results of these analyses to guide future planning and instruction [*planning*]; and
- assume responsibility for continuously improving and sharing their professional knowledge and skills to the benefit of the students [*professionalism*].

So that the classroom-based teacher's impact on student achievement can be clearly reflected, a new component, the *unit work sample*, has been added to the ADEPT formal evaluation requirements. Through unit work sampling, classroom-based teachers engage in an iterative process that both examines and strengthens their abilities to promote student achievement.

APS 1
Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E The teacher plans appropriate procedures for managing the classroom.

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to

increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3

Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A The teacher uses appropriate instructional strategies.

The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B The teacher uses a variety of instructional strategies.

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6

Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B The teacher provides appropriate content.

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content

by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8

Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9

Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.

The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B The teacher makes maximal use of instructional time.

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C The teacher manages essential noninstructional routines in an efficient manner.

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A The teacher is an advocate for the students.

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C The teacher is an effective communicator.

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators.* The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

ADEPT Requirements for Teacher Education Programs

GENERAL REQUIREMENTS

In addition to complying with the ADEPT requirements detailed in this document, all approved teacher education programs at institutions of higher education (IHEs) must adhere to the specifications outlined in the SDE document *Policy Guidelines for South Carolina Teacher Education Units* (available online at http://www.scteachers.org/educate/edpdf/boardpolicy.pdf).

ADEPT PERFORMANCE STANDARDS

- All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the ADEPT Performance Standards for classroom teachers are integrated throughout the candidates' course work, field experiences, and clinical practice.
- Programs that prepare candidates for certification as school guidance counselors, library media specialists, or speech-language therapists must ensure the integration of the applicable ADEPT special-area Performance Standards throughout all aspects of the candidates' preparation programs.

ADEPT REQUIREMENTS FOR CLINICAL PRACTICE

Orientation

- All South Carolina teacher education programs must assist and evaluate teacher candidates throughout their clinical practice (i.e., student teaching) experiences.
- Each teacher candidate must receive—prior to beginning the clinical experience—a comprehensive *orientation* that includes written and oral explanations of
  - the assistance and evaluation processes;
  - the expectations related to each of the ADEPT Performance Standards; and
  - the requirements, including the ADEPT performance criteria, for successfully completing the clinical practice.

Training Requirements

- Each teacher candidate must be supervised by one or more IHE faculty supervisors and one or more school-based supervisors (i.e., cooperating teachers) throughout the clinical practice.
- All IHE and school-based supervisors must have successfully completed the appropriate ADEPT training as described in the "ADEPT Training Requirements" section of these guidelines.
- The teacher education program must provide all school-based supervisors with written and oral explanations of the IHE's
  - assistance and evaluation processes;

- expectations relative to candidates' performance on each of the ADEPT standards; and
- requirements, including the ADEPT performance criteria, for candidates to successfully complete the clinical practice.

Formative Assessments and Assistance

- Each teacher candidate must receive formative assessments, written and oral feedback, and assistance regarding all ADEPT Performance Standards from both his or her IHE and his or her school-based clinical supervisors throughout the clinical practice.
- The formative processes must include a minimum of four classroom observations (i.e., at least two formative observations by the IHE supervisor and at least two formative observations by the school-based supervisor), each followed by appropriate feedback and assistance.

Summative Evaluations

- Teacher candidates must receive at least one summative evaluation regarding the ADEPT Performance Standards.
- Both the IHE supervisor and the school-based supervisor must participate in the summative evaluation process.
- The summative evaluation process must be aligned with the ADEPT formal evaluation guidelines, must include appropriate data collection and evidence documentation procedures (including a minimum of two classroom observations—one by the IHE supervisor and one by the school-based supervisor), and must ensure that the candidate receives written and oral consensus-based feedback on his or her performance in terms of each of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- Teacher education programs must obtain and analyze feedback on an annual basis from IHE supervisors, school-based supervisors, and teacher candidates regarding the effectiveness of the ADEPT preparation, evaluation, and assistance processes.
- Teacher education programs must analyze the ADEPT summary data on their graduates that are provided annually by the SDE.
- Teacher education programs must use the results of these analyses to continuously improve their ADEPT preparation, evaluation, and assistance processes.

ADEPT PLANS

- Each teacher education program must submit an ADEPT plan to the SDE by July 1 annually.
- The ADEPT plan must be submitted in conjunction with the teacher education program's annual assessment and diversity plan/report.

- The ADEPT plan must describe or reference the specific ways in which the teacher education program prepares teacher candidates by integrating the ADEPT Performance Standards throughout course work and field experiences.
- The ADEPT plan must describe or reference the specific ways in which the program implements all requirements for the clinical practice, including
  - the time frame for, contents of, and persons responsible for organizing and providing the orientation for teacher candidates;
  - the process for providing and/or verifying appropriate training for IHE and school-based supervisors;
  - the process for conducting formative assessments of and providing feedback and assistance to candidates;
  - the process for conducting summative evaluations of the candidates and the requirements for successful completion of the evaluations; and
  - the processes for collecting feedback regarding the ADEPT preparation, evaluation, and assistance processes; analyzing the results; and using the data to make continuous program improvements.
- Initial ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation.
- Revised ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SDE may allow a teacher education program to submit a statement of assurances form on July 1, in lieu of a duplicate plan, for years during which the program seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.

ADEPT Requirements for Induction

The following ADEPT guidelines for induction apply to all classroom-based teachers as well as to all special-area educators (i.e., library media specialists, school guidance, counselors, and speech-language therapists).

The purpose of induction is to facilitate beginning teachers' successful transition into professional practice. The primary emphasis during this time is on the *assisting* component of ADEPT. Detailed information regarding this assistance process is contained in the SDE document *South Carolina Mentoring and Induction Program: Implementation Guidelines* (available online at http://www.scteachers.org/Cert/Certpdf/mentoringguidelines.pdf).

As a part of the ADEPT assistance process, school districts must make certain that beginning teachers are knowledgeable about the ADEPT system. However, the assistance process is not limited to providing these teachers with instruction in the ADEPT Performance Standards. Its ultimate goal is, of course, to help these teachers meet or exceed these performance expectations as part of their everyday practice.

Specifically, the school districts must develop and implement plans to ensure that each induction-contract teacher understands

- what "good teaching" looks like in terms of the particular ADEPT Performance Standards that are appropriate for classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists;
- the ways in which the district will provide written and oral formative feedback to the teacher regarding his or her performance in regard to each of the ADEPT Performance Standards, and the frequency (i.e., at least twice per year) with which this feedback will be provided;
- the district's criteria for determining whether or not to recommend the teacher for reemployment the following year and whether to place the teacher on formal evaluation or diagnostic assistance if he or she is to be reemployed the following year;
- the ADEPT formal evaluation process that each teacher must successfully complete during the annual-contract year, including
  - the components of the formal evaluation process,
  - the criteria for successfully completing the ADEPT formal evaluation, and
  - the ways in which the ADEPT formal evaluation results will be used (e.g., to determine eligibility for advancement to a professional teaching certificate and a continuing contract, to make employment decisions, to guide in developing/refining teachers' professional growth and development plans, to inform teacher preparation programs).

ADEPT Requirements for Formal Evaluation

These ADEPT formal evaluation requirements apply to all classroom-based teachers as well as to all special-area educators.

CERTIFICATE ADVANCEMENT

- Educators must be employed at the annual-contract level in a public-school setting and must successfully complete an ADEPT formal evaluation in an area or areas in which they hold current certification.
- Educators must be employed at least half-time (i.e., FTE = $\geq$0.5) during their formal evaluation year in order to be eligible for certificate advancement.

FORMAL EVALUATION PERIOD

- The entire formal evaluation period must cover a minimum of 90 working days over the course of the academic year.
- The formal evaluation period must consist of two evaluation cycles that are roughly equal in length (i.e., each cycle must cover approximately 45 working days, with the total period being no less than 90 working days).
- The entire first (i.e., preliminary) evaluation cycle must occur during the first semester of the school year. All or at least a portion of the second (i.e., final) evaluation cycle must occur during the second semester of the school year. The formal evaluation period begins on the date that the teacher orientation is held and ends on the date that all final evaluation conferences must be completed.
- Each school district must include the dates of the formal evaluation period in its annual ADEPT plan.

PERFORMANCE STANDARDS

- All ADEPT formal evaluation systems must be based on the State Board of Education–approved ADEPT Performance Standards (APSs) and their respective key elements.
- Any school district, school-based program, or teacher education program wishing to modify the APSs and/or key elements must ensure that the modified standards are directly correlated with the APSs and that these correlations are explicitly described in the district's ADEPT plan (see the "District ADEPT Plans" section, below).
- The district's ADEPT plan must be approved by the State Board of Education prior to the implementation of the modified standards.
- Evaluation results based on approved modified standards must be converted and reported to the State Department of Education (SDE) as APSs.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- According to the ADEPT statute (S.C. Code Ann. §59-26-40 (2004)), teachers at the annual- and continuing-contract levels must establish individual professional growth and development plans. These plans are incorporated into the "Fulfilling Professional Responsibilities" ADEPT Performance Standard 10 for classroom-based teachers and for educators in each respective special area.
- Any performance weaknesses that are identified during the preliminary evaluation cycle must be included in the educators' professional growth and development plans at the time of the preliminary evaluation conference.
- Teachers must be provided with appropriate support and assistance in addressing these weaknesses. However, evaluators may not serve as support persons for teachers they are evaluating.

ADEPT Formal Evaluation Requirements for Classroom-Based Teachers

The following formal evaluation requirements apply to classroom-based teachers only. Formal evaluation requirements for special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists) are delineated in a later section of this document.

EVALUATION TEAMS

- An ADEPT evaluation team must be appointed for each teacher who is scheduled for formal evaluation.
- All evaluation team members must have met all State Board of Education–approved ADEPT evaluator training requirements.
- Each ADEPT evaluation team must consist of a minimum of two members. One evaluator must be a school or district administrator or supervisor; the other evaluator must possess a knowledge of the content taught by the teacher who is being formally evaluated.
- A minimum of three evaluators is required for the two groups of teachers scheduled to undergo *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
  - One of the three members of the evaluation team must be a teacher who has knowledge of the content taught by the teacher who is being formally evaluated.
  - Classroom observations made as part of the data-collection process must be conducted and documented by at least two of the three evaluators.
  - All three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

ORIENTATION

- All teachers scheduled for formal evaluation must receive a comprehensive orientation to the process prior to beginning the evaluation.
- The orientation must include, at a minimum, written and oral explanations of the ADEPT Performance Standards, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

- All ADEPT formal evaluation systems must include multiple sources of evidence that reflect the teacher's typical performance relative to each of the ten ADEPT Performance Standards (APSs) and key elements.
- Evidence must be collected from the following six sources, at a minimum: the long-range plan, the unit work sample, classroom observations, reflections on the instruction and student learning, the professional review, and the professional reflection and development plan.

Long-Range Plan

- Each teacher undergoing formal evaluation must develop a long-range plan (LRP).
- Each teacher must submit the completed LRP to the evaluation team on or before the date established in the district's ADEPT timeline. The LRP becomes part of the teacher's dossier and provides the evidence related to APS 1.
- Each evaluator must review the teacher's LRP during the first cycle of evaluation.
- If the consensus report at the end of the preliminary (first) evaluation cycle indicates that all key elements of APS 1 are *met*, the final (second) evaluation cycle review of the LRP may be waived at the discretion of the evaluation team. The evaluation team reserves the right to resume data collection for APS 1 at any time during the final evaluation cycle but, in order to do so, must provide the teacher with a two-weeks-prior written notice that includes the team's rationale for resuming the process.
- If the preliminary evaluation consensus report indicates that any of the key elements of APS 1 are *not met*, the teacher must revise his or her LRP and submit it to the evaluation team for review during the final evaluation cycle.

Unit Work Sample

The purpose of unit work sampling is to demonstrate and document the teacher's effectiveness in promoting student achievement. The unit work sample provides the evidence for the teacher's performance with regard to APSs 2 and 3.

The unit work sampling process consists of the following eight steps:

1. The teacher reviews his or her LRP and selects an instructional unit (as indicated in APS 1.C) that is scheduled to be begun and completed during the current (i.e., preliminary or final) evaluation cycle. In this context, a term *instructional unit* is defined as a set of integrated lessons designed to accomplish learning objectives related to a curricular theme, a particular area of knowledge, or a general skill or process.

   All early childhood teachers must select a unit that relates to language or preliteracy *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments. Integrated units that combine language or preliteracy with one or more other subjects (e.g., mathematics, science, social studies) are permitted.

All elementary teachers through grade three must select a unit that relates to English language arts or reading *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments. Integrated units that combine English language arts or reading with one or more other subjects (e.g., mathematics, science, social studies) are permitted.

In order for the teacher's impact on student learning to be determined, the unit work sampling process must be conducted over a minimum two-week period. Typically, this requirement presents no difficulty since most instructional units require two or more weeks to complete. However, in rare instances, a teacher may be unable to design a unit that is two or more weeks in length. In such cases, the teacher must request approval from the evaluation team to select two instructional units to complete during the evaluation cycle. In this event, the entire (i.e., eight-step) work sample process must be followed for each unit of instruction.

2. The teacher determines the student characteristics (from APS 1.A) and other contextual factors that are likely to impact instruction and/or student learning with regard to the selected instructional unit.

3. The teacher develops a written unit plan that includes the learning objectives (APS 2.A); the necessary instructional activities and assignments, strategies, and resources (APS 2.B); and the formal and informal assessment methods and criteria (APS 3.A).

4. The teacher administers and/or obtains the results of one or more preassessments and analyzes the data to determine the learning status of the students prior to instruction (APS 3.B).

5. The teacher implements instruction, making adjustments to the unit plan as necessary. The entire instructional unit must be completed before the teacher moves to the next step.

6. The teacher administers one or more postassessments and analyzes, summarizes, and interprets the results in order to profile student learning (APS 3.B) and communicate information about student progress and achievement (APS 3.C).

7. The teacher reflects and self-evaluates on the completed unit (APS 3.B) and uses this information to determine the appropriate steps to take next (APS 2.C).

8. The teacher submits the unit work sample to the evaluation team. The unit work sample then becomes part of the teacher's dossier.

If the consensus report at the end of the preliminary (first) evaluation cycle indicates that *all* key elements of APS 2 and APS 3 are *met*, the final evaluation unit work sample requirements may be waived at the discretion of the evaluation team. The evaluation team reserves the right to resume data collection for APSs 2 and 3 at any time during the final evaluation cycle but, in order to do so, must provide the teacher with a two-weeks-prior written notice that includes the team's rationale for resuming the process.

If the preliminary evaluation consensus report indicates that any of the key elements in APS 2 or APS 3 are *not met*, the teacher must complete and submit another unit work sample, following steps 1–8 above, for review during the final evaluation cycle.

Classroom Observations

During the formal evaluation process, the primary purpose of classroom observations is to gather data pertaining to APSs 4–9.

- All data-collection observations must be *unannounced* and must be a minimum of 45 minutes in length.

  In addition to these data-collection observations, evaluators may conduct other types of observations (e.g., walk-through observations, announced observations) as often as needed. Although the results of these other observations are not admissible as ADEPT formal evaluation data, these findings may trigger the need for additional data-collection observations that can, in turn, generate admissible formal evaluation data.

- Two or more members of the ADEPT evaluation team must each conduct at least one data-collection observation during each of the two evaluation cycles (i.e., preliminary and final). In other words, a minimum of four data-collection observations (i.e., *two* per cycle) must be conducted during the year.
- Each evaluator must place a written summary of the observation in the dossier following each data-collection observation. All documentation must be well organized and must contain detailed descriptions and specific examples that relate to each of the key elements in APSs 4–9.
- A minimum of three evaluators is required for teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
  - The data-collection observations must be conducted and documented by at least two of the three evaluators. However, all three evaluators must review the dossier, including the documentation of all data-collection observations.

Reflections on Instruction and Student Learning

Following each required observation, the teacher must complete a written reflection on the impact his or her instruction has had on student learning. The purpose of these reflections is to gather additional data pertaining to APSs 4, 5, 6, 7, 8, and/or 9.

Each written reflection on the lesson must include, but need not be limited to, descriptions of

- the lesson objective(s), the relationship between the objective(s) and the academic/developmental standards, and the ways in which the lesson relates to students' prior and future learning;

- the formal and/or informal assessments and criteria that have been or will be used to measure student progress in terms of the lesson's objective(s), including a sample of the formal assessment(s);
- the feedback that the teacher has provided or will provide to the students regarding their performance;
- the degree to which the lesson accomplished or did not accomplish the intended results and why; and
- the implications for subsequent instruction.

All reflections are to be submitted to the evaluation team for inclusion in the dossier within seven calendar days of the observation, unless an extension is approved by the evaluation team.

Professional Review

- Near the end of each evaluation cycle, the building principal (and other school- or district-level administrators as appropriate) must complete a written professional review of the teacher's performance. The purpose of this review is to provide evidence pertaining to APS 10.A–D.
- Written professional reviews must be completed during both the preliminary and final evaluation cycles and must be included in the dossier.

Self-Assessment and Professional Growth and Development Plan

- Near the end of the preliminary evaluation cycle, the teacher must complete a written self-assessment. The purpose of the self-assessment is to provide evidence pertaining to APS 10.E and to serve as the basis for the teacher's professional growth and development plan.
- The self-assessment must include, but need not be limited to, the teacher's reflections on his or her impact on student learning. Additionally, the teacher should include reflections on other professional areas such as advocating for his or her students, collaborating with his or her colleagues, and communicating effectively with others.
- The teacher's self-assessment must be submitted to the evaluation team for inclusion in the dossier.
- Each evaluator must review the teacher's self-assessment at the end of the preliminary evaluation cycle

  If the consensus report at that time indicates that the teacher has completed an appropriate self-assessment and that key element 10.E was *met*, the teacher need not complete another self-assessment during the final evaluation cycle at the discretion of the evaluation team.

  If the consensus report at the end of the preliminary evaluation cycle indicates that key element 10.E was *not met*, the teacher must revise his or her self-assessment and submit the revised document to the evaluation team for review during the final evaluation cycle.

- On the basis of the results of the preliminary and final evaluations, the evaluation team and/or designated supervisor(s) must collaborate with the teacher to develop an appropriate professional growth and development plan.
- The plan must include any areas of weakness (i.e., key elements that were *not met*) that were identified during the evaluation.
- If multiple areas of weakness were identified, the areas must be prioritized so that no more than three areas are to be addressed at any given time.
- If no areas of weakness were identified, the plan must support continued improvements in professional knowledge and skills.

DOCUMENTATION AND EVALUATION OF EVIDENCE

- The chair of the evaluation team must maintain a dossier for each teacher who is undergoing formal evaluation.
- A copy of the entire dossier, either as hard copy or in electronic format, must be made available to each member of the evaluation team.
- The contents of the dossier must include, but need not be limited to,
  - the teacher's long-range plan,
  - the teacher's unit work sample,
  - the evaluators' documentation from each data-collection observation,
  - the teacher's post-observation reflections on each observed lesson,
  - the professional reviews completed by the administrator(s), and
  - the teacher's self-assessment.
- All evaluators must use the same scoring rubrics to review all contents of the dossier that are required for each cycle of data collection. The rubrics must directly correlate with the ten ADEPT Performance Standards and related key elements.
- A minimum of three evaluators must review the dossiers of teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).

TEAM CONSENSUS, PERFORMANCE CRITERIA, AND REPORTS

- At the conclusion of each evaluation cycle, each member of the evaluation team must independently review all data included in the dossier for that cycle and complete the scoring rubric for each ADEPT Performance Standard.
- The evaluators must then meet to discuss their independent ratings and reach consensus regarding their judgments.

- Each of the key elements within each ADEPT Performance Standard must be rated as either *met* (1 point) or *not met* (0 points). Each domain is passed if *no more than one* of its key elements receives a judgment of *not met*. The following table outlines the rating system:

Domain and Performance Standards	**Number of Key Elements**	**Number of Key Elements Required to *Pass* the Domain**
Domain 1: Planning		
APS 1: Long-Range Planning	5	**≥ 10**
APS 2: Short-Range Planning of Instruction	3	
APS 3: Planning Assessments and Using Data	3	
	11 DOMAIN TOTAL	
Domain 2: Instruction		
APS 4: High Expectations for Learners	3	**≥ 11**
APS 5: Using Instructional Strategies	3	
APS 6: Providing Content	3	
APS 7: Monitoring, Assessing, and Enhancing Learning	3	
	12 DOMAIN TOTAL	
Domain 3: Environment		
APS 8: Maintaining a Learning Environment	3	**≥ 5**
APS 9: Managing the Classroom	3	
	6 DOMAIN TOTAL	
Domain 4: Professionalism		
APS 10: Fulfilling Professional Responsibilities	5	**≥ 4**
	5 DOMAIN TOTAL	

- To successfully complete the formal evaluation, the teacher must pass *all four* domains at the time of the final evaluation judgment.
- The evaluation team also must prepare the written consensus report. The consensus report must contain, at a minimum,
  - the team's overall consensus judgment,
  - the rating for each of the ADEPT Performance Standard key elements,
  - the team's rationale for giving each rating, and
  - the signature of each evaluator verifying the fidelity of implementation of the evaluation process and indicating agreement with all ratings.

- Key elements that were *not met* automatically become areas for improvement. These areas must be addressed in the educator's professional growth and development plan.
- A minimum of three evaluators is required for teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
  - All three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

CONFERENCES

- Following each consensus meeting, but prior to the end of each evaluation cycle, one or more of the members of the evaluation team must meet with the teacher to provide a detailed oral and written explanation of his or her performance with regard to each of the ADEPT Performance Standards as well as the overall results of the evaluation. The consensus report should serve as the basis for the discussion.
- The teacher must sign and date the consensus report at the conclusion of the meeting. The teacher's signature serves as verification that he or she has reviewed the report, but it does *not* imply the teacher's agreement with the findings.
- The teacher must be provided a copy of the consensus report.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain and analyze feedback on an annual basis from participating educators and evaluators regarding the ADEPT formal evaluation process.
- School districts must analyze their ADS (ADEPT data system) reports and evaluation summaries.
- School districts must use the results of these analyses to continuously improve the design and/or implementation of their ADEPT formal evaluation process.

ADEPT Diagnostic Assistance Requirements

The ADEPT requirements for diagnostic assistance apply to all educators at the annual-contract level, including classroom-based teachers and special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists). An educator is eligible to receive *only one* diagnostic-assistance year during his or her public school teaching career in this state.

The purpose of diagnostic assistance is to allow districts to provide individualized support to annual-contract educators who have demonstrated potential but who are not yet ready to complete a formal performance evaluation. Diagnostic assistance may be provided either following an educator's induction year or following the educator's first unsuccessful formal evaluation. Once the diagnostic assistance year is completed, the school district, at its discretion, may either employ the teacher under another annual contract or terminate the teacher's employment. If employment is terminated, the educator may seek employment in another school district at the annual-contract level. A diagnostic-assistance year must be followed by formal evaluation during the educator's next year of teaching employment in a South Carolina public school.

MENTORING

- The school district must assign a mentor to each annual-contract educator who is receiving diagnostic assistance.
- All mentors must be trained and assigned in accordance with the SDE's mentoring and induction guidelines as well as with the ADEPT training requirements that are described later in this document. The role of the mentor is to provide additional support to the educator.
- The school district must ensure that the mentor has regular opportunities to observe, consult with, coach, give formative feedback to, and provide other types of assistance to the educator, as specified in the educator's professional growth and development plan. The mentor should keep a log to document the assistance he or she has provided to the educator throughout the year.
- The mentor must *not* serve as an evaluator for the educator.

FORMAL FEEDBACK

The school district must designate one or more supervisors (e.g., administrators, lead teachers, curriculum coordinators, evaluators) to provide formal feedback to the educator during the diagnostic assistance process. The role of the supervisors is to determine the educator's progress toward meeting the established professional growth and development goals and to gauge the educator's overall performance relative to the ADEPT Performance Standards. Districts may consider these results when making subsequent employment decisions. Districts are *not* required to conduct a full formal evaluation of educators during the diagnostic assistance year, but they may do so at their discretion. However, the SDE will *not* apply any results obtained during a diagnostic assistance year toward an educator's annual-contract formal evaluation requirements.

The educator will be eligible for an annual contract and be required to undergo a full formal evaluation during his or her next year of employment, regardless of any results obtained during the diagnostic-assistance year.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- A professional growth and development plan must be developed collaboratively by the supervisor and the educator.
- This professional growth and development plan must be in place no later than the 20th day of school and must include one or more performance goals that address the area(s) in which the educator needs additional support.
- The following information must be included for each goal:
  - the recommended strategies to help the educator achieve the goal(s), which might include professional development (e.g., workshops, inservices, conferences, course work, literature reviews), peer group activities (e.g., planning, reflection on instruction and/or assessment), observations of and consultations with other professionals, research activities, coaching and feedback from the mentor and/or other professionals, guided reflections, and formative assessments;
  - the methods that will be used to determine progress and overall achievement of the goal; and
  - the level of performance that will be required to confirm satisfactory progress and overall goal accomplishment.
- At least twice during the year, the supervisor must use the methods specified in the professional growth and development plan to determine the educator's progress toward meeting each of the goals.
- The supervisor must then provide the educator with oral and written feedback on his or her performance and progress with regard to each goal as well as feedback on the educator's overall performance in terms of the ADEPT Performance Standards.
- The professional growth and development plan may be modified at any point during the year as deemed necessary and appropriate. Modifications must be made in writing and must be signed by both the educator and the supervisor.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain feedback on an annual basis from participating educators, mentors, and supervisors regarding the implementation of the ADEPT diagnostic assistance process.
- School districts must analyze this feedback and use the results to continuously improve the diagnostic assistance process.

ADEPT Informal Goals-Based Evaluation Requirements

The following ADEPT requirements for informal goals-based evaluation (GBE) apply to all classroom-based teachers as well as to all special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists).

The primary purpose of the GBE is to promote continuous, self-directed professional development. Through the GBE process, experienced, successful educators are encouraged to stretch themselves professionally by engaging in meaningful learning experiences and by seeking to make significant contributions to the profession. The primary role of supervisors is to facilitate, not to control, the GBE process.

- Continuing-contract educators must be evaluated on a continuous basis (i.e., *every year*). The evaluation may be formal or informal (i.e., goals-based), at the discretion of the local school district.
- Continuing-contract educators who are being recommended for formal evaluation the upcoming school year must be notified in writing no later than April 15 of the current school year. The written notification must include the reason(s) that a formal evaluation is recommended and must ensure that the educator has access (via an electronic link, an inserted or attached hard copy, or the like) to a description of the formal evaluation process.
- Continuing-contract educators who are new to the district must be notified in writing at the time of their hiring if they are to receive a formal evaluation.
- Educators employed under continuing contracts who do *not* receive written notification must participate in the GBE process.
- Educators who are pursuing or who hold certification from the National Board for Professional Teaching Standards are *not* exempt from evaluation requirements. However, an educator who is pursuing National Board certification (NBC) may be allowed to develop a GBE goal around the NBC process, at the discretion of the local school district. Once the educator completes the NBC process, he or she must develop and pursue one or more new GBE goals during the remainder of the five-year cycle, regardless of whether the educator has been successful in achieving National Board certification.
- Educators employed under annual contracts who have successfully completed the formal evaluation process during a previous annual-contract year are eligible to participate in GBE, at the discretion of their respective school districts. This provision applies primarily to Program for Alternative Certification of Educators (PACE) teachers, career and technology education (CATE) teachers, and international teachers.

GBE CYCLE

Each educator's goals-based evaluation cycle will cover a maximum five-year period. The intent is to coordinate the GBE cycle with the validity period of the educator's professional certificate (issued by the SDE). During the phase-in period of these GBE guidelines, some educators will be

expected to have shorter GBE cycles and, as a result, proportionately fewer goals, until they enter a new five-year certificate validity period.

GBE GOALS

Each educator participating in the GBE process must establish one or more long-term professional growth and development goals. Normally, more than one goal will be needed to meet the following requirements:

- Each goal must be aligned with one or more of the ADEPT Performance Standards (APSs).
- Each goal must be stated in terms of change or improvement over time.
- At least one goal must be stated in terms of the teacher's influence on students (e.g., improved behavior, improved attitude, increased achievement).
- If performance weaknesses in terms of the APSs have been identified, one or more goals must address these weaknesses.
- One or more goals must be supportive of any objectives in the district strategic plan and/or in the school renewal plan that apply to the particular educator.
- The educator must pursue one or more goals *each year* of the five-year GBE cycle. If all goals are completed early, the educator must develop one or more new goals to cover the remaining year(s) of the cycle. However, the educator may be required to work toward no more than three goals during any one year.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- Prior to beginning the evaluation cycle, the educator must reflect upon his or her professional strengths, weaknesses, and interests and use these insights as a basis for drafting a professional growth and development plan. Educators are encouraged to work collaboratively with other educators whenever possible to support one another in developing and implementing mutually relevant goals.
- After completing the draft of his or her professional growth and development plan, the educator must meet with his or her supervisor to discuss the proposed goal(s) and make modifications, as necessary, to ensure that all requirements are met (see the "GBE Goals" section, immediately above). For each goal, the educator and supervisor must agree upon
  - the timeline—that is, the beginning and ending dates—for the goal;
  - the appropriateness of the GBE goal for the certificate renewal processes (subject to school district policy);
  - the types of evidence required to verify annual progress and overall goal accomplishment; and
  - the level of performance required to determine satisfactory annual progress and overall goal accomplishment.

- During the planning meeting, the supervisor should review with the educator the factors that will result in a recommendation for formal evaluation. These factors must relate specifically to one or more of the ADEPT Performance Standards.
- The professional growth and development plan becomes effective upon the signature of both the educator and his or her supervisor. This plan may serve as the basis for the educator's certificate renewal activities, at the discretion of the school district.

  Changes in the educator's professional performance, work-related responsibilities, and/or professional aspirations, as well as advancements in the profession itself, may be expected. Therefore, the professional growth and development plan is to be viewed as a dynamic document that should be amended at any time deemed necessary and appropriate. Amendments to the plan must be made in writing and must be signed by both the educator and supervisor.

YEARLY GBE REVIEWS

- The educator must prepare the agreed-upon evidence of his or her progress toward meeting each goal that was targeted for the year and must submit the evidence to the appropriate supervisor prior to April 15 of that year.
- The supervisor must review the evidence, prepare a written evaluation summary and recommendations, and meet with the educator for an annual review of performance and progress prior to April 15 of each school year. At this meeting the supervisor and educator will review the evidence for the targeted goal(s) and discuss the recommendations:
  - If GBE is to be continued the following year, the targeted goal(s) must be identified. Amendments to the educator's GBE plan, including the goals, may be proposed by either the educator or the supervisor and should be discussed and agreed upon at this time.
  - If performance weaknesses are identified but formal evaluation is not recommended, goals must be developed or amended to address these weaknesses. However, no more than three goals can be required for any one year.
  - If performance weaknesses are identified and formal evaluation is being recommended, the teacher must be notified in writing on or before April 15. The written notification must include a clear reason that relates to weaknesses in one or more of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain feedback on an annual basis from participating educators and supervisors regarding the design and implementation of the GBE process.
- School districts must analyze this feedback and use the results to continuously improve the GBE process.

District ADEPT Plans

- Each school district must submit an ADEPT plan to the SDE by May 1 annually.
- The ADEPT plan must describe or reference the specific details of the district's
  - induction program,
  - formal evaluation model and dates for the formal evaluation period (i.e., preliminary and final evaluation cycles),
  - diagnostic assistance model,
  - informal goals-based evaluation (GBE) model, and
  - charter school participants, if any.
- Initial ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation.
- Revised ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SDE may allow a school district to submit a statement of assurances form on May 1, in lieu of a duplicate plan, for years that the district seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.

ADEPT Training Requirements

Comprehensive, ongoing training is essential to promoting the integrity and fidelity of implementation of the ADEPT system. The purpose of the training is to ensure that all ADEPT service providers have the knowledge and skills necessary to maintain the validity and reliability of the ADEPT evaluation system, to ensure its maximum freedom from bias, and to carry out its documentation requirements.

- Those educators who are responsible for implementing the ADEPT system must successfully complete one or more of the three levels of ADEPT instruction:
  - **ADEPT trainer training** is required for all educators who seek to train other educators to become ADEPT evaluators.
  - **ADEPT evaluator training** is required for all educators who serve on ADEPT formal evaluation teams for teachers employed at the annual- and continuing-contract levels.
  - The **ADEPT seminar** is the minimum ADEPT requirement for all cooperating teachers and IHE faculty members who supervise teacher candidates. The ADEPT seminar is also recommended for mentors.

Additionally, ongoing ADEPT professional development requirements apply to educators at each of these three levels. These ADEPT professional development requirements are detailed below.

ADEPT TRAINER TRAINING

- All educators who seek to prepare educators to become ADEPT evaluators must successfully complete the ADEPT trainer training. The primary purpose of this training is to ensure fidelity of implementation of the ADEPT formal evaluation system.
- To be eligible to participate in ADEPT trainer training, an educator must
  - be an SDE-certified ADEPT evaluator,
  - have served successfully on a minimum of three ADEPT formal evaluation teams, and
  - be recommended for the training by a school district administrator or a faculty member at an IHE.

ADEPT trainer training consists of two components. The ADEPT trainer tutorial, developed by the SDE, is designed to acquaint the trainer-in-training with the requirements for the three-day evaluator training, including the agenda, materials, and performance assessments. Once an educator has successfully completed the ADEPT trainer tutorial, he or she is eligible to begin the second training component, the ADEPT trainer apprenticeship.

- The educator must successfully complete the ADEPT trainer tutorial *prior to* participating in the ADEPT trainer apprenticeship.

- During the apprenticeship, the trainer-in-training must conduct at least 75 percent of one or more complete three-day ADEPT evaluator training sessions under the direct supervision of an SDE-certified ADEPT trainer. The length of the apprenticeship depends on the number of training sessions the trainer-in-training requires to develop the skills necessary for him or her to be able to
  - prepare for and successfully conduct a three-day ADEPT evaluator training session,
  - accurately assess and provide feedback on all assignments to the participants in the ADEPT evaluator training sessions, and
  - propose recommendations for each of the participants and present these recommendations to the supervising ADEPT trainer.
- The supervising ADEPT trainer is responsible for evaluating the performance of the trainer-in-training according to the above performance criteria. Once the trainer-in-training has met these criteria, the supervising trainer must make the final recommendation to the SDE regarding certification of the particular individual.
- An educator who became a SDE-certified ADEPT trainer prior to the implementation of these ADEPT guidelines *must* successfully complete the new ADEPT trainer tutorial in order to retain his or her ADEPT trainer and evaluator certifications. However, he or she is *not* required to complete the ADEPT trainer apprenticeship or the ADEPT seminar.

ADEPT EVALUATOR TRAINING

- All educators who serve as members of formal evaluation teams for teachers at the annual- and continuing-contract levels must successfully complete the ADEPT evaluator training. The primary purpose of evaluator training is to ensure *reliability*.
- An educator must meet the following two criteria to be eligible to participate in ADEPT evaluator training:
  - have at least one year of successful teaching experience at the continuing-contract level in a South Carolina public school or at least three years of successful teaching experience in an IHE setting and
  - be recommended for the training by a school district administrator or a faculty member at an IHE.
- All ADEPT evaluator training models must be approved by the State Board of Education, must be conducted by an SDE-certified ADEPT trainer, must include a minimum of three full days (or the equivalent) of direct instruction and guided practice, and must include a comprehensive written assessment and one or more performance exercises that require each participant to demonstrate
  - knowledge of all ADEPT Performance Standards and key elements,
  - knowledge of all procedural requirements of the formal evaluation process,
  - knowledge of the state criteria for successful completion of the formal evaluation,
  - the ability to collect valid data and appropriately document evidence for each Performance Standard,
  - the ability to analyze evidence relative to each Performance Standard, and

- the ability to make reliable judgments relative to performance in each standard through a consensus-based decision making process.

- An educator who became an SDE-certified ADEPT evaluator prior to the implementation of these ADEPT guidelines *must* successfully complete the ADEPT seminar (described below) in order to retain his or her ADEPT evaluator certification. However, he or she is *not* required to complete this evaluator training.

The ADEPT trainer is responsible for verifying participants' attendance and performance and for recommending eligible educators to the SDE for ADEPT evaluator certification.

ADEPT SEMINAR

The minimum ADEPT requirement for all cooperating teachers and IHE faculty members who supervise teacher candidates is successful completion of the ADEPT seminar. The ADEPT seminar is also the minimum ADEPT requirement for mentors. The primary purpose of the seminar is to ensure that participants have the knowledge and skills necessary to facilitate performance in each of the ADEPT Performance Standards.

- An educator must meet the following three criteria to be eligible to participate in an ADEPT seminar:
  - have at least three years of successful teaching experience in a preK–12 setting or at an institution of higher education;
  - be qualified to serve as a cooperating teacher, mentor, or supervising faculty member; and
  - be recommended for the seminar by a school district administrator or a faculty member at an IHE.

- All ADEPT seminars must follow the structure and format provided by the SDE and must be conducted by an SDE-certified ADEPT trainer or evaluator.

- An educator must attend and actively participate in the entire ADEPT seminar and must successfully complete the written assessment in order to receive a certificate of completion.

- An educator who became a SDE-certified ADEPT evaluator prior to the implementation of these ADEPT guidelines *must* successfully complete the ADEPT seminar in order to retain his or her ADEPT evaluator certification.

- Cooperating teachers, IHE faculty members, and mentors must successfully complete this seminar if they wish to continue as ADEPT facilitators.

The ADEPT seminar leader (i.e., ADEPT trainer or evaluator) is responsible for verifying participants' attendance and performance and for recommending eligible educators to the SDE for ADEPT facilitator certification.

ONGOING ADEPT TRAINING REQUIREMENTS

- ADEPT trainers, evaluators, and facilitators must participate in any ADEPT system update training that is required by the SDE in order for them to maintain valid ADEPT certificates.

- ADEPT-certified trainers and evaluators must accrue a minimum of *ten hours* of ADEPT-related professional development every five years. The ADEPT professional development may be provided by a school district, an institution of higher education, or the SDE. The employing entities are responsible for developing and implementing procedures to ensure that all ADEPT certificate holders meet this requirement.

State Sanctions

REGULATORY GUIDANCE

The ADEPT regulation—State Board of Education Regulation 43-205.1—as amended on June 24, 2005, states the following with regard to state sanctions for annual-contract teachers who fail two ADEPT formal evaluations:

> An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.
>
> Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

DISTRICT REPORTING AND SDE FOLLOW-UP

- School districts must annually report to the SDE via the ADS (ADEPT data system), on or before May 1, the name of every annual-contract teacher who fails an ADEPT formal evaluation for the second time. The following information must be included for each of these teachers:
  - the overall final evaluation judgment *and*
  - the evaluation summary, which includes the judgment for each ADEPT Performance Standard.
- When the SDE has received the district's report, the agency will notify the teacher in writing and will send the notification via certified postal mail to the address last reported to the SDE by the teacher. The notification will verify that the teaching certificate has been suspended and will inform the teacher that he or she is not eligible to teach in any public school in South Carolina for a minimum of two years. Additionally, the notification will include the remediation plan and timeline that has been established for the teacher by the SDE.

ADEPT REMEDIATION PLAN

On the basis of the performance areas that were identified as weaknesses on the formal evaluation summary, the SDE will develop a remediation plan for each teacher who has an ADEPT-related suspension.

- The teacher may begin work on the remediation plan at any time *after* the suspension but must complete the remediation plan within five years of the date of the certificate suspension in order to be eligible to have his or her teaching certificate reinstated. Failure to complete the remediation plan within the five-year period will result in the teacher's having not only to reapply for initial certification under the current requirements but also to complete the remediation plan if he or she wishes to return to teaching.

- The teacher must successfully complete a minimum of 6 semester hours of course work in the content area(s) in which he or she was evaluated.

- The teacher must successfully complete a minimum of 6 additional semester hours of course work related to each ADEPT domain in which weaknesses were identified during the formal evaluation.

- The teacher must take all required course work at an accredited institution of higher education.

  Courses that include field experiences are strongly recommended, particularly with regard to the teacher's fulfilling requirements related to the ADEPT domains. Introductory-level courses (i.e., courses below the junior level) cannot be accepted, and previous courses that the teacher has successfully completed cannot be repeated unless major content changes and/or updates in the course content have occurred.

- The teacher must earn a final grade of B or higher in order to apply the course toward fulfillment of the ADEPT requirements.

- Although the teacher is responsible for selecting the courses he or she will take in order to meet the specified requirements, the teacher is strongly advised to request approval from the SDE prior to enrolling in each course. In order to obtain preapproval from the SDE, the teacher must submit the name of the institution of higher education that is offering the particular course and a copy of the detailed course description and/or syllabus.

CERTIFICATE REINSTATEMENT

After a minimum of two years but within five years following the suspension of his or her teaching certification *and* after having completed his or her ADEPT remediation plan, the teacher is eligible to request reinstatement of his or her teaching certificate.

- The teacher must submit official transcripts to the SDE to verify completion of the remediation plan.
- The teacher must file a request for reinstatement.

- If the SDE reinstates the teaching certificate, the teacher becomes eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must undergo an ADEPT formal evaluation during the first full year of employment.
  - If the teacher completes the formal evaluation process and meets the ADEPT formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level.
  - If the teacher completes the formal evaluation process but fails to meet the ADEPT formal evaluation criteria set by the State Board of Education, he or she will be permanently prohibited from being employed as a public school teacher in this state.

ADEPT Formal Evaluation Requirements for Special-Area Educators: Library Media Specialists

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

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

For the purpose of this document, the term *library media specialist* refers to any individual who holds South Carolina Department of Education certification as a library media specialist and who is employed in a South Carolina public school as a library media specialist, media specialist, or library information specialist.

ADEPT PERFORMANCE STANDARDS FOR LIBRARY MEDIA SPECIALISTS

Formal evaluations of library media specialists must address the following seven ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of a library media specialist's performance with regard to each of these standards:

APS 1: Long-Range Planning

The library media specialist must develop a long-range plan (LRP) that appropriately describes and/or references goals, objectives, policies, and procedures related to the administration and management of the library media center—including the plans for collaboration, assessment, communications, and advocacy—that are designed to meet the specific information and technology needs of the school community.

APS 2: Administering the Library Media Program

The library media specialist effectively administers and manages the library media center to ensure the efficient use of available space, resources, and services.

APS 3: Collaboration for Instruction and Services

The library media specialist promotes student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology into the state's curriculum standards.

APS 4: Library Media Collection and Resource Management

The library media specialist appropriately selects, acquires, organizes, circulates, maintains, provides access to, and promotes the use of a diverse collection of resources and technologies.

APS 5: Maintaining an Environment Conducive to Inquiry

The library media specialist creates a safe, attractive, open, and accessible environment that is conducive to inquiry and learning.

APS 6: Assessing the Library Media Program

The library media specialist conducts appropriate assessments of the library media collection, instructional program, and facility so that he or she can use the results of these evaluations to enhance the school's library media resources and services.

APS 7: Fulfilling Professional Responsibilities

The library media specialist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

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

ORIENTATION

- All library media specialists scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process.
- At a minimum, orientation sessions must include written and oral explanations of the ADEPT Performance Standards for library media specialists, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

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

Long-Range Plan (APS 1)

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

Interviews (APSs 2, 4, 5, and 6)

- Near the end of the first semester of evaluation, each evaluator must conduct an interview with library media specialist to collect information and view artifacts related to APSs 2, 4, 5, and 6. These APSs need not be reviewed again during the second semester of evaluation if (1) the library media specialist receives a preliminary rating of *meets standard* on APSs 2, 4, 5, and 6 and (2) the evaluation team agrees that no additional reviews are necessary.
- Data collection for these APSs may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APS 3)

- Each evaluator must conduct a minimum of one unannounced observation of an instructional session each semester (i.e., a minimum of four observations must be conducted during the school year).
- For the purpose of the ADEPT formal evaluation, observations should not be conducted prior to the midpoint of each semester. Additional observations may be conducted at the discretion of the evaluation team.

Library Media Specialist's "Reflection" (APS 3)

- Following each observation during the first semester of evaluation, the library media specialist must complete a written "Reflection" and submit it to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- Each "Reflection" must be reviewed by the evaluator who conducted the observation.
- The library media specialist need not complete additional reflections following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 3 and (2) the evaluation team agrees that no additional reviews are necessary. Additional reflections may be requested during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 7)

- Near the end of the first semester of evaluation, the library media specialist must complete and submit the "Professional Self-Report."
- A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- Each evaluator must review both the "Professional Self-Report" and the "Professional Performance Description."
- The library media specialist need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the library media specialist:

- specific evidence regarding the library media specialist's performance with regard to each of the seven APSs and
- a summary of the library media specialist's overall performance.

This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- All members of the library media specialist's evaluation team must participate in a consensus-based process to determine evaluation judgments.

- The evaluation team must reach consensus on each of the seven APSs regarding whether the library media specialist *meets standard* or *does not meet standard.*
- The library media specialist must meet the competency on APS 3 (Collaboration for Instruction and Services) *and* on at least five of the six remaining APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

Attachment 11 – Evidence that the South Carolina Department of Education has adopted one or more guidelines of local teacher and principal evaluation and support systems.

As evidence that South Carolina has adopted guidelines for local teacher evaluations, the following presents the South Carolina Code of Laws, sections 59-26-30 and 59-26-40 , amended in 2004, and State Board of Education regulation: R 43-205.1 for Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

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

South Carolina General Assembly
115th Session, 2003-2004

R352, S1133

STATUS INFORMATION

General Bill
Sponsors: Senator Waldrep
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Introduced in the Senate on April 7, 2004
Introduced in the House on May 11, 2004
Passed by the General Assembly on May 27, 2004
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Summary: Teachers, contracts

HISTORY OF LEGISLATIVE ACTIONS

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

5/25/2004	House	Requests for debate-Rep(s). Tripp, Moody-Lawrence, R Brown, Hayes, Mack, Anthony, Freeman, Skelton, Townsend, Lloyd, Breeland, Kennedy, Cobb-Hunter, Martin, J Brown, Walker, Loftis, and Clyburn HJ-101
5/25/2004	House	Requests for debate removed-Rep(s). J Brown, Cobb-Hunter, Hayes, Anthony, Lloyd, Mack, Martin, Townsend, Skelton, Walker, Moody-Lawrence, and Loftis HJ-106
5/26/2004	House	Requests for debate removed-Rep(s). Freeman, Clyburn, Breeland, Tripp and Kennedy HJ-49
5/26/2004	House	Read second time HJ-50
5/27/2004	House	Read third time and enrolled
6/2/2004		Ratified R 352
7/22/2004		Signed By Governor
7/28/2004		Copies available
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VERSIONS OF THIS BILL
4/7/2004
4/29/2004
5/18/2004
5/19/2004

(R352,
S1133)

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

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

Evaluating teaching, teacher candidates

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

"(B) For purposes of assisting, developing, and evaluating professional teaching, the State Board of Education, acting through the State Department of Education shall:

(1) adopt a set of state standards for teaching effectiveness which shall serve as a foundation for the processes used for assisting, developing, and evaluating teacher candidates, as well as teachers employed under induction, annual, or continuing contracts;

(2) promulgate regulations to be used by colleges and universities for evaluating and assisting teacher candidates. Evaluation and assistance programs developed or adopted by colleges or universities must include appropriate training for personnel involved in the process. Teacher candidates must be provided with guidance and assistance throughout preparation programs, as well as provided with formal written feedback on their performance during their student teaching assignments with respect to state standards for teaching effectiveness;

(3) promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts. Induction programs developed or adopted by school districts must provide teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relativeto state standards for teaching effectiveness;

(4) promulgate regulations to be used by local school districts for evaluating and assisting teachers employed under annual contracts. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified;

(5) promulgate regulations to be used by local school districts for conducting evaluations of teachers employed under continuing contracts. Continuing contract teachers must be evaluated on a continuous basis. At the discretion of the local school district, evaluations for individual teachers may be formal or informal. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified. Informal evaluations must be conducted with a goals-based process that requires teachers to continuously establish and accomplish individualized professional development goals. Goals must be established by the teacher, in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans;

(6) promulgate regulations so that college, university, and school district strategies, programs, and processes for assisting, developing, and evaluating teachers pursuant to this section, must be approved by the State Board of Education. Regulations also must establish procedures for conducting periodic evaluations of the quality of the strategies, programs, and processes adopted by school districts and institutions of higher education in implementing the provisions of this chapter in order to provide a basis for refining and improving the programs for assisting, developing, and evaluating teacher candidates and teachers on induction, annual, and continuing

contracts, planning technical assistance, and reporting to the General Assembly on the impact of the comprehensive system for training, certification, initial employment, evaluation, and continuous professional development of public educators in this State;

(7) promulgate regulations that establish procedures for the State Department of Education to provide colleges, universities, and school districts with ongoing technical assistance for assisting, developing, and evaluating teachers pursuant to this section;

(8) promulgate regulations and procedures so that school districts shall report to the State Department of Education teacher evaluation results and teaching contract decisions on an annual basis. The State Department of Education shall maintain this information and make it available to colleges, universities, and school districts upon request;

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

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

Teacher contracts, evaluations

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

"Section 59-26-40. (A) A person who receives a teaching certificate as provided in Section 59-26-30 may be employed by a school district under a nonrenewable induction contract. School districts shall comply with procedures and requirements promulgated by the State Board of Education relating to aid, supervision, and evaluation of persons teaching under an induction contract. Teachers working under an induction contract must be paid at least the beginning salary on the state minimum salary schedule.

(B) Each school district shall provide teachers employed under induction contracts with a formalized induction program developed or adopted in accordance with State Board of Education regulations.

(C) At the end of the one-year induction contract period, a teacher shall become eligible for employment at the annual contract level. At the discretion of the local school district in which the induction teacher was employed, the district may employ the teacher under an annual contract or the district may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. A person must not be employed as an induction teacher

for more than one year. This subsection does not preclude his employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education. During the induction contract period, the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply.

(D) Annual contract teachers must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with State Board of Education regulations. Teachers employed under an annual contract also must complete an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Teachers must not be employed under an annual contract for more than four years, in accordance with State Board of Education regulations.

(E) During the first annual contract year, at the discretion of the school district in which the teacher is employed, the annual contract teacher either must complete the formal evaluation process or be provided diagnostic assistance. During subsequent annual contract years, teachers must be evaluated or assisted in accordance with State Board of Education regulations. Teachers are eligible to receive diagnostic assistance during only one annual contract year.

(F) Once an annual contract teacher has successfully completed the formal evaluation process, met the criteria set by the local board of trustees, and satisfied requirements established by the State Board of Education for the professional teaching certificate, the teacher becomes eligible for employment at the continuing contract level. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing contract level. An annual contract teacher who has completed successfully the evaluation process and met the criteria set by the local board of trustees, but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate, is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal, at the discretion of the local school district. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. If at the end of an annual contract year a teacher did not complete successfully the formal evaluation process or if it is the opinion of the school district that the teacher's performance was not sufficiently high based on criteria established by the local board of trustees, the teacher is eligible for employment under a subsequent annual contract. Formal evaluation or assistance must be provided, consistent with State Board of Education regulations. At the discretion of the school district, the district may employ the teacher under a subsequent annual contract or terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level.

(G) An annual contract teacher who has not completed successfully the formal evaluation process or the professional growth plan for the second time must not be employed as a classroom teacher in a public school in this State for a minimum of two years. Before reentry as an annual contract teacher, he must complete a state-approved remediation

plan in areas of identified deficiencies. Upon completion of this requirement, the teacher is eligible for employment under an annual contract for one additional year to continue toward the next contract level. The provisions of this subsection granting an opportunity for reentry into the profession are available to a teacher only once. This subsection does not preclude the teacher's employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education.

(H) During the annual contract period the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply. Teachers working under a one-year annual contract who are not recommended for reemployment at the end of the year may request, within fifteen days after receipt of notice of the recommendation, an informal hearing before the district superintendent. The superintendent shall schedule the hearing not sooner than seven and not later than thirty working days after he receives a request from the teacher for a hearing. At the hearing the evidence must be reviewed by the superintendent. The teacher may provide information, testimony, or witnesses that the teacher considers necessary. The decision by the superintendent must be given in writing within twenty days of the hearing. The teacher may appeal the superintendent's decision to the school district board of trustees.

An appeal must include:

(1) a brief statement of the questions to be presented to the board; and

(2) a brief statement in which the teacher states his belief about how the superintendent erred in his judgment.

Failure to file an appeal with the board within ten days of the receipt of the superintendent's decision causes the decision of the superintendent to become the final judgment in the matter. The board of trustees shall review the materials presented at the earlier hearing, and after examining these materials, the board may or may not grant the request for a board hearing of the matter. Written notice of the board's decision on whether or not to grant the request must be rendered within thirty-five calendar days of the receipt of the request. If the board determines that a hearing by the board is warranted, the teacher must be given written notice of the time and place of the hearing which must be set not sooner than seven and not later than fifteen days from the time of the board's determination to hear the matter. The decision of the board is final.

(I) A person who receives a conditional teaching certificate as provided in Section 59-26-30 may be employed by a school district under an induction contract or an annual contract in accordance with the provisions of this section. The holder of a conditional teaching certificate must be employed to teach at least a majority of his instructional time in the subject area for which he has received conditional certification.

(J) After successfully completing an induction contract year, and an annual contract period, a teacher shall become eligible for employment at the continuing contract level. This contract status is transferable to any district in this State. Continuing contract teachers shall have full procedural rights that currently exist under law relating to employment and dismissal. Teachers employed under continuing contracts must be evaluated on a continuous basis. At the discretion of the local district and based on an individual teacher's needs and past performance, the evaluation may be formal or informal. Formal evaluations must be conducted with a process developed or adopted

by the local district in accordance with State Board of Education regulations. The formal process also must include an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Informal evaluations which should be conducted for accomplished teachers who have consistently performed at levels required by state standards, must be conducted with a goals-based process in accordance with State Board of Education regulations. The professional development goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans.

(K) If a person has completed an approved teacher training program at a college or university outside this State, has met the requirements for certification in this State, and has less than one year of teaching experience, he may be employed by a school district under an induction contract. If he has one or more years of teaching experience, he may be employed by a district under an annual contract.

(L) Teachers certified under the career and technology education work-based certification process are exempt from the provisions of the South Carolina Education Improvement Act of 1984 which require the completion of scholastic requirements for teaching at an approved college or university. After completing an induction contract year, the teachers may be employed for a maximum of four years under annual contracts to establish their eligibility for employment as continuing contract teachers. Before being eligible for a continuing contract, these teachers shall pass a basic skills examination developed in accordance with Section 59-26-30, a state approved skill assessment in their area, and the performance evaluations as required for teachers who are employed under annual contracts. Certification renewal requirements for these teachers are those promulgated by the State Board of Education.

(M) Before the initial employment of a teacher, the local school district shall request a criminal record history from the South Carolina Law Enforcement Division for past convictions of a crime.

(N) The State Department of Education shall ensure that colleges, universities, school districts, and schools comply with the provisions established in this chapter."

Time effective

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

Ratified the 2nd day of June, 2004.

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

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Title of Regulation: **Regulation No.:** **R 43-205.1**

ASSISTING, DEVELOPING, AND EVALUATING PROFESSIONAL TEACHING (ADEPT) **Effective Date:** **06/24/05**

Constitutional and Statutory Provisions:

S.C. Code Ann. Section(s)

59-26-10, *et seq.* (2004) Training, Certification and Evaluation of Public Educators.

Descriptor Code: GBBA

State Board Regulation:

Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

I. State Standards for Professional Teaching

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

II. Teacher Candidates

A. All teacher education programs must adhere to State Board of Education regulations governing the preparation and evaluation of teacher candidates.

B. Each teacher education program must develop and implement a plan for preparing, evaluating, and assisting prospective teachers relative to the ADEPT performance standards in accordance with the State Board of Education's ADEPT implementation guidelines. ADEPT plans must be approved by the State Board of Education prior to implementation.

C. By July 1 of each year, teacher education programs must submit assurances to the State Department of Education (SDE) that they are complying with the State Board of Education's ADEPT implementation guidelines. Proposed amendments to previously approved ADEPT plans must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

D. Teacher education programs must submit information on their teacher candidates, as requested annually by the SDE. This information will be used to provide flow-through funds to teacher education programs.

E. The SDE will provide teacher education programs with ongoing technical assistance such as training, consultation, and advisement, upon request.

III. Induction-Contract Teachers

A. Teachers who possess a valid South Carolina teaching certificate and have less than one year of public school teaching experience may be employed under a one-year nonrenewable induction contract. The employment and dismissal provisions of Article 3, Chapter 19, and Article
5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under induction contracts.

B. Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout the school year. District induction plans must comply with the State Board of Education's guidelines for assisting induction-contract teachers and must be approved by the State Board of Education prior to implementation.

C. Teachers employed under induction contracts are to be notified in writing by April 15 concerning their employment status for the next school year. Teachers who complete the induction-contract year may, at the discretion of the school district, either be employed under an annual contract or be released from employment. Teachers who are released may seek employment in another school district at the annual-contract level.

D. School districts must submit information on all teachers employed under induction contracts, as requested annually by the SDE. This information will be used to provide flow-through funds to school districts.

E. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for assisting induction-contract teachers. A copy of the district's proposed induction timeline must accompany the assurances. Proposed amendments to the district's previously approved induction plan must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

F. By June 20 of each year, school districts must submit end-of-year information on teachers employed under induction contracts and on the employment contract decisions made for the following year, as requested by the SDE.

G. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

IV. Annual-Contract Teachers

A. Teachers who have completed an induction-contract year may be employed under an annual contract. Full procedural rights under the employment and dismissal provisions of Article 3, Chapter 19, and Article
5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under annual contracts. However, annual-contract teachers do have the right to an informal hearing before the district superintendent, under the provisions of S.C. Code Ann. § 59-26-40 (2004).

B. Teachers employed under an annual contract must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with the State Board of Education's ADEPT implementation guidelines. These procedures must include the development, implementation, and evaluation of an individualized professional growth plan for each teacher.

C. Teachers must not be employed under an annual contract for more than four years.

D. During the first annual-contract year, the annual-contract teacher must, at the discretion of the school district, either undergo a formal performance evaluation or be provided with diagnostic assistance. The term "formal performance evaluation" is defined as a summative evaluation of teaching performance relative to the state standards and evaluation processes, as specified in the State Board of Education's ADEPT implementation guidelines. All formal evaluation processes must meet the general technical criteria of validity, reliability, maximum freedom from bias, and documentation. The term "diagnostic assistance" is defined as an optional process for providing individualized support to teachers who have demonstrated potential but who are not yet ready to successfully complete a formal performance evaluation.

1. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State

Board of Education for the professional teaching certificate is eligible for employment at the continuing-contract level. At its discretion, the district may either employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing-contract level.

2. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education and the requirements set by the local board of trustees but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal (i.e., goals-based), at the discretion of the local school district. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

3. An annual-contract teacher who for the first time fails to meet the formal evaluation criteria set by the State Board of Education or who fails to meet the requirements set by the local board of trustees is eligible for employment under a subsequent annual contract. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

   An annual-contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of trustees is eligible for a diagnostic-assistance year at the annual- contract level. This diagnostic-assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher's first annual-contract year or during the annual- contract year following the teacher's first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic- assistance year.

4. An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of

Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.

Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

E. Each school district must develop a plan to evaluate and provide diagnostic assistance to teachers at the annual-contract level, in accordance with the State Board of Education's ADEPT implementation guidelines. District plans also must include procedures for developing, implementing, and evaluating individualized professional growth plans for annual-contract teachers.

F. School districts must establish criteria or requirements that teachers must meet at the annual-contract level. At a minimum, districts must require annual-contract teachers to meet the ADEPT formal evaluation criteria and all other requirements for the professional teaching certificate, as specified by the State Board of Education, in order to advance to the continuing-contract level.

G. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for evaluating and assisting teachers at the annual-contract level. A copy of the district's proposed formal evaluation and diagnostic assistance timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for annual-contract teachers must be submitted along with the assurances and must be approved by the State Board of

Education prior to implementation.

H. By June 20 of each year, school districts must submit end-of-year information on teachers employed under annual contracts and on the employment contract decisions made for the following year, as requested by the SDE.

I. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

V. Continuing-Contract Teachers

A. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are eligible for employment at the continuing-contract level. Teachers employed under continuing contracts have full procedural rights relating to employment and dismissal as provided for in Article 3, Chapter 19, and Article 5, Chapter
25, of Title 59 of the 1976 Code of Laws.

B. Teachers employed under continuing contracts must be evaluated on a continuous basis. The evaluation may be formal or informal (i.e., goals- based), at the discretion of the district. Districts must develop policies for recommending continuing-contract teachers for formal evaluation. Continuing-contract teachers who are being recommended for formal evaluation the following school year must be notified in writing no later than April 15. The written notification must include the reason(s) that a formal evaluation is recommended, as well as a description of the formal evaluation process. Continuing-contract teachers who are new to the district must be advised at the time of their hiring if they are to receive a formal evaluation.

C. Each school district must develop a plan, in accordance with State Board of Education's ADEPT implementation guidelines, to continuously evaluate teachers who are employed under continuing contracts. At a minimum, district ADEPT plans for continuing-contract teachers must address formal and informal evaluations and individualized professional growth plans.

D. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for continuously evaluating teachers at the continuing-contract level. A copy of the district's proposed formal and informal evaluation timelines must accompany the

assurances. Proposed amendments to the district's previously approved ADEPT plan for continuing-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

E. By June 20 of each year, school districts must submit end-of-year information on teachers employed under continuing contracts and on the employment decisions made for the following year, as requested by the SDE.

F. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

VI. Teachers Who Do Not Have Sufficient Opportunity to Complete the ADEPT Process

A. A teacher who is employed under an induction, annual, or continuing contract and who is absent for more than 20 percent of the days in the district's SBE-approved annual evaluation cycle may, at the recommendation of the district superintendent, have his or her ADEPT results reported to the SDE as "incomplete."

B. Teachers whose ADEPT results are reported to the SDE as "incomplete" are eligible to repeat their contract level during the next year of employment.

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

A. Certified teachers employed from out of state or from a nonpublic-school setting who have less than one year of teaching experience are eligible for employment under an induction contract.

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

C. Certified teachers who are employed from out of state or from a nonpublic- school setting and who have more than two years of

teaching experience are eligible for employment under an annual contract. During their first year of employment in a South Carolina public school, these teachers may, at the discretion of the school district, receive either a diagnostic- assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must meet all requirements for the professional certificate, including successful completion of a full formal evaluation at the annual-contract level, before they are eligible to receive a continuing contract.

D. Teachers who are employed from out of state or from a nonpublic-school setting and who are certified by the National Board for Professional Teaching Standards (NBPTS) are exempted from initial certification requirements and are eligible for continuing contract status (S.C. Code Ann. § 59-26-85).

VIII. Career and Technology Education Teachers, Candidates Pursuing Alternative Routes to Teacher Certification, and Teachers Employed on a Part-Time Basis

A. Teachers certified under the Career and Technology Education certification process must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

B. Candidates pursuing alternative routes to teacher certification must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

C. Teachers who are employed part-time and who receive a teaching contract (i.e., induction, annual, or continuing) must participate in the ADEPT evaluation and assistance processes.

IX. Teachers Employed under a Letter of Agreement

A. Teachers who are eligible for an induction or an annual contract but who are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement.

B. Teachers employed under a letter of agreement do not fall under ADEPT.

However, districts must ensure that these teachers receive appropriate assistance and supervision throughout the school year.

C. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under a letter of agreement.

X. Teachers Who Hold an International Teaching Certificate

A. Teachers from outside the United States who hold an international teaching certificate must follow the same sequences as traditionally prepared teachers in terms of the beginning contract levels (i.e., induction and annual) and ADEPT evaluation and assistance processes.

B. Teachers from outside the United States who hold an international teaching certificate may remain at the annual-contract level but may not be employed under a continuing contract.

XI. Teachers Employed in Charter Schools

A. Except as otherwise provided in the Charter Schools Act (S.C. Code Ann.

§ 59-40-50(A) (2004)), charter schools are exempt from all provisions of law and regulations applicable to a public school, a school board, or a district. However, a charter school may elect to comply with one or more of these provisions of law or regulations, such as the provisions of the ADEPT statute and regulation.

B. Charter schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective charter school committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43-57 (24 S.C. Code Ann. Regs. 43-57 (1976)). However, teachers in non-ADEPT charter schools who hold an initial teaching certificate are not eligible to advance to a professional certificate. In these instances, the initial certificate may be extended indefinitely, provided that the administrator of the charter school requests the extension in writing on an annual basis from the Office of Teacher Certification. Such requests will be granted provided that the teacher has met the certificate renewal

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

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

XII. Reporting Requirements

Failure of a teacher education program or local school district to submit all required assurances or requested information pursuant to this regulation may result in the State Board of Education's withholding ADEPT funds.

CHAPTER 24.

SCHOOL ADMINISTRATORS

ARTICLE 1.

GENERAL PROVISIONS

SECTION 59-24-5. Importance of leadership of principal recognized.

The General Assembly finds that the leadership of the principal is key to the success of a school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff.

HISTORY: 1998 Act No. 400, Section 3.

SECTION 59-24-10. Assessment of leadership and management capabilities before appointment as principal.

Beginning with the school year 1999-2000, before permanent appointment as a principal for an elementary school, secondary school, or career and technology center, a person must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. A district may appoint a person on an interim basis until the assessment is completed. A report of this assessment must be forwarded to the district superintendent and board of trustees. The provisions of this section do not apply to a person currently employed as principal on the effective date of this section or to a person hired as principal before the beginning of school year 1999-2000.

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

SECTION 59-24-15. Rights of certified education personnel employed as administrators.

Certified education personnel who are employed as administrators on an annual or multi-year contract will retain their rights as a teacher under the provisions of Article 3 of Chapter 19 and Article 5 of Chapter 25 of this title but no such rights are granted to the position or salary of administrator. Any such administrator who presently is under a contract granting such rights shall retain that status until the expiration of that contract.

HISTORY: 1998 Act No. 400, Section 7.

SECTION 59-24-20. Requirements for admission to graduate programs in school administration.

Beginning with the school year 1986-87, the Commission on Higher Education, with the assistance of the State Board of Education, shall require all state-supported colleges and universities which offer graduate degrees in school administration to increase the entrance requirements for admission to these graduate programs and shall specifically enumerate what increases are necessary to each college and university offering these programs.

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

SECTION 59-24-30. Individual professional development plans.

All school administrators shall develop an on-going individual professional development plan with annual updates which is appropriate for their role or position. This plan shall support both their individual growth and organizational needs. Organizational needs must be defined by the districts' strategic plans or school renewal plans. Individuals completing the assessment for instructional leadership will develop their professional development plan on the basis of that assessment. The Department of Education shall assist school administrators in carrying out their professional development plans by reviewing the school and district plans and providing or brokering programs and services in the areas identified for professional development.

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

SECTION 59-24-35. Expenditure of funds.

Funding authorized to be expended for assessments of prospective principals and for administrator leadership seminars must be expended for the new leadership assessment and for support of the school administrator professional development planning.

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

SECTION 59-24-40. Development and adoption of statewide performance standards for principals; annual evaluation of principals; training program for principals receiving unsatisfactory rating.

For the purposes of assisting, developing, and evaluating principals, the State Board of Education, through the State Department of Education, shall adopt criteria and statewide performance standards which shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this State. The State Department of Education shall select or cause to be developed and the State Board of Education shall promulgate regulations for the evaluation of the performance of all principals based on those criteria and standards. School districts shall use the standards and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. The State Department of Education shall ensure that the criteria and standards are valid and reliable and are appropriately administered. Evaluation results must be provided in writing

and a professional development plan established based on the principal's strengths and weaknesses and taking into consideration the school's strategic plan for improvement for the purpose of improving the principal's performance. Any principal whose performance on an evaluation is rated unsatisfactory must be evaluated again within one year. Nothing in this section limits or prohibits school districts from setting additional and more stringent standards for the evaluation of principals. A satisfactory rating on the evaluation is one of several criteria for overall performance evaluation and is not sufficient for reemployment as a principal by a school district.

The State Department of Education shall review the implementation of the principal evaluation in the school districts for the purpose of providing technical assistance and ensuring the evaluations are appropriately administered.

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

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

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

1999-2000 school year: Statewide implementation.

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

SECTION 59-24-50. Continuous professional development programs.

By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop, in cooperation with school districts, district consortia, and state-supported institutions of higher education, continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning. By July 1, 1999, programs funded with state funds must meet these standards and must provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project.

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

SECTION 59-24-60. Requirement of school officials to contact law enforcement authorities when criminal conduct occurs.

In addition to other provisions required by law or by regulation of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy.

HISTORY: 1994 Act No. 299, Section 1.

SECTION 59-24-65. Principals' Executive Institute (PEI); program design task force; purpose; governing regulations; focus.

The State Department of Education shall establish a Principals' Executive Institute (PEI) with the funds appropriated for that purpose.

(1) A task force appointed by the State Superintendent of Education shall begin on or before July 1, 1999, to design this program so that the first class of participants shall begin during school year 1999-2000. The task force shall include, but is not limited to, representatives from the State Department of Education, business leaders, university faculty, district superintendents, school principals, South Carolina Teachers of the Year, representatives from professional organizations, members of the Education Oversight Committee, and appropriate legislative staff.

(2) The purpose of the PEI is to provide professional development to South Carolinas principals in management and school leadership skills.

(3) By January 1, 2000, the State Board of Education shall establish regulations governing the operation of the PEI.

(4) The focus of the first year of the Principals' Executive Institute shall be to serve the twenty-seven principals from impaired schools and other experienced principals as identified by the South Carolina Leadership Academy of the Department of Education and as approved by the local public school districts which employ such principals.

(5) The creation of the Principals' Executive Institute shall not duplicate the State Department of Educations Leadership Academy programs but shall provide intensive, in-depth training in business principles and concepts as they relate to school management and the training and developmental programs for principals mandated under the 1998 Education Accountability Act.

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

SECTION 59-24-80. Formal induction program for first year principals.

Beginning with school year 1999-2000, each school district, or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. The program must include an emphasis on the elements of instructional leadership skills, implementation of effective schools research, and analysis of test scores for curricular improvement.

HISTORY: 1998 Act No. 400, Section 6.

ARTICLE 3.

SCHOOL PRINCIPAL INCENTIVE PROGRAM

SECTION 59-24-100. Establishment and funding of school principal incentive program.

The State Board of Education acting with the assistance of the Education Oversight Committee shall cause to be developed and implemented a school principal incentive program to reward school principals who demonstrate superior performance and productivity. Funds for school principal incentive programs must be provided by the General Assembly in the annual general appropriation act.

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

SECTION 59-24-110. Guidelines for development of program; promulgation of regulations; distribution of funds to school districts on per principal basis.

The school principal incentive program must be developed based on the following guidelines:

(1) The State Board of Education shall identify incentive criteria in school year 1984-85. The State Board shall cause no more than three programs to be developed or selected in nine school districts in school year 1985-86. Pilot testing of no more than these three programs must occur in nine school districts, designated by the State Board upon the recommendation of the Education Oversight Committee, in school year 1986-87 and by regulation implemented statewide beginning with school year 1987-88.

(2) No school principals shall receive funds under the incentive program unless the individual meets or exceeds all eligibility standards set out in the district's program.

(3) Prior to the 1987-88 school year, the State Board, with the assistance of an advisory committee it appoints, and acting through the State Department of Education, shall establish by regulation an incentive program for rewarding and retaining principals who demonstrate superior performance and productivity.

(4) The incentive program shall include: (a) evaluation for instructional leadership performance as it related to improved student learning and development; (b) evaluation by a team which includes school administrators, teachers, and peers; (c) evidence of self-improvement through advanced training; (d) meaningful participation of school principals in the development of the plan; and (e) working with student teachers whenever possible.

(5) Funds for the school principal incentive program must be distributed to the school districts of the State on a per principal basis. Principal incentive rewards may not exceed five thousand dollars a principal.

The State Board of Education shall promulgate regulations that ensure that the districts of the state utilize the funds in an appropriate manner and establish a procedure for redistributing funds from districts that do not require all of their allocations.

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

SECTION 59-24-120. Apprenticeship for principal.

The State Board of Education shall establish guidelines for selected school districts of this State to implement programs whereby persons who demonstrate outstanding potential as principals in the opinion of the district may be given the opportunity to serve an apprenticeship as a principal in the selected districts.

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

SECTION 59-24-130. Principal, defined.

For purposes of funds appropriated in the annual general appropriations act and program eligibility for the School Principal Incentive Program and the School Administrator Evaluation Program, the term "principal" also includes the administrative head of a career and technology center.

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

CHAPTER 43.

STATE BOARD OF EDUCATION

43-165.1. Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP).

I. PURPOSE

The State Board of Education, through the South Carolina Department of Education, is required to adopt statewide performance standards and criteria that shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this state. School districts shall use the standards and procedures adopted by the State Board of Education for the purposes of conducting formal or informal evaluations and guiding the professional development of principals. Any principal whose performance on the formal evaluation is determined to be unsatisfactory must be formally evaluated the following year. Districts are to consider evaluation results in making reemployment decisions. However, satisfactory performance on an evaluation does not guarantee reemployment as a principal.

The South Carolina Department of Education shall ensure the implementation of the principal evaluation in the school districts.

Principals must be evaluated using the Performance Standards and Criteria for Principal Evaluation adopted by the State Board of Education. Additional performance standards and criteria may be established by the superintendent. As required by S.C. Code Ann. Section 59-24-30, the principal's annual professional development plan shall be established on the basis of the PADEPP performance standards and criteria and the school's renewal plan.

II. DEFINITIONS FOR THE PURPOSES OF THIS EVALUATION PROGRAM

A. PRINCIPAL: A principal is the chief administrative head or director of an elementary, middle, or secondary school or of a vocational, technical, special education, or alternative school. Induction principals are those serving for the first time as building-level principals. These principals are considered interim until the requirements of the Principal Induction Program (PIP) are completed. Experienced principals are those principals with one or more years of in-state or out-of-state experience as a principal.

B. EVALUATOR: The evaluator is the district superintendent and/or the superintendent's designee. All evaluators must have successfully completed the Office of School Leadership's (OSL) Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) training before evaluating principals.

C. EVALUATION INSTRUMENT: The evaluation instrument developed by the South Carolina Department of Education is based upon the PADEPP Performance Standards and Criteria and is available from the Office of School Leadership. In lieu of the state instrument, districts may request permission to use an alternative evaluation process that meets state requirements and national standards. This instrument must be approved by the South Carolina Department of Education and the State Board of Education.

D. EVALUATION CYCLE: The evaluation cycle shall be consistent with the school year as defined by law. At a minimum, principals shall be informally evaluated each year. Principals shall be formally evaluated at least once every three years.

III. PARTICIPATION

A. FIRST-YEAR PRINCIPALS

(1) First-year principals shall participate in an induction program as provided for in State Board of Education Regulation 43-167, "Principal Induction Program." Districts may elect to send principals with out-of-state experience to the Principal Induction Program in order to introduce them to South Carolina statutes, regulations, and performance standards.

(2) The superintendent or his or her designee shall provide the first-year principal with written and oral feedback relative to each performance standard and criterion. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

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

(4) The superintendent or his or her designee will observe, collect relevant data, and consult with the first-year principal on a regular and consistent basis.

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

B. EXPERIENCED PRINCIPALS

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

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

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

IV. PERFORMANCE STANDARDS AND CRITERIA

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

V. FORMAL EVALUATION PROCESS

A. The formal evaluation of each principal shall consist of both formative and summative phases.

(1) The formative phase shall begin with an initial review of the evaluation instrument by the evaluator with the principal. Regular conferences shall be held to discuss the principal's progress and shall include an analysis of the data collected during the year.

(2) The summative phase shall provide for evaluative conclusions regarding the principal's performance based upon the data collected in the manner specified by the evaluation instrument. Upon completion of the evaluation, the evaluator will meet with the principal to discuss the findings in terms of each of the PADEPP Performance Standards, as well as the overall results. At the conclusion of the meeting, the evaluator and the principal shall sign the evaluation form, and a copy shall be given to the principal.

B. After reviewing the overall results of the formal evaluation, the principal and evaluator shall establish the principal's annual professional development plan on the basis of the identified strengths and weaknesses, as well as the school's renewal plan.
C. Each principal has the right to respond in writing to the completed principal evaluation instrument. This written response must be submitted to the evaluator within ten working days of the summative conference.
D. All appeals shall follow local school district policies and procedures governing the local appeal process.
VI. DISTRICT RESPONSIBILITIES
A. Each school district shall ensure that principals receive awareness training that includes
(1) the PADEPP Performance Standards and Criteria for Principal Evaluation,
(2) the PADEPP principal evaluation instrument, and
(3) Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)."
B. Each school district shall ensure that the district superintendent and the superintendent's designee(s) are trained as evaluators of principals.
C. Each school district shall designate one individual to be trained as a district coordinator for PADEPP. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation.
D. Each school district shall maintain principal evaluation data and shall ensure the confidentiality of the evaluation results in accordance with the Freedom of Information Act.
E. Each school district shall submit annual assurances and required principal evaluation data to the South Carolina Department of Education indicating compliance with this regulation and PADEPP implementation guidelines.
VII. SOUTH CAROLINA DEPARTMENT OF EDUCATION RESPONSIBILITIES
A. The South Carolina Department of Education shall ensure that the PADEPP is appropriately implemented by each school district in accordance with this regulation and PADEPP implementation guidelines.
B. The South Carolina Department of Education shall collect from school districts
(1) required principal evaluation data to determine trends and inform decisions concerning educational leadership preparation and professional development, and
(2) annual assurances that the Program for Assisting, Developing, and Evaluating Principal Performance is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.
C. The South Carolina Department of Education shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.
VIII. TRAINING REQUIREMENTS
A. Each school district shall ensure that principals receive awareness training that includes
(1) the Standards and Criteria for Principal Evaluation,
(2) the selected principal evaluation instrument, and
(3) Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating Principal Performance."
B. Each school district shall ensure that the district superintendent and the superintendent's designee(s) are trained as evaluators of principals.
C. Each school district shall designate one individual to be trained as a district coordinator for the Program for Assisting, Developing, and Evaluating Principal Performance. This coordinator

shall be responsible for the administration of the evaluation program consistent with this regulation.

D. The State Department of Education shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.

IX. PROGRAM IMPLEMENTATION AND ADMINISTRATION

A. The State Department of Education shall ensure that the Program for Assisting, Developing, and Evaluating Principal Performance is appropriately implemented by each school district in accordance with this regulation.

B. Local school districts shall provide annual assurances to the Department that the Program for Assisting, Developing, and Evaluating Principal Performance is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.

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

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

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

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

ADEPT PERFORMANCE STANDARDS FOR SCHOOL GUIDANCE COUNSELORS

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

APS 1: Long-Range Planning

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

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

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

APS 3: Development and Use of Assessments

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

APS 4: Providing Guidance and Counseling Services

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

APS 5: Providing Consultation Services

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

APS 6: Coordinating Guidance and Counseling Services

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

APS 7: Fulfilling Professional Responsibilities

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

EVALUATION TEAMS

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

ORIENTATION

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

REQUIRED DATA SOURCES AND TIMELINES

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

Long-Range Plan (APS 1)

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

Interviews (APSs 2, 3, and 6)

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

Observations (APS 4)

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

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

School Guidance Counselor's "Reflection" (APS 4)

- Following every observation conducted during the first semester of evaluation, the school guidance counselor must complete a written "Reflection" on the session. The "Reflection" should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- Each "Reflection" must be reviewed by the evaluator who conducted the observation.
- The school guidance counselor need not complete another "Reflection" following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 4 and (2) the evaluation team agrees that no additional written reflections are necessary. A "Reflection" may be requested at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Consultation Surveys (APS 5)

- During the first semester of evaluation, the school guidance counselor must obtain feedback regarding his or her consultation activities.
- The feedback must include, but need not be limited to, written surveys (e.g., the "Consultation Survey" form) completed by parents/guardians, students, teachers, and administrators.
- Surveys must be completed by at least ten different respondents, including at least one building-level administrator.
- The school guidance counselor must complete the "Consultation Summary Report" on the basis of the surveys.
- Each evaluator must review the school guidance counselor's "Consultation Summary Report." Copies of the actual completed surveys must be made available to the evaluators upon request. Supportive evidence may be obtained via interviews and/or observations of consultation activities, as deemed appropriate by the evaluation team.
- APS 5 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on this APS and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 5 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 7)

- Near the end of the first semester of evaluation, the school guidance counselor must complete and submit the "Professional Self-Report."
- A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- Each evaluator must review the "Professional Self-Report" and the "Professional Performance Description."
- The school guidance counselor need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

- The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the school guidance counselor:
  - specific evidence of the school guidance counselor's performance with regard to each of the seven APSs and
  - a summary of the school guidance counselor's overall performance.
- This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- All members of the school guidance counselor's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- The evaluation team must reach consensus on each of the seven APSs regarding whether the school guidance counselor *meets standard* or *does not meet standard*.
- The school guidance counselor must meet the competency standard on all seven of the APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

ADEPT Formal Evaluation Requirements for Special-Area Educators: Speech-Language Therapists

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

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

For the purpose of this document, the term *speech-language therapist* refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification as a speech-language therapist (formerly, *speech correctionist*), (2) has a Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association (ASHA), and/or (3) is licensed by the South Carolina Board of Examiners in speech-language pathology.

ADEPT PERFORMANCE STANDARDS FOR SPEECH-LANGUAGE THERAPISTS

Formal performance evaluations of speech-language therapists must address the following ten ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of the speech-language therapist's performance with regard to each of these standards:

APS 1: Long-Range Planning

The speech-language therapist develops a long-range plan (LRP) that describes and/or references appropriate procedures for identifying, assessing, and providing comprehensive services to speech-language-impaired children and for establishing and maintaining the ongoing program operations that are necessary to effectively address the specific needs of the students and the school.

APS 2: Complying with Guidelines and Regulations

The speech-language therapist follows applicable federal, state, and local regulations and guidelines that relate to procedural due process, program eligibility, Medicaid, and program documentation.

APS 3: Short-Range Planning of Therapy

The speech-language therapist develops, evaluates, and revises short-term objectives—including aligned treatment strategies, resources, and schedules—that facilitate the accomplishment of the individualized education program (IEP) goals for each student.

APS 4: Short-Range Planning of Assessment

The speech-language therapist demonstrates the ability to select/develop, interpret, and use the results of appropriate formal and informal measures to conduct comprehensive and ongoing student assessments.

APS 5: Establishing and Maintaining High Expectations for Students

The speech-language therapist establishes, maintains, and reinforces appropriate expectations for the performance and participation of each student, both within and outside of the therapy setting, and appropriately involves others (e.g., parents, teachers, other IEP team members) in the various aspects of the therapy process.

APS 6: Using Strategies That Facilitate Communication Skills

The speech-language therapist selects and effectively uses a variety of appropriate methods, strategies, and techniques to enhance each student's communication skills.

APS 7: Monitoring and Enhancing Communication

The speech-language therapist effectively and continuously monitors each student's performance and uses this information to make appropriate decisions regarding the immediate and long-term course of therapy.

APS 8: Maintaining an Environment That Promotes Communication

The speech-language therapist maintains an engaging physical environment and establishes a positive, inviting climate that is designed to enhance each student's communication interactions.

APS 9: Managing the Therapy Setting

The speech-language therapist establishes, communicates, and enforces appropriate rules for student behavior and procedures for managing noninstructional routines.

APS 10: Fulfilling Professional Responsibilities

The speech-language therapist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

- Each speech-language therapist who is scheduled for formal evaluation must be assigned an evaluation team.
- Each evaluation team must have a minimum of two members.
- All evaluation team members must be certified ADEPT evaluators and must have successfully completed training in the ADEPT evaluation process for speech-language therapists.

- At least one member of the evaluation team must be a certified speech-language therapist, and at least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for speech-language therapists.

ORIENTATION

- Each speech-language therapist who is scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process.
- At a minimum, this orientation must include written and oral explanations of the ADEPT Performance Standards for speech-language therapists, the evaluation process, the criteria for successful completion of the evaluation (including the district's procedural requirements for special education/speech and Medicaid documentation), and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

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

Long-Range Plan (APS 1)

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

Speech-Language Records and Documentation (APS 2)

- Near the end of the first semester of evaluation, each evaluator must review a random sampling of the speech-language records (including due process and Medicaid records) to determine compliance with applicable regulations and guidelines.
- Each evaluator should review a minimum of five records, except in special circumstances where the therapist's caseload requires fewer records to be generated. Only those records actually completed by the speech-language therapist should be selected for review; documents "inherited" from previous speech-language therapists do not constitute appropriate evidence.

- Criteria for the evaluation of the speech-language records must be consistent with the district's special education requirements for speech and Medicaid documentation.
- A records review need not be conducted during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on APS 2 and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 2 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

IEP Meetings and Interviews (APSs 3 and 4)

- During the first semester of evaluation, each evaluator must attend at least one IEP meeting (e.g., initial placement, annual review) conducted by the speech-language therapist. The evaluator may serve as the designated "administrator" for the meeting, if district policy allows.
- After each IEP meeting, the evaluator must conduct a follow-up interview with the speech-language therapist to collect information and review artifacts related to these APSs. APSs 3 and 4 need not be reviewed again during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary.
- Data collection for APSs 3 and 4 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APSs 5, 6, 7, 8, and 9)

- Each evaluator must conduct at least one unannounced observation of a therapy session each semester (i.e., a minimum of four observations must be conducted during the school year).
- All observations must last a minimum of one entire session. Evaluators should plan to arrive early to allow sufficient time for the speech-language therapist to access the student(s) IEP(s) prior to the beginning of the session. Additional observations may be conducted at the discretion of the evaluation team.

Speech-Language Therapist's "Reflection" (APS 7)

- Following every therapy-session observation conducted during the first semester of evaluation, the speech-language therapist must complete a written "Reflection" on the session. The "Reflection" should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- Each "Reflection" must be reviewed by the evaluator who conducted the observation.
- The speech-language therapist need not complete another "Reflection" following the observations conducted during the second semester of evaluation if (1) he or she receives a

preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional written reflections are necessary. Additional reflections may be requested during the second semester of evaluation, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 10)

- Near the end of the first semester of evaluation, the speech-language therapist must complete and submit the "Professional Self-Report."
- A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- Each evaluator must review the "Professional Self-Report" and the "Professional Performance Description."
- The speech-language therapist need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 10 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the speech-language therapist:

- specific evidence regarding the speech-language therapist's performance with regard to each of the ten APSs and
- a summary of the speech-language therapist's overall performance.

This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- All members of the speech-language therapist's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- The evaluation team must reach consensus on each of the ten APSs regarding whether the speech-language therapist *meets standard* or *does not meet standard*.
- The speech-language therapist must meet the competency standard on at least nine of the ten APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

APPENDIX A

Contract Types, ADEPT Processes, and District Options

INDUCTION CONTRACT ◆ **Issued to educators who have less than one year of teaching experience** ◆ **Required for all educators, except for experienced out-of-state or nonpublic school teachers**	
ADEPT process**: induction** ◆ Induction program and mentoring support and assistance ◆ Formative feedback ◆ Formal evaluation not required	Resulting **year-end options** for school districts: ◆ Annual-contract formal evaluation 1—if educator was successful in induction-contract year ◆ Annual-contract diagnostic assistance—if more time is needed before formal evaluation ◆ Contract nonrenewal* (educator has no due process rights in statute)
ANNUAL CONTRACT ◆ **Issued to educators who** ❖ **have completed an induction-contract year, *or*** ❖ **are from out of state or from a nonpublic school setting and have more than one year of teaching experience, *or*** ❖ **are returning to teaching following ADEPT-related state sanctions** ◆ **Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting**	
ADEPT process: **diagnostic assistance** ◆ Provided to educators who ❖ need additional assistance following an induction-contract year, ***or*** ❖ have an unsuccessful annual-contract formal evaluation 1 year, ***or*** ❖ have more than one year of teaching experience in another state or a nonpublic school setting, *if* time is needed for an orientation to the district and/or the ADEPT system prior to formal evaluation [Note: Educators are eligible for no more than one annual-contract diagnostic assistance year.]	Resulting **year-end options** for school districts: ◆ Annual-contract formal evaluation 1—if the annual-contract diagnostic assistance year followed the induction-contract year ◆ Annual-contract formal evaluation 2—if the annual-contract diagnostic assistance year followed an unsuccessful annual-contract formal evaluation 1 year ◆ Contract nonrenewal* (educator has limited due process rights in statute) [Note: An annual-contract diagnostic assistance year is always followed by an annual-contract formal evaluation during the next year of teaching employment.]
ADEPT process: **formal evaluation 1** Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract diagnostic assistance—if teacher was not successful on formal evaluation and has had no previous annual-contract diagnostic assistance ◆ Annual-contract formal evaluation 2—if educator was not successful on formal evaluation and has had a previous annual-contract diagnostic assistance year ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal* (educator has limited due process rights in statute)

Contract Types, ADEPT Processes, and District Options

ADEPT process: **formal evaluation 2** Required for all educators who did not successfully complete an annual-contract formal evaluation 1 year	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal*—if educator was successful on formal evaluation (educator has limited appeal procedure in statute) ◆ State sanctions**—if educator was not successful on second formal evaluation (educator has limited due process rights in statute)
ADEPT process: **informal GBE** Provided *only* to educators (most often PACE, CATE, or international teachers) who have completed a successful annual-contract formal evaluation 1 year or annual-contract formal evaluation 2 year but who have not yet completed all other requirements for a professional teaching certificate	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE—if educator was successful on annual-contract GBE and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on previous annual-contract GBE but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Annual-contract discretionary formal evaluation—if educator was not successful on annual-contract GBE ◆ Contract nonrenewal* (educator has limited due process rights in statute)
CONTINUING CONTRACT **Issued to individuals who** ◆ **have successfully completed a formal evaluation at the annual-contract level and have fulfilled all requirements for a professional teaching certificate *or*** ◆ **hold a valid teaching certificate and have been employed under a previous continuing contract**	
ADEPT process: **informal GBE**	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)
ADEPT process: **formal evaluation** (If recommended for formal evaluation, the educator must be notified in writing no later than April 15 or at the time of hire if the educator is new to the district.)	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)

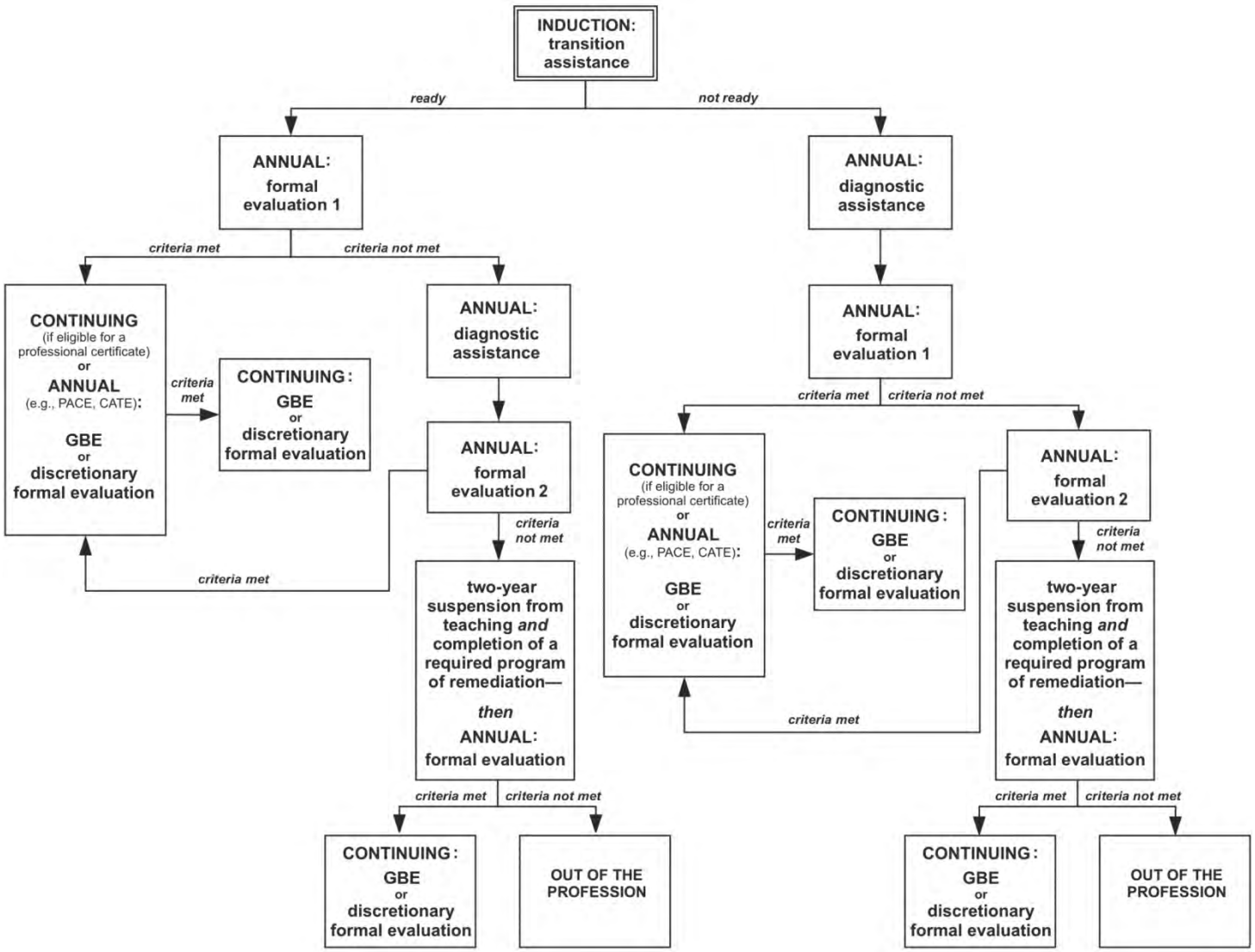
The *most typical* sequence for traditionally prepared educators is as follows:

Year 1: *Induction* ➔ **Year 2: *Annual* Formal Evaluation 1** ➔ **Year 3: *Continuing* GBE**

* Educators whose contracts are not renewed are still eligible for employment in another school district.

** Educators may remain an *annual* contract for up to four years. However, after two unsuccessful formal evaluations at the annual-contract level, state sanctions are imposed. In these instances, educators may not teach for a minimum of two years and must complete a state-approved remediation plan in order to become eligible to reenter the profession.

Flow Chart:
Contract Types, ADEPT Processes, and District Options



APPENDIX B

ADEPT Formal Evaluation Observation Record for Classroom-Based Teachers

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Date/time of observation: _____ Observer: _____

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING *An effective teacher creates and maintains a classroom environment that encourages and supports student learning.*	
A. What was the physical environment of the classroom like?	
B. What type of affective climate did the teacher establish for the students?	
C. What type of learning climate did the teacher establish for the students?	

APS 9: MANAGING THE CLASSROOM *An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.*	
A. What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave?	
B. In what ways did the teacher maximize—or *fail* to maximize—instructional time?	
C. What types of instructional materials, resources, and technologies were used during the lesson, and how did the teacher manage them?	

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS *An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.*	
A. What did the teacher expect the students to *learn* from the lesson? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?	
B. What did the teacher expect the students to *do* during and after the lesson? In what ways did the students demonstrate that they understood what the teacher expected them to do?	
C. How did the teacher help the students *relate* to the learning? In what ways did the students demonstrate that they understood the relevance and/or importance of the learning?	

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING *An effective teacher promotes student learning through the effective use of appropriate instructional strategies.*	
A. What instructional strategies did the teacher use during the lesson?	
B. In what ways did the teacher vary the instructional strategies during the lesson, and why?	
C. What evidence suggests that the instructional strategies were—or were *not*—effective in terms of promoting student learning and success?	

APS 6: PROVIDING CONTENT FOR LEARNERS *An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.*	
A. What evidence suggests that the teacher did—or did *not*—have a thorough knowledge and understanding of the content?	

APS 6: PROVIDING CONTENT FOR LEARNERS *An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.*	
B. What was the content of the lesson?	
C. How did the teacher explain and/or demonstrate the content to the students, and how effective were the explanations/demonstrations?	

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING *An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.*	
A. In what ways—and how effectively—did the teacher monitor student learning during the lesson?	
B. In what ways—and how effectively—did the teacher make adjustments to accommodate the learning needs of the students?	
C. What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?	

Comments

APPENDIX C

ADEPT Formal Evaluation Consensus Report

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Academic year: _____ Cycle: ☐ preliminary ☐ final

DOMAIN 1: PLANNING

APS 1: Long-Range Planning		**Met** (1point)	**Not Met** (0 points)	**Rationale**
1.A	Obtaining and analyzing student information and using this information to guide instructional planning			
1.B	Establishing appropriate learning and developmental goals for all students			
1.C	Identifying and sequencing appropriate instructional units			
1.D	Developing appropriate processes for evaluating and recording students' progress and achievement			
1.E	Planning appropriate procedures for managing the classroom			

APS 2: Short-Range Planning of Instruction		**Met** (1point)	**Not Met** (0 points)	**Rationale**
2.A	Developing unit objectives			
2.B	Developing unit plans (content, strategies, materials, resources)			
2.C	Using student performance data to guide instructional planning			

APS 3: Planning Assessments and Using Data		**Met** (1point)	**Not Met** (0 points)	**Rationale**
3.A	Developing/selecting and administering appropriate assessments			
3.B	Gathering, analyzing, and using assessment data			
3.C	Using assessment data to reflect student progress and achievement			

Domain 1 (APSs 1–3) total points earned:		(Total points possible = 11)
Domain 1 rating:	☐ **Pass** ($\geq$ 10 points)	☐ **Fail** ($\leq$ 9 points)

DOMAIN 2: INSTRUCTION

APS 4: Establishing and Maintaining High Expectations for Learners		**Met** (1point)	**Not Met** (0 points)	**Rationale**
4.A	Establishing, communicating, and maintaining high expectations for student achievement			
4.B	Establishing, communicating, and maintaining high expectations for student participation			
4.C	Helping students assume responsibility for their own participation and learning			

APS 5: Using Instructional Strategies to Facilitate Learning		**Met** (1point)	**Not Met** (0 points)	**Rationale**
5.A	Using appropriate instructional strategies			
5.B	Using a variety of instructional strategies			
5.C	Using instructional strategies effectively			

APS 6: Providing Content for Learners		**Met** (1point)	**Not Met** (0 points)	**Rationale**
6.A	Demonstrating a thorough command of the subject matter			
6.B	Providing appropriate content			
6.C	Structuring the content to promote meaningful learning			

APS 7: Monitoring, Assessing, and Enhancing Learning		**Met** (1point)	**Not Met** (0 points)	**Rationale**
7.A	Monitoring student learning during instruction			
7.B	Enhancing student learning during instruction			
7.C	Providing appropriate instructional feedback to all students			

Domain 2 (APSs 4–7) total points earned:		(Total points possible = 12)	
Domain 2 rating:	☐ **Pass** ($\geq$ 11 points)	☐ **Fail** ($\leq$ 10 points)	

DOMAIN 3: ENVIRONMENT

APS 8: Maintaining an Environment That Promotes Learning		Met (1point)	Not Met (0 points)	Rationale
8.A	Creating a safe physical environment that is conducive to learning			
8.B	Creating and maintaining a positive classroom climate			
8.C	Creating and maintaining a classroom culture of learning			

APS 9: Managing the Classroom		Met (1point)	Not Met (0 points)	Rationale
9.A	Managing student behavior appropriately			
9.B	Making maximum use of instructional time			
9.C	Managing noninstructional routines efficiently			

Domain 3 (APSs 8–9) total points earned:		(Total points possible = 6)
Domain 3 rating:	☐ **Pass** (≥ 5 points)	☐ **Fail** (≤ 4 points)

DOMAIN 4: PROFESSIONALISM

APS 10: Fulfilling Professional Responsibilities		Met (1point)	Not Met (0 points)	Rationale
10.A	Advocating for the students			
10.B	Working to achieve organizational goals			
10.C	Communicating effectively			
10.D	Exhibiting professional demeanor and behavior			
10.E	Becoming an active, lifelong learner			

Domain 4 (APS 10) total points earned:		(Total points possible = 5)
Domain 4 rating:	☐ **Pass** (≥ 4 points)	☐ **Fail** (≤ 3 points)

Overall judgment: ☐ **Met** (all four domains passed) ☐ **Not Met** (one or more domains failed)

Evaluators' signatures: *By signing below, I verify that the formal evaluation process was conducted in accordance with the approved ADEPT plan and that I participated in making—and am in agreement with—the above judgments*.

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____
(optional)

Teacher's signature: *By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.*

Teacher: _____ Date: _____

APPENDIX D

ADEPT Goals-Based Evaluation

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Dates of GBE cycle: from _____ to _____

PROFESSIONAL GROWTH AND DEVELOPMENT PLAN

- **Goal:**
  (This goal is number _____ of _____ goals for the educator's five-year GBE cycle.)
- **Duration of goal:**
  Anticipated beginning date (*school year*): _____ Anticipated completion date (*school year*): _____
- **Types of evidence** required to verify annual progress/overall goal accomplishment**:**
- **Level of performance** required to determine satisfactory progress/goal accomplishment**:**
- **Certificate renewal:**
  Activities related to this goal
  ☐ may apply toward this educator's certificate renewal *if* approved by the district.
  ☐ may not apply toward this educator's certificate renewal.

The above plan was jointly prepared and agreed upon by the following individuals: [*please sign*]

Educator: _____ Date: _____

Supervisor: _____ Date: _____

GBE REVIEW

- **Evaluation summary:** (to be completed by the supervisor on the basis of the evidence presented by the educator)
  ☐ The educator has *met* the above goal.
  ☐ The educator is making *satisfactory progress* toward achieving this goal.
  ☐ The educator is *not* making satisfactory progress toward achieving this goal.
  ☐ Other/comments:
- **Overall recommendation:** (to be completed by the supervisor with input from the educator)
  ☐ *Continue* the above goal.
  ☐ Develop/pursue a *new* goal because
    ☐ the above goal has been met.
    ☐ the above goal is no longer appropriate for this educator.
    ☐ one or more new priorities have been established for this educator.
  ☐ Other/comments:

The signatures below verify that the educator has received a written and oral explanation of the above evaluation summary and recommendations:

Educator: _____ Date: _____

Supervisor: _____ Date: _____

APPENDIX E

ADEPT Formal Evaluation At-a-Glance: Classroom-Based Teachers

CLASSROOM-BASED TEACHER	EVALUATOR 1 (ADMINISTRATOR/ SUPERVISOR)	EVALUATOR 2 (EVALUATOR)	PEER EVALUATOR *(Consequential Evaluation)*
Complete the **LRP** (APS 1) and submit for inclusion in dossier			
Complete the (8-step) **unit work sampling** process (APSs 2 and 3) and submit for inclusion in the dossier			
Complete a **reflection** (APSs 4–9) following each data-collection observation and submit for inclusion in the dossier	Conduct data-collection observations (APSs 4–9) and place documentation in the dossier	Conduct data-collection observations (APSs 4–9) and place documentation in the dossier	(Optional) Conduct data-collection observations (APSs 4–9) and place documentation in the dossier
Complete the **self-assessment** (APS 10.E) and submit for inclusion in the dossier	Complete the professional review (APS 10.A–D) and submit for inclusion in the dossier		
	Review the dossier	Review the dossier	Review the dossier
	Hold the consensus meeting; complete the "ADEPT Formal Evaluation Consensus Report" form		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the teacher's successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance:
Library Media Specialists

LIBRARY MEDIA SPECIALIST (LMS)	EVALUATOR 1 (CERTIFIED LMS)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the **LRP** (APS 1)			
	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Participate in **interviews** (APSs 2, 4, 5, and 6)	Conduct the interview; complete documentation (APSs 2, 4, 5, and 6)	Conduct interview; complete documentation (APSs 2, 4, 5, and 6)	
Complete a written **reflection** (APS 3) following each observation	Conduct the observations	Conduct the observations	
	Review the **reflection**	Review the **reflection**	
	Complete the documentation (APS 3)	Complete the documentation (APS 3)	
Complete the "Professional Self-Report" (APS 7)			Complete the "Professional Performance Description" (APS 7)
	Review the "Professional Self-Report"	Review the "Professional Self-Report"	
	Review the "Professional Performance Description"; complete the documentation (APS 7)	Review the "Professional Performance Description"; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and the "Evaluation Summary"		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the library media specialist's successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance:
School Guidance Counselors

SCHOOL GUIDANCE COUNSELOR	EVALUATOR 1 (CERTIFIED COUNSELOR)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the **LRP** (APS 1)			
Begin distributing the **"Consultation Survey"** forms (APS 5)	Review the LRP; complete the documentation (APS1)	Review the LRP; complete the documentation (APS 1)	
Participate in **interviews** (APSs 2, 3, 6)	Conduct the counseling interview; complete the documentation (APSs 2, 3, 6)	Conduct the guidance interview; complete the documentation (APSs 2, 3, 6)	
Complete a written counseling or guidance **reflection** following each observation (APS 4)	Conduct the counseling observation	Conduct the guidance observation	
	Review the counseling reflection	Review the guidance reflection	
	Complete the documentation (APS 4)	Complete the documentation (APS 4)	
Analyze the results of "**Consultation Survey**"; complete the "Consultation Summary Report" (APS 5)			
Complete the "**Professional Self-Report**" (APS 7)	Review the "Consultation Summary Report"; complete the documentation (APS 5)	Review the "Consultation Summary Report"; complete the documentation (APS 5)	Complete the "Professional Performance Description" (APS 7)
	Review the "Professional Self-Report"	Review the "Professional Self-Report"	
	Review the "Professional Performance Description"; complete the documentation (APS 7)	Review the "Professional Performance Description"; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and "Evaluation Summary"		
Participate in the evaluation conference to discuss evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the school guidance counselor's successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance: Speech-Language Therapists

SPEECH-LANGUAGE THERAPIST (SLT)	EVALUATOR 1 (CERTIFIED SLT)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete an **LRP** (APS 1)	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Make **records** available for review (APS 2)	Review randomly selected records; complete documentation (APS 2)	Review randomly selected records; complete documentation (APS 2)	
Conduct IEP **meetings**; participate in **interviews** (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APS 3 and 4)	
Complete a written **reflection** following each observation (APS 7)	Conduct the observation	Conduct the observation	
	Review the reflection	Review the reflection	
	Complete the documentation (APSs 5, 6, 7, 8, and 9)	Complete the documentation (APSs 5, 6, 7, 8, and 9)	
Complete the "**Professional Self-Report**" (APS 10)	Review the "Professional Self-Report"	Review the "Professional Self-Report"	Complete the "Professional Performance Description" (APS 10)
	Review the "Professional Performance Description"; complete the documentation (APS 10)	Review "Professional Performance Description"; complete the documentation (APS 10)	
	Hold the consensus meeting; complete the consensus documentation and the "Evaluation Summary"		
Participate in the evaluation conference to discuss evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion

of the evaluation team, contingent upon the speech-language therapist's successful preliminary evaluation results in each respective APS.

Appendix A: Community Stakeholder Meetings Agenda and Comment Form

Agenda for Community Stakeholder Meetings

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

SCDE ESEA Flexibility Waiver Request

Community Stakeholder Meeting Agenda, January 3-23, 2012

I. Welcome and Overview of the ESEA Flexibility Waiver & Meeting Process

II. Principle 1: College and Career Ready Expectations for All Students

Requirements

Community Discussion and Feedback

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

Requirements

Community Discussion and Feedback

IV. Principle 3: Supporting Effective Instruction and Leadership

Requirements

Community Discussion and Feedback

V. Principle 4: Reducing Duplication and Unnecessary Burden

Requirements

Community Discussion and Feedback

VI. Closing

ESEA Community Stakeholder Meeting Comment Form

South Carolina Department of Education

Please provide us with your contact information along with any comments you have concerning the draft of the ESEA Flexibility Waiver. Please write comments related to each principle under the appropriate heading.

All comments submitted are subject to the South Carolina Freedom of Information Act. Any contact information provided will not be used for the purpose of solicitation.

Name: _____

Address: _____

Phone: _____

E-mail: _____

Principle 1: College- and Career-Ready Expectations for All Students

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

Principle 3: Supporting Effective Instruction and Leadership

Principle 4: Reducing Duplication and Unnecessary Burden

Additional Comments

Appendix B: Education Acountability Act

Code of Laws

TITLE 59. EDUCATION

CHAPTER 18. EDUCATION ACCOUNTABILITY ACT

ARTICLE 1. GENERAL PROVISIONS

SECTION 59-18-100. Performance based accountability system for public education established; "accountability" defined. [SC ST SEC 59-18-100]

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

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-110. Objectives. [SC ST SEC 59-18-110]

The system is to:

(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;

(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;

(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;

(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;

(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and

(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-120. Definitions. [SC ST SEC 59-18-120]

As used in this chapter:

(1) "Oversight Committee" means the Education Oversight Committee established in Section 59-6-10.

(2) "Standards based assessment" means an assessment where an individual's performance is compared to specific performance standards and not to the performance of other students.

(3) "Disaggregated data" means data broken out for specific groups within the total student population, such as by race, gender, level of poverty, limited English proficiency status, disability status, or other groups as required by federal statutes or regulations.

(4) "Longitudinally matched student data" means examining the performance of a single student or a group of students by considering their test scores over time.

(5) "Academic achievement standards" means statements of expectations for student learning.

(6) "Department" means the State Department of Education.

(7) "Absolute performance" means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.

(8) "Growth" means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.

(9) "Objective and reliable statewide assessment" means assessments that yield consistent results and that measure the cognitive knowledge and skills specified in the state-approved academic standards and do not include questions relative to personal opinions, feelings, or attitudes and are not biased with regard to race, gender, or socioeconomic status. The assessments must include a writing assessment and multiple-choice questions designed to reflect a range of cognitive abilities beyond the knowledge level. Constructed response questions may be included as a component of the writing assessment.

(10) "Division of Accountability" means the special unit within the oversight committee established in Section 59-6-100.

(11) "Formative assessment" means assessments used within the school year to analyze general strengths and weaknesses in learning and instruction, to understand the performance of students individually and across achievement categories, to adapt instruction to meet students' needs, and to consider placement and planning for the next grade level. Data and performance from the formative assessments must not be used in the calculation of school or district ratings.

HISTORY: 1998 Act No. 400, § 2; 2006 Act No. 254, §§ 2.A, 2.B, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

ARTICLE 3. ACADEMIC STANDARDS AND ASSESSMENTS

SECTION 59-18-300. Adoption of educational standards in core academic areas. [SC ST SEC 59-18-300]

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

(1) read, view, and listen to complex information in the English language;

(2) write and speak effectively in the English language;

(3) solve problems by applying mathematics;

(4) conduct research and communicate findings;

(5) understand and apply scientific concepts;

(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and

(7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-310. Development or adoption of statewide assessment program to promote student learning and measure student performance. [SC ST SEC 59-18-310]

(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and:

(1) identify areas in which students, schools, or school districts need additional support;

(2) indicate the academic achievement for schools, districts, and the State;

(3) satisfy federal reporting requirements; and

(4) provide professional development to educators.

Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable.

(B) The statewide assessment program must include the subjects of English/language arts, mathematics, science, and social studies in grades three through eight, as delineated in Section 59-18-320(B), to be first administered in 2009, an exit examination in English/language arts and mathematics to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. Student performance targets must be established following the 2009 administration. The assessment program must be used for school and school district accountability purposes beginning with the 2008-2009 school year. The publication of the annual school and school district report card may be delayed for the 2008-2009 school year until no later than February 15, 2010. A student's score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma.

(C) To facilitate the reporting of strand level information and the reporting of student scores prior to the beginning of the next school year, beginning with the 2009 administration, multiple choice items must be administered as close to the end of the school year as possible and the writing assessment must be administered earlier in the school year.

(D) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career or occupational programs.

(E) The State Board of Education shall create a statewide adoption list of formative assessments for grades one through nine aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2009-2010 school year, and subject to appropriations by the General Assembly for the assessments, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.

(F) The State Department of Education shall provide on-going professional development in the development and use of classroom assessments, the use of formative assessments, and the use of the end-of-year state assessments so that teaching and learning activities are focused on student needs and lead to higher levels of student performance.

HISTORY: 1998 Act No. 400, § 2; 2001 Act No. 39, § 3; 2006 Act No. 254, § 3, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-320. Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards. [SC ST SEC 59-18-320]

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. In accordance with the requirements of the federal No Child Left Behind Act, science assessments must be administered annually to all students in one elementary and one middle school grade. The State Department of Education shall develop a sampling plan

to administer science and social studies assessments to all other elementary and middle school students. The plan shall provide for all students and both content areas to be assessed annually; however, individual students, except in census testing grades, are not required to take both tests. In the sampling plan, approximately half of the assessments must be administered in science and the other half in social studies in each class. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. The core areas must remain consistent with the following percentage weightings established and approved by the Education Oversight Committee: in grades three through five, thirty percent each for English/language arts and math, and twenty percent each for science and social studies; and in grades six through eight, twenty-five percent each for English/language arts and math, and twenty-five percent each for science and social studies. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.

(C) After review and approval by the Education Oversight Committee, the end of course assessments of high school credit courses will be administered to all public school students as they complete each course.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

HISTORY: 1998 Act No. 400, § 2; 2006 Act No. 254, § 4, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-330. Coordination and annual administration of National Assessment of Education Progress (NAEP). [SC ST SEC 59-18-330]

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

HISTORY: 1998 Act No. 400, § 2; 2006 Act No. 254, § 5, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-340. PSAT or PLAN tests of tenth grade students; availability; use of results. [SC ST SEC 59-18-340]

High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in

order to assess and identify curricular areas that need to be strengthened and reenforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

HISTORY: 1998 Act No. 400, § 2; 2006 Act No. 254, § 6, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-350. Cyclical review of state standards and assessments; analysis of assessment results. [SC ST SEC 59-18-350]

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-360. Dissemination of assessment results. [SC ST SEC 59-18-360]

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

HISTORY: 1998 Act No. 400, § 2; 2003 Act No. 89, § 5, eff July 23, 2003; 2006 Act No. 254, § 7, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-370. Renumbered as § 59-18-360 by 2008 Act No. 282, § 1, eff June 5, 2008. [SC ST SEC 59-18-370]

ARTICLE 5. ACADEMIC PLANS FOR STUDENTS [OMITTED]

SECTION 59-18-500. Omitted by 2008 Act No. 282, § 1, eff June 5, 2008. [SC ST SEC 59-18-500]

Former § 59-18-500 was entitled "Academic plan for student lacking skills to perform at current grade level; review of results; development of statewide policies" and was derived from 1998 Act No. 400, § 2; 1999 Act No. 100, Part II, § 5.

ARTICLE 7. MATERIALS AND ACCREDITATION

SECTION 59-18-700. Alignment of criteria for instructional materials with educational standards. [SC ST SEC 59-18-700]

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

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-710. Recommendations regarding state's accreditation system. [SC ST SEC 59-18-710]

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

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008; 2008 Act No. 353, § 2, Pt 1A.B, eff July 1, 2009.

ARTICLE 9. REPORTING

SECTION 59-18-900. Development of comprehensive annual report cards; academic performance ratings; promulgation of regulations. [SC ST SEC 59-18-900]

(A) The Education Oversight Committee, working with the State Board of Education, is

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

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

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

(3) recognize schools with high performance;

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

(5) meet federal report card requirements.

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

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

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

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be

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

(E) After reviewing the school's performance on statewide assessments, the principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must be reviewed by the district superintendent or appropriate body for a local charter school. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth.

(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district website.

(G) The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide data required in this section.

HISTORY: 1998 Act No. 400, § 2; 2001 Act No. 40, § 1; 2002 Act No. 265, § 2; 2005 Act No. 88, § 3, eff May 27, 2005; 2006 Act No. 274, § 3, eff May 3, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-910. Cyclical review of accountability system; stakeholders. [SC ST SEC 59-18-910]

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

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-920. Report card requirements for charter, alternative and career and technology schools. [SC ST SEC 59-18-920]

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

HISTORY: 1998 Act No. 400, § 2; 2005 Act No. 49, § 7, eff May 3, 2005; 2006 Act No; 274, § 2, eff May 3, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-930. Executive summary of report cards; date for issuance; advertising results. [SC ST SEC 59-18-930]

(A) The State Department of Education must issue the executive summary of the report card annually to all schools and districts of the State no later than November first. The executive summary shall be printed in black and white, be no more than two pages, use graphical displays whenever possible, and contain National Assessment of Educational Progress (NAEP) scores as well as national scores. The report card summary must be made available to all parents of the school and the school district.

(B) The school, in conjunction with the district board, also must inform the community of the school's report card by advertising the results in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within forty-five days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline.

(C) If an audited newspaper of general circulation in a school district's geographic area has previously published the entire school report card results as a news item, the requirement of subsection (B) may be waived.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008; 2008 Act No. 353, § 2, Pt 1A.C.1 eff July 1, 2008; 2009 Act No. 34, § 1, eff June 2, 2009.

SECTION 59-18-950. Criteria for school district and high school ratings. [SC ST SEC 59-18-950]

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

HISTORY: 2008 Act No. 353, § 2, Pt 1A.D, eff July 1, 2009.

ARTICLE 11. AWARDING PERFORMANCE

SECTION 59-18-1100. Palmetto Gold and Silver Awards Program established; criteria. [SC ST SEC 59-18-1100]

The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:

(1) student attendance;

(2) teacher attendance;

(3) graduation rates; and

(4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.

Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

SECTION 59-18-1110. Grant of flexibility of receiving exemption from regulations; criteria; continuation of and removal from flexibility status. [SC ST SEC 59-18-1110]

(A) Notwithstanding any other provision of law, a school is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:

(1) the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100;

(2) the school has met annual improvement standards for subgroups of students in reading and mathematics; and

(3) the school has exhibited no recurring accreditation deficiencies.

(B) Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to, regulations and statutory provisions on class scheduling, class structure, and staffing.

(C) To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.

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

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

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

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

(B) Other schools may receive flexibility when their school renewal plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in content

areas included in the accountability assessments. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1130. Use of funds appropriated for professional development. [SC ST SEC 59-18-1130]

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

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

HISTORY: 2008 Act No. 353, § 2, Pt 1A.A, eff July 1, 2009.

ARTICLE 13. DISTRICT ACCOUNTABILITY SYSTEMS

SECTION 59-18-1300. District accountability system; development and review. [SC ST SEC 59-18-1300]

The State Board of Education, based on recommendations of the division, must develop regulations requiring that each district board of trustees must establish and annually review a performance based accountability system, or modify its existing accountability system, to reinforce the state accountability system. Parents, teachers, and principals must be involved in the development, annual review, and revisions of the accountability system established by the district. The board of trustees shall ensure that a district accountability plan be developed, reviewed, and revised annually. In order to stimulate constant improvement in the process of teaching and learning in each school and to target additional local assistance for a school when its students' performance is low or shows little improvement, the district accountability system must build on the district and school activities and plans required in Section 59-139-10. In keeping with the emphasis on school accountability, principals should be actively involved in the selection, discipline, and dismissal of personnel in their particular school. The date the school improvement reports must be provided to parents is changed to February first.

The Department of Education shall offer technical support to any district requesting assistance in the development of an accountability plan. Furthermore, the department must conduct a review of accountability plans as part of the peer review process required in Section 59-139-10(H) to ensure strategies are contained in the plans that shall maximize student learning.

SECTION 59-18-1310. Consolidation of strategic plans and improvement reports; submission dates. [SC ST SEC 59-18-1310]

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

HISTORY: 2003 Act No. 89, § 4, eff July 23, 2003; 2008 Act No. 282, § 1, eff June 5, 2008.

ARTICLE 15. INTERVENTION AND ASSISTANCE

SECTION 59-18-1500. Schools rated below average or school/district at-risk; renewal plan and compensation packages; notice to parents and publication in newspaper; department support; regional workshops. [SC ST SEC 59-18-1500]

(A) When a school receives a rating of below average or school/district at-risk, the following actions must be undertaken by the school, the district, and the board of trustees:

(1) The faculty of the school with the leadership of the principal must review its renewal plan and revise it with the assistance of the school improvement council established in Section 59-20-60. The revised plan should look at every aspect of schooling, and must outline activities that, when implemented, can reasonably be expected to improve student performance and increase the rate of student progress. The plan must include actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the State Department of Education and consistent with the external review team report. The plan should provide a clear, coherent plan for professional development, which has been designed by the faculty, that is ongoing, job related, and keyed to improving teaching and learning. A school renewal plan must address professional development activities that are directly related to instruction in the core subject areas and may include the use of funds appropriated for technical assistance to provide compensation incentives in the form of salary supplements to classroom teachers who are certified by the State Board of Education. The purpose of the compensation packages is to improve student achievement and to improve the recruitment and retention of teachers with advanced degrees in schools designated as below average or school/district at-risk. If the school renewal plan is approved, the school shall be permitted to use technical assistance funds to provide the salary supplements. A time line for implementation of the activities and the goals to be achieved must be included.

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

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

(4) The school, in conjunction with the district board, must inform the parents of children attending the school of the ratings received and must outline the steps in the revised plan to improve performance, including the support which the board of trustees has agreed to give the plan. This information must go to the parents no later than February first. This information also must be advertised in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt

of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline. The notice must include the following information: name of school district, name of superintendent, district office telephone number, name of school, name of principal, telephone number of school, school's absolute performance rating and growth performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance.

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

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

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1510. Implementation of external review team process; activities and recommendations. [SC ST SEC 59-18-1510]

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

(B) The activities of the external review team may include:

(1) examining all facets of school operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards, and recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consulting with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school;

(3) identifying personnel changes, if any, that are needed at the school and/or district level

and discuss such findings with the board;

(4) working with school staff, central offices, and local boards of trustees in the design of the school's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in that school;

(5) identifying needed support from the district, the State Department of Education, and other sources for targeted long-term technical assistance;

(6) reporting its recommendations, no later than three months after the school receives the designation of school/district at-risk to the school, the district board of trustees, and the State Board of Education; and

(7) reporting annually to the local board of trustees and state board over the next four years, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(C) Within thirty days, the Department of Education must notify the principal, the superintendent, and the district board of trustees of the recommendations approved by the State Board of Education. After the approval of the recommendations, the department shall delineate the activities, support, services, and technical assistance it will provide to the school. With the approval of the state board, this assistance will continue for at least three years, or as determined to be needed by the review committee to sustain improvement.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1520. Declaration of emergency; hearing; courses of action. [SC ST SEC 59-18-1520]

If the recommendations approved by the state board, the district's plan, or the school's revised plan are not satisfactorily implemented by the school rated school/district at-risk and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;

(2) declare a state of emergency in the school and replace the school's principal; or

(3) declare a state of emergency in the school and assume management of the school.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1530. Teacher and principal specialists; recruitment, eligibility, duties, and incentives. [SC ST SEC 59-18-1530]

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

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

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

(D) In order to attract a pool of qualified applicants to work in low-performing schools, the Education Oversight Committee, in consultation with the South Carolina Department of Education, shall develop criteria for the identification, selection, and training of principals with a history of exemplary student academic achievement. Retired educators may be considered for a principal specialist position. A principal specialist may be hired for a

school designated as school/district at-risk, if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a principal specialist.

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

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

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

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

HISTORY: 1998 Act No. 400, § 2; 1999 Act No. 100, Part II, § 76; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1540. Mentoring program for principals. [SC ST SEC 59-18-1540]

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

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1550. Grant programs for schools designated as below average and for schools designated as unsatisfactory; funding. [SC ST SEC 59-18-1550]

(A) The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. In order to implement the school district and school renewal plan, a school must be eligible to receive the technical assistance funding over the next three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. Technical assistance funds previously received must be expended based on the revised plan. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before additional funding will be given.

(B) A public school assistance fund must be established as a separate fund within the state general fund for the purpose of providing financial support to assist poorly performing schools. The fund may consist of grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for this purpose. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The State Board of Education, in consultation with the commission, shall administer and authorize any disbursements from the fund. The State Board of Education shall promulgate regulations to implement the provisions of this section.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1560. School district rated below average; appointment of external review committee; duties; recommendations; composition. [SC ST SEC 59-18-1560]

(A) When a district receives a rating of below average, the state superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district. The review committee must:

(1) examine all facets of school and district operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards and shall make recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consult with parents and community members to gather additional information on the strengths and weaknesses of the district;

(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;

(4) work with school staff, central offices, and local boards of trustees in the design of the district's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in the district;

(5) identify needed support from the State Department of Education and other sources for targeted long-term technical assistance;

(6) report its recommendations, no later than three months after the district receives the designation of school/district at-risk, to the superintendent, the district board of trustees, and the State Board of Education; and

(7) report annually over the next four years to the local board of trustees and state board, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(B) Within thirty days, the Department of Education must notify the superintendent and the district board of trustees of the recommendations approved by the State Board of Education. Upon the approval of the recommendations, the Department of Education must delineate the activities, support, services, and technical assistance it will provide to support the recommendations and sustain improvement over time. The external review committee must report annually to the local board of trustees and the state board over the next four years, or as deemed necessary by the state board, on the district's progress in implementing the recommendations and improving student performance.

(C) The review committee shall be composed of State Department of Education staff, representatives from selected school districts, higher education, and business.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1570. Designation of state of emergency in school district designated as school/district at-risk; remedial actions. [SC ST SEC 59-18-1570]

(A) If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education, or if student performance has not made the expected progress and the school district is designated as school/district at-risk, the district superintendent and members of the board of trustees shall appear before the State Board of Education to outline the reasons why a state of emergency must not be declared in the district.

(B) The state superintendent, with the approval of the State Board of Education, is granted authority to:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education to include establishing and conducting a training program for the district board of trustees and the district superintendent to focus on roles and actions in support of increases in student achievement;

(2) mediate personnel matters between the district board and district superintendent when the State Board of Education is informed by majority vote of the board or the superintendent that the district board is considering dismissal of the superintendent, and the parties agree to mediation;

(3) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the vacancy is filled by the district board of trustees. District boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to existing contracts but to new contracts or renewal of contracts; and

(4) declare a state of emergency in the school district and assume management of the school district.

(C) The district board of trustees may appoint at least two nonvoting members to the board from a pool nominated by the Education Oversight Committee and the State Department of Education. The appointed members shall have demonstrated high levels of knowledge, commitment, and public service, must be recruited and trained for service as appointed board members by the Education Oversight Committee and the State Department of Education, and shall represent the interests of the State Board of Education on the district board. Compensation for the nonvoting members must be paid by the State Board of Education in an amount equal to the compensation paid to the voting members of the district board.

HISTORY: 1998 Act No. 400, § 2, eff June 10, 1998; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1580. Continuing review of instructional and organizational practices and delivery of technical assistance by Department of Education. [SC ST SEC 59-18-1580]

To assist schools and school districts as they work to improve classroom practice and student performance, the Department of Education must increase the delivery of quality technical assistance services and the assessment of instructional programs. The department may need to reshape some of its organization and key functions to make them more consistent with the assistance required by schools and districts in developing and

implementing local accountability systems and meeting state standards. The Department of Education must:

(1) establish an ongoing state mechanism to promote successful programs found in South Carolina schools for implementation in schools with similar needs and students, to review evidence on instructional and organizational practices considered to be effective, and to alert schools and classroom teachers to these options and the sources of training and names of implementing schools;

(2) provide information and technical assistance in understanding state policies, how they fit together, and the best practice in implementing them; and

(3) establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies which focuses on meeting the intent and purpose of those laws and policies.

HISTORY: 1998 Act No. 400, § 2; 2004 Act No. 282, § 1, eff July 22, 2004; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1590. Reallocation of technical assistance funding. [SC ST SEC 59-18-1590]

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

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1595. Renumbered as § 59-18-1590 by 2008 Act No. 282, § 1, eff June 5, 2008. [SC ST SEC 59-18-1595]

SECTION 59-18-1600. Parent orientation classes. [SC ST SEC 59-18-1600]

(A) A school that has received a school/district at-risk absolute academic performance rating on its most recent report card shall offer an orientation class for parents. The orientation class must focus on the following topics:

(1) the value of education;

(2) academic assistance programs that are available at the school and in the community;

(3) student discipline;

(4) school policies;

(5) explanation of information that will be presented on the school's report card issued in November; and

(6) other pertinent issues.

(B) The school shall offer the orientation class each year the school receives a school/district at-risk absolute academic performance rating on the school report card and shall provide parents with written notification of the date and time of the meeting. Schools are encouraged to offer the orientation class at a time in which the majority of parents would be able to attend. Additionally, schools are encouraged to provide orientation classes in community settings or workplaces so that the needs of parents with transportation difficulties or scheduling conflicts can be met.

(C) A parent or guardian of each student who is registered to attend the school shall attend the orientation class each year it is offered.

HISTORY: 2007 Act No. 105, § 1, eff June 20, 2007; 2008 Act No. 282, § 1, eff June 5, 2008.

ARTICLE 17. PUBLIC INFORMATION

SECTION 59-18-1700. Public information campaign; development and approval; funding. [SC ST SEC 59-18-1700]

(A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee must be appointed by the chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public.

(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund must be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

ARTICLE 19. MISCELLANEOUS

SECTION 59-18-1910. Homework centers. [SC ST SEC 59-18-1910]

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

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1920. Modified school year or school day schedule; grant program established; application; implementation plan. [SC ST SEC 59-18-1920]

(A) The State Board of Education, through the Department of Education, shall establish a grant program to encourage school districts to pilot test or implement a modified school year or school day schedule. The purpose of the grant is to assist with the additional costs incurred during the intersessions for salaries, transportation, and operations, or for additional costs incurred by lengthening the school day. For a district to qualify for a grant, all the schools within a specific feeder zone or elementary-to-middle-to-high-school attendance area, must be pilot testing or implementing the modified year or day schedule.

(B) To obtain a grant, a district shall submit an application to the state board in a format specified by the Department of Education. The application shall include a plan for implementing a modified year or day that provides the following: more time for student learning, learning opportunities that typically are not available in the regular student day, targeted assistance for students whose academic performance is significantly below promotion standards, more efficient use of facilities and other resources, and evaluations of the impact of the modified schedule. Local district boards of trustees shall require students whose performance in a core subject area, as defined in Section 59-18-300, is the equivalent of a "D" average or below to attend the intersessions or stay for the lengthened day and receive special assistance in the subject area. Funding for the program is as provided by the General Assembly in the annual appropriations act. Each grant award for program pilot

testing or implementation may not exceed a three-year period.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1930. Review of state and local professional development; recommendations for improvement. [SC ST SEC 59-18-1930]

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

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

HISTORY: 1998 Act No. 400, § 2; 2001 Act No. 39, § 4; 2008 Act No. 282, § 1, eff June 5, 2008.

Appendix C: Glossary of Acronyms

ALPHABETICAL GLOSSARY

ADEPT	Assisting, Developing, and Evaluating Professional Teaching ADEPT is South Carolina's statewide system for evaluating public school teachers.
ADS	ADEPT data system
AMAO	Annual Measurable Achievement Objective
AMO	Annual Measurable Objectives Each of the categories in which a school/district is evaluated yearly has a goal set for it—an AMO. Schools are given partial credit for progress made towards the set AMO and full credit for achieving the AMO.
AP	Advanced Placement High school courses that culminate in a final exam that can earn the student college credit. Administered by the College Board.
APS	ADEPT Performance Standards
AYP	Adequate Yearly Progress A rating or term given to a school's/district's yearly progress.
CCA	Comprehensive Capacity Assessment Conducted by an external source using valid diagnostic measures to assess the school's capacity in multiple domains
CCSS	Common Core State Standards Adopted as the new state standards for ELA and mathematics by the State Board of Education in 2010. South Carolina will implement these standards in all schools by the 2013−14 school year.
CCSSO	Council of Chief State School Officers
CHE	South Carolina Commission on Higher Education
CPR	Consolidated Program Review CPR is a compliance review required under federal regulations.

CTA	Challenge to Achieve Plan Plan for school transformation based on the recommendations from the comprehensive capacity assessment and the guidelines from the SCDE's Office of School Transformation.
DSE	South Carolina Department of Education's Division of School Effectiveness
EAA	Education Accountability Act (see Appendix B) The South Carolina Legislature passed the Education Accountability Act in 1998 to establish a system that will measure school performance, provide recognition for high performing schools, and provide technical assistance for low performing schools. The EAA defined the core subject areas in which the state sets academic content standards and assesses student mastery in order to assess school performance. The focus of the EAA is on summative assessments used to evaluate schools.
EEDA	Education and Economic Development Act (see Appendix E) Passed by the South Carolina Legislature in 2005, the EEDA mandates a system to provide students with individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities.
ELA	English language arts
ELL	English language learners
ELP	English language proficiency
EMO	Educational Management Organization An organization assigned to run a school undergoing reorganization.
EOC	South Carolina Education Oversight Committee The South Carolina Education Oversight Committee is an independent, nonpartisan group appointed by the legislature and governor to enact the South Carolina Education Accountability Act of 1998. The Act sets standards for improving the state's K−12 educational system. By state stature, the EOC has policy responsibility for one component of the state's public K−12 education accountability system, District and School Report Cards, issued annually.
EOCEP	End-Of-Course Examination Program The End-of-Course Examination Program (EOCEP) provides tests in high school core courses and tests for courses taken in middle school for high school credit. EOCEP results are used in the calculation of middle school and high school Absolute Ratings and Growth Ratings in the annual South

	Carolina School and District Report Cards, the state's accountability system.
ERT	External Review Team The External Review Team (ERT) consists of three members and is assigned to a school that is newly rated "unsatisfactory" immediately after school report cards are released in the fall of each year. The ERT makes recommendations for needed changes in order for the school to move forward with student achievement.
ESEA	Elementary and Secondary Education Act of 1965 The ESEA was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB).
ESEA Programs	ESEA Programs, including: Title I: Improving the Academic Achievement of the Disadvantaged Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals Title III: Language Instruction for Limited English Proficient and Immigrant Students Title IV: 21st Century Schools Title VI: Flexibility and Accountability Title VII: Indian Education, Native Hawaiian, and Alaska Native Education Title X: Repeals, Re-designations, and Amendments to Other Statutes
ESOL	English Speakers of Other Languages
GBE	Goals-Based Evaluation
HSAP	High School Assessment Program The High School Assessment Program (HSAP), also known as the high school exit exam, is administered to high school students beginning in tenth grade. HSAP is one of the measures used in the state's current school and district accountability program. HSAP is used in the calculation of Absolute Ratings, Growth Ratings, and, in part, to determine the federal NCLB-AYP status for high schools.
HSTW	High Schools that Work
IDEA	Individuals with Disabilities Education Improvement Act
IHE	Institution of Higher Education

IMAC	Instructional Materials Advisory Committee The review of instructional materials takes about 18 months from the meeting of the advisory committee to receiving the materials in the classroom.
InTASC	Interstate Teacher Assessment and Support Consortium The Interstate Teacher Assessment and Support Consortium (InTASC) developed a set of model core teaching standards that outline what teachers should know and be able to do.
LEA	Local Education Agency; the equivalent of a school district.
LEP	Students with Limited English Proficiency
MMGW	Making Middle Grades Work
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MSCS	Mandated State Charter School One of four reorganization options for a school that consistently fails to meet expected progress despite years of interventions. This option is to convert the school to a charter school.
MSMT	Mandated State Management Team This provision in law lays the foundation for the state to assume management of a school that consistently fails to adequately educate students, despite sufficient interventions and technical assistance.
NCATE	National Council for Accreditation of Teacher Education The State Board of Education requires that all teacher education programs meet the performance-based standards as established by this organization.
NCLB	No Child Left Behind The title given to the 2001 reauthorization of ESEA
NCSC	National Center and State Collaborative A consortia funded by the US Department of Education Programs General Supervision Enhancement Grant to develop alternate standards and assessments for exceptional children (e.g., students with disabilities).
OEC	The South Carolina Department of Education's Office of Exceptional Children

PADEPP	Program for Assisting, Developing, and Evaluating Principal Performance PADEPP is South Carolina's principal evaluation system.
PARCC	Partnership for Assessment of Readiness for College and Careers One of the two assessment consortia developing new assessments aligned with the Common Core State Standards.
PASS	Palmetto Assessment of State Standards The Palmetto Assessment of State Standards (PASS) is a series of achievement tests administered to elementary and middle school students (in third and eighth grade) in English language arts (ELA) and mathematics. PASS is used in calculating school and district Absolute Ratings, Growth Ratings, and AYP status as part of the South Carolina School and District Report Cards, the state's annual assessment of school performance for accountability purposes.
PBIS	Positive Intervention Behavior Support A research-based intervention that is aligned with the federal turnaround principles.
PESC	Postsecondary Electronics Standards Council A 501(c)(3) non-profit, community-based, umbrella association of colleges and universities; college and university systems; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; and state and federal government agencies. Through open and transparent community participation, PESC enables cost-effective connectivity between data systems to accelerate performance and service, to simplify data access and research, and to improve data quality along the higher education lifecycle. SC TRAC won the PESC 12th Annual Competition for Best Practices in 2011.
PPS	Palmetto Priority Schools The lowest-performing schools based on the state assessment system criteria.
Project HEAT	Higher Education Assessment of Teaching Provides value-added data to Clemson on their teacher preparation program graduates who teach in TAP schools.
Report Cards	South Carolina District and School Report Cards The South Carolina District and School Report Cards are issued annually as part of the state's K−12 education accountability system. The Report Cards provide a summary of each school's and district's performance based on state standards assessment tests, end-of-course

exams, and high school graduation, as well as school and district status on federal NCLB-AYP and various national assessment measures.

RtI	Response to Intervention A research-based intervention that is aligned with the federal turnaround principles.
SAFE-T	Summative ADEPT Formal Evaluation of Teachers Formal evaluation model for classroom-based teachers that is used statewide.
SBAC	SMARTER Balanced Assessment Consortia One of the two assessment consortia developing new assessments aligned with the Common Core State Standards.
SBOE	State Board of Education The State Board of Education is the body responsible for public elementary and secondary education in South Carolina. The Board consists of 17 members, one appointed from each of the state's 16 judicial circuits by the legislative delegations representing the various circuits and one member appointed by the governor. Members are appointed for four-year terms.
SCASA	The South Carolina Association of School Administrators
SC-Alt	South Carolina Alternate Assessment The SC-Alt is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards, as they are unable to participate in the general assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8−13 years and age 15 years, as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3−8 and grade 10). The SC-Alt assessment consists of a series of performance tasks that are linked to the grade-level academic standards, although at a less complex level. Each task is aligned to an assessment standard and measurement guideline or extended standard linked to the grade-level content. Approval Status for South Carolina's Alternate Assessment System under the Elementary and Secondary Education Act (ESEA) is posted online at http://ed.sc.gov/agency/programsservices/48/ApprovalStatusforSCsAlternateAssessmentSystemunderESEA.cfm

SC TRAC	South Carolina Transfer and Articulation Center Created by the South Carolina Commission on Higher Education, SC TRAC is a web portal designed to improve college course transfer and articulation in the State.
SCDE	South Carolina Department of Education The SCDE governs the executive functions of K−12 public education in the state. The SCDE's mission is to ensure that every South Carolina student acquires an education that provides the knowledge, skills, and attitudes to succeed in careers or college as a contributing member of society. The SCDE ensures that the public schools of the state adhere to the statutes passed by the General Assembly and the regulations promulgated by the State Board of Education. http://ed.sc.gov/
Sci	Science (e.g., Biology)
SCSBA	The South Carolina School Boards Association
SEA	State Education Agency; the equivalent of the South Carolina Department of Education
SEDL	A private, nonprofit education research, development, and dissemination corporation based in Austin, Texas, formerly known as the Southwest Educational Development Laboratory. Improving teaching and learning has been at the heart of SEDL's work for more than 40 years. The SCDE has partnered with SEDL to improve agency efficiencies. SEDL helped lead the initial stakeholder meetings (November 2011) and provided feedback on the draft version of the waiver request.
SES	Supplemental Education Services Additional academic instruction designed to increase the academic achievement of students in low-performing schools.
SFSF	State Fiscal Stabilization Fund
SIG	School Improvement Grant
SIR	State Instructional Recommendations A school reorganization option that focuses on fostering timely improvements within curriculum and instructional programs.
SLDS	Statewide Longitudinal Data System

SLICE	The South Carolina Longitudinal Information Center for Education Will allow the state to offer timely, accurate, effective input on needed student interventions.
SPPS	Student Potential Performance Snapshot Available to every school and district in South Carolina through SLICE, the SPPS details information on every student to provide early warnings about low-performing students who are at-risk of not advancing to the next grade or not graduating. The SPPS provides information for determining effective strategies and programs for improving academic performance and getting a student on course for graduation.
SS	Social studies (e.g., US History)
STEM	Science, Technology, Engineering, and Mathematics subject areas
SWD	Students with disabilities
TA	Technical Assistance funds Supports schools being served as expressly outlined in their improvement plans.
TAP™	Teacher Advancement Program TAP encourages teachers to grow and allows them to prosper by offering new models for professional entry and training, with new compensation and career advancement possibilities. It honors the essence while changing the structure of the teaching profession.
TLC	Transformative Learning Communities For “at-risk” schools, bringing together on-site technical assistance and local stakeholders to collectively work to improve the school.
USED	US Department of Education
VPA	Visual and Performing Arts subject areas
WIDA	The World-Class Instructional Design and Assessment Consortia Composed of 27 member states; supports academic language development and academic achievement for linguistically diverse students.

Appendix D: Principle 4—Reducing Duplication and Unnecessary Burden

COMMITMENT: SOUTH CAROLINA WILL EVALUATE THE FOLLOWING PROCEDURES, SYSTEMS, AND ADMINISTRATIVE REQUIREMENTS TO DETERMINE WAYS TO REDUCE THE REPORTING BURDENS FOR DISTRICTS AND SCHOOLS:

- The planning process for federal and state programs, which currently forces the creation of multiple plans. All districts and schools must have a district strategic plan and school renewal plans. We will investigate coordinating all other required state and federal plans, such as the Title I plan, school improvement plan, IDEA plan, Gifted and Talented plan, Title III plan, etc., to determine ways that districts and schools can use their respective strategic plan and renewal plans to form the basis for all the other plans.
- The textbook adoption cycle, which currently takes up to 18 months and does not consider funding restrictions and the growing need for hybrid classrooms.
- The instructional materials adoption cycle, which currently is not a modernized system for identifying and deploying high-quality instructional content in a rapid manner. We will review state practices to determine any possible statutory changes.
- The standards development process, which often leaves little time to get resources to the classroom once standards are adopted. The implementation of the Common Core State Standards (CCSS) provides an opportunity to examine and refine this process.
- The web-based data collection applications for teacher and principal evaluations—the ADEPT Data System and the PADEPP Data System—to maximize efficiency in annual district reporting on the performance and effectiveness of all teachers and principals.
- The administrative requirements that districts must follow to request permission to restructure the school day or year, and the administrative requirements for seat time.
- The amount of student testing, which is both a reporting and administrative burden. We will investigate ways that the computer assistive assessment of the CCSS, currently under development by the SMARTER Balanced Assessment Consortium, may supplant aspects of the current state testing regime.

In addition, the South Carolina Department of Education (SCDE) will include in the annual district Educator Evaluation Plan a section on program evaluation so that the district can evaluate the design and implementation of the educator evaluation system and make recommendations. These district evaluations will help us determine the need for adjustments to the statewide system, which may include reviewing and, as possible, reducing any duplication and unnecessary burden that districts consistently report.

We recognize that each additional requirement in or improvement to the evaluation system has the potential to add to the burden of evaluators in completing paperwork or teachers in submitting evidence and dealing with any level of heavy-handed approaches to observations. As the SCDE works with stakeholders to develop guidelines for the updates to the educator evaluation system, we will analyze administrative and reporting requirements to determine how to make the evaluation updates as efficient as possible.

Appendix E: South Carolina Education and Economic Development Act

Code of Laws

TITLE 59. EDUCATION

CHAPTER 59. SOUTH CAROLINA EDUCATION AND ECONOMIC DEVELOPMENT ACT

SECTION 59-59-10. Citation of chapter. [SC ST SEC 59-59-10]

This chapter may be cited as the "South Carolina Education and Economic Development **Act**".

HISTORY: 2005 Act No. 88, § 1, eff May 27, 2005.

SECTION 59-59-20. Development of curriculum based on career cluster system; individual graduation plans; role of school districts. [SC ST SEC 59-59-20]

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

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

SECTION 59-59-30. Implementation of chapter; administrative support and staffing. [SC ST SEC 59-59-30]

This chapter must be implemented fully by July 1, 2012, at which time the council created pursuant to Section 59-59-170 shall cease to exist. The Department of Education shall provide administrative support and staffing to the council to carry out its responsibilities under this chapter.

SECTION 59-59-40. Guidance and counseling model. [SC ST SEC 59-59-40]

During the 2005-06 school year, the Department of Education's guidance and counseling model

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

HISTORY: 2005 Act No. 88, § 1, eff May 27, 2005.

SECTION 59-59-50. State models and prototypes for individual graduation plans and curriculum framework of career clusters of study. [SC ST SEC 59-59-50]

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

(1) agriculture, food, and natural resources;

(2) architecture and construction;

(3) arts, audio-video technology, and communications;

(4) business, management, and administration;

(5) education and training;

(6) finance;

(7) health science;

(8) hospitality and tourism;

(9) human services;

(10) information technology;

(11) law, public safety, and security;

(12) manufacturing;

(13) government and public administration;

(14) marketing, sales, and service;

(15) science, technology, engineering, and mathematics; and

(16) transportation, distribution, and logistics.

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

SECTION 59-59-55. Model for addressing at-risk students. [SC ST SEC 59-59-55]

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

SECTION 59-59-60. Organizing high school curricula around clusters of study and cluster majors. [SC ST SEC 59-59-60]

Before July 1, 2007, school districts shall:

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

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

SECTION 59-59-70. Implementation of career development plan for educational professionals in career guidance. [SC ST SEC 59-59-70]

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

SECTION 59-59-80. Integrating career awareness programs into curricula for first through fifth grades. [SC ST SEC 59-59-80]

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

SECTION 59-59-90. Counseling and career awareness programs on clusters of study for sixth, seventh, and eighth grades; selection of preferred cluster of study; development of graduation plan. [SC ST SEC 59-59-90]

Beginning with the 2006-07 school year, counseling and career awareness programs on clusters of study must be provided to students in the sixth, seventh, and eighth grades, and they must receive career interest inventories and information to assist them in the career decision-making process. Before the end of the second semester of the eighth grade, eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee shall select a preferred cluster of study and develop an individual graduation plan, as provided for in Section 59-59-140.

SECTION 59-59-100. Providing services of career specialist; qualification of specialist; career specialists currently employed by tech prep consortia. [SC ST SEC 59-59-100]

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

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

SECTION 59-59-105. Duties of career specialists. [SC ST SEC 59-59-105]

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

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

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

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

(4) provide educators, parents, and students with information on career and technology education

programs offered in the district;

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

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

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

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

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

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

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

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

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

SECTION 59-59-110. Implementation of career guidance program model in high school; counseling of students; declaration of area of academic focus within cluster of study. [SC ST SEC 59-59-110]

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

SECTION 59-59-120. Limitation of activities of guidance counselors and career specialists. [SC ST SEC 59-59-120]

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

SECTION 59-59-130. Implementation of principles of "High Schools that Work" organizational model. [SC ST SEC 59-59-130]

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

SECTION 59-59-140. Individual graduation plans; requirements. [SC ST SEC 59-59-140]

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

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

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

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

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

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

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

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

SECTION 59-59-150. Regulations for identifying at-risk students; model programs. [SC ST SEC 59-59-150]

By July 2007, the State Board of Education shall promulgate regulations outlining specific objective criteria for districts to use in the identification of students at risk for being poorly prepared for the next level of study or for dropping out of school. The criteria must include diagnostic assessments to identify strengths and weaknesses in the core academic areas. The process for identifying these students must be closely monitored by the State Department of Education in collaboration with school districts to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and to ensure that no group is disproportionately represented. The regulations also must include evidence-based model programs for at-risk students designed to ensure that these students have an opportunity to

graduate with a state high school diploma. By the 2007-08 school year, each high school of the State shall implement one or more of these programs to ensure that these students receive the opportunity to complete the necessary requirements to graduate with a state high school diploma and build skills to prepare them to enter the job market successfully. The regulation also must include an evaluation of model programs in place in each high school to ensure the programs are providing students an opportunity to graduate with a state high school diploma.

SECTION 59-59-160. Parental participation; annual parent counseling conferences. [SC ST SEC 59-59-160]

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

SECTION 59-59-170. Education and Economic Development Coordinating Council; members; duties and responsibilities. [SC ST SEC 59-59-170]

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

(1) State Superintendent of Education or his designee;

(2) Executive Director of the South Carolina Department of Employment and Workforce or his designee;

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

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

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

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

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

(a) a school district superintendent;

(b) a principal;

(c) a school guidance counselor;

(d) a teacher; and

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

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

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

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

(c) the president of a technical college;

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

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

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

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

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

(B) The council shall:

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

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

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

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

(5) make recommendations to the Department of Education for the development and

implementation of a communication and marketing plan to promote statewide awareness of the provisions of this chapter; and

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

SECTION 59-59-180. Regional education centers; responsibilities; career development facilitators; geographic configuration; advisory board. [SC ST SEC 59-59-180]

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

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

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

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

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

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

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

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

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

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

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

(E)(1) The regional centers are to assume the geographic configuration of the Local Workforce Investment Areas (LWIA) of the South Carolina Workforce Investment Act. Each regional

center shall have an advisory board comprised of a school district superintendent, high school principal, local workforce investment board chairperson, technical college president, four-year college or university representative, career center director or school district career and technology education coordinator, parent-teacher organization representative, and business and civic leaders. Appointees must reside or do business in the geographic area of the center. Appropriate local legislative delegations shall make the appointments to the regional center boards.

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

HISTORY: 2005 Act No. 88, § 1, eff May 27, 2005.

SECTION 59-59-190. Assistance in planning and promoting career information and employment options. [SC ST SEC 59-59-190]

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

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

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

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

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

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

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

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

SECTION 59-59-200. Training of teachers and guidance counselors; review of performance. [SC ST SEC 59-59-200]

Beginning with the 2006-07 academic year, colleges of education shall include in their training of teachers, guidance counselors, and administrators the following: career guidance, the use of the cluster of study curriculum framework and individual graduation plans, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning, and character education.

The State Board of Education shall develop performance-based standards in these areas and include them as criteria for teacher program approval. By the 2009-10 school year, the teacher evaluation system established in Chapter 26, Title 59, and the principal's evaluation system established in Section 59-24-40 must include a review of performance in career exploration and guidance. The department also shall develop programs to train educators in contextual teaching.

HISTORY: 2005 Act No. 88, § 1, eff May 27, 2005.

SECTION 59-59-210. Review of articulation agreements between school districts and institutions of higher learning. [SC ST SEC 59-59-210]

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

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

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

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

SECTION 59-59-220. Development of appropriate resources and instructional materials. [SC ST SEC 59-59-220]

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

SECTION 59-59-230. Promulgation of regulations. [SC ST SEC 59-59-230]

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

SECTION 59-59-240. Private and home schools. [SC ST SEC 59-59-240]

The requirements of this chapter do not apply to private schools or to home schools.

SECTION 59-59-250. Funding. [SC ST SEC 59-59-250]

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

Appendix F: CCSS Comparison and Recommendations to Current State Standards

Indicator-to-Indicator Alignment Analysis for English Language Arts

Kindergarten through Grade Two

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Kindergarten	87%	= to >
Grade One	87%	= to >
Grade Two	86%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

An 87 percent correlation exists between the South Carolina ELA standards and the CCSS for kindergarten through grade two. Concepts included in South Carolina's standards but not emphasized in the CCSS in this grade band include the following: making inferences, recognizing environmental print, distinguishing between fact and opinion, alphabetical order, following directions, and generating ideas for writing. In addition, cause and effect is included only in informational text.

Differences often result based on the language or examples used or a shift in the grade level placement, e.g. *Classify works of fiction (SC)* versus *Explain major differences between poetry and prose (CCSS).*

Overall, both sets of standards are rigorous, but the area of writing at this level is not as stringent in the CCSS as compared to the South Carolina ELA standards. However, the standards which address language in the CCSS document are more detailed in the areas of phonics and phonemic awareness than in the South Carolina standards.

Grades Three through Five

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Grade Three	93%	= to >
Grade Four	93%	= to >
Grade Five	95%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

A 94 percent correlation exists between the third through fifth grade band of the South Carolina ELA standards and the CCSS. Differences are again noted based on the wording used in the CCSS document. (e.g. *Classify works of fiction* versus *Demonstrate understanding of common features of legend, myths, and folk- and fairytales)*. One area not addressed directly in the CCSS is prediction. In a few instances, the grade-level designation comes at a higher grade level in the CCSS than in the current South Carolina standards.

Grades Six through Eight

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Grade Six	96%	= to >
Grade Seven	100%	= to >
Grade Eight	100%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The correlation between the CCSS and the South Carolina standards for grades six through eight shows a 99 percent alignment. Grade-level placement of standards in the CCSS is very similar to the South Carolina ELA standards. The language of the CCSS continues to present opportunities for clarification.

English 1–English 4

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
English 1	97%	= to >
English 2	97%	= to >
English 3	98%	= to >
English 4	98%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The CCSS and the South Carolina standards show another close alignment for the high school English courses at 98 percent. While the specific devices of *figurative language* (SC) and *figures of speech* (CCSS) differ between the two documents, this can be addressed by adding to or deleting from what South Carolina currently includes in its standards. In addition, the CCSS do not include *Spell new words using Greek and Latin roots and affixes* at the high school level; however, the study of Greek and Latin roots related to vocabulary is included in the CCSS in earlier grades.

Overall, the kindergarten through grade twelve CCSS for ELA maintain the same level of higher thinking skills and rigor as the current South Carolina ELA standards. An overall alignment of 95 percent exists between the two sets of standards, with the differences often just in the terminology. Ongoing professional development, coupled with a bridge document, will ensure that South Carolina teachers have the necessary information to provide effective instruction using the CCSS.

Indicator-to-Indicator Alignment Analysis for Mathematics

Kindergarten through Grade Five

Alignment and Cognitive Level between SC Mathematics and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Kindergarten	75%	>=
Grade One	77%	>=
Grade Two	82%	>=
Grade Three	93%	>=
Grade Four	88%	>=
Grade Five	93%	>=

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The CCSS are not organized around the five content strands used in the South Carolina standards; therefore, at each grade level in kindergarten through grade five, indicators related to algebra and data and probability are not explicitly mentioned. The improvement made to the final version of the CCSS has addressed many of these issues by including additional content related to these two areas. For example, in fourth grade, there is a standard that directly addresses generating and analyzing patterns.

Although several of the South Carolina probability indicators were not included in the final version of the CCSS, all of the South Carolina indicators are addressed in middle school in more depth. As a result, their exclusion from the kindergarten through grade five curricula is acceptable. In terms of data, the CCSS embed the use graphs and plots strategically to display data collected as students work in other content such as measurement.

The CCSS also place a greater emphasis on operations with fractions and decimals in grades three through five than do the South Carolina indicators; therefore, professional development for elementary teachers will be essential.

The South Carolina indicators that can be used as instructional strategies will be included in the support materials for each grade level.

Grades Six through Eight

Alignment and Cognitive Level between SC Mathematics and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Grade Six	88%	>=
Grade Seven	79%	>=
Grade Eight	85%	>=

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The South Carolina indicators that are not aligned with the CCSS come from multiple strands. After the release of the National Math Panel Report in June 2008, many of those indicators had been previously identified by the South Carolina standards writing committee as indicators that needed to be clarified or deleted during the next state standards revision process, for example, South Carolina indicator 8-4.2 which requires student to use ordered pairs, equations, intercepts and intersections to locate points and lines in a coordinate plane.

Middle school content has traditionally been focused on building competency and fluency with fractions, decimals and percents. As a result of the CCSS addressing much of that content in grades three through five, professional development for middle school teachers will need to place a greater emphasis on other areas such as geometry and data and probability.

High School

Alignment and Cognitive Level between SC Mathematics and CCSS		
Grade Level	**Alignment**	**Cognitive Level***
Elementary Algebra	100%	>=
Intermediate Algebra	89%	>=
Geometry	79%	>=
Pre-Calculus	100%	>=
Probability and Statistics	83%	>=

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The CCSS for high school is not organized around courses but around functional categories such as functions, algebra and modeling. This required South Carolina reviewers to search for indicators across categories.

The alignment of content between the CCSS and the South Carolina standards is high in Elementary Algebra, Intermediate Algebra and Pre-Calculus but appears to be not as strong in Geometry and Probability and Statistics. Despite the exclusion of certain South Carolina indicators from these courses, it is the opinion of the reviewers that the CCSS will raise the expectations of students beyond the current levels. The focus should be on going into more depth with significant concepts that are foundational to subsequent math coursework - whether in high school, college, or the workforce.

Benefits of the Common Core State Standards

The Common Core State Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

▪**Preparation:** The standards are college or career ready.

▪**Competition:** The standards are internationally benchmarked.

▪**Equity:** The expectations of the standards are consistent for all and not dependent on a student's zip code.

▪**Clarity:** The standards are focused, coherent, and clear.

▪**Collaboration:** The standards create a foundation to work collaboratively across states and districts.

Benefits for South Carolina

The CCSS are a clear set of shared goals and expectations of the knowledge and skills that will help students succeed in English language arts and mathematics.

The CCSS have been built from the best state standards in the country. They are evidence-based, aligned with college and work expectations, include rigorous content and skills, and are informed by other top performing countries.

Common standards will ensure more consistent exposure to materials and learning experiences for all students.

Common Core State Standard Resources

To view the Common Core State Standards, please go to the following URL: http://www.ed.sc.gov/agency/programs-services/190/

To view Frequently Asked Questions concerning the Common Core State Standards, please go to the following URL: http://www.corestandards.org/frequently-asked-questions

To view the National PTA Parent Guides to Student Success, please go to the following URL: http://www.pta.org/4446.htm

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

FOR MORE INFORMATION CONTACT:

Dr. Erica Bissell, Director
Office of Teacher Effectiveness

South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 2920

Phone: 803-734-3461

South Carolina & the Common Core State Standards Initiative

February 2012

South Carolina and the Common Core State Standards

About the Common Core State Standards

South Carolina has adopted the Common Core State Standards (CCSS) for K-12 English language arts and mathematics.

The CCSS standards provide a consistent framework to prepare students for success in college or the 21st century workplace. They also represent a logical next step from the current South Carolina Academic Standards.

The State Board of Education and the Education Oversight Committee (EOC) approved the use of the Common Core State Standards as South Carolina's Academic Standards for English language arts and mathematics on July 14, 2010.

What Parents and Students Need to Know

South Carolina Students:

- CCSS require rigorous knowledge and skills needed to succeed in college or careers
- Relevant content and application of knowledge through higher-order thinking skills is essential

South Carolina Parents:

- Standards will be the same for all students in states adopting the CCSS, making transitions smoother for students
- With adoption of the CCSS, states and districts can share approaches to helping parents support and reinforce learning at home

Key features of the Common Core State Standards

Reading: Text complexity and growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.

Writing: Text types, responding to reading, and research

The Writing standards require specific writing types: arguments, informative/explanatory texts, and narratives.

Speaking and Listening: Flexible communication and collaboration

The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives.

Mathematics: Practice and Content

The practice standards describe ways in which students should engage with the content, processes, and proficiencies in mathematics. The content standards are designed as learning progressions through the grades and define what students should understand and be able to do in mathematics.

Transitioning to the Common Core State Standards in South Carolina

The South Carolina Department of Education (SCDE) has begun the planning process for understanding and implementation of the Common Core State Standards.

During the transition process, the SCDE will work with educators from around the state to review/adapt resources from other states to develop/refine South Carolina specific resources for the Common Core State Standards Support Site.

Timeline for Implementation

School Year	Implementation Phase
2010-11	Planning, Awareness
2011-12	Transition Year
2012-13	Transition Year
2013-14	*Bridge Year
2014-15	Full Implementation

*CCSS will be used for instructional purposes during this school year.

Appendix H: Timeline for Professional Development

Timeline for Professional Development
Common Core State Standards (CCSS) for English Language Arts and Mathematics

October 2011	• Develop Professional Development video series and post on StreamlineSC • Notify districts of video series release and video access information
October—December 2011	• Conduct Online District Needs Assessment Survey • Support districts as needed in development of CCSS transition plans • Address initial district requests for professional development based on Needs Assessment Survey
January—May 2012	• Support districts as needed to modify transition plans based on Needs Assessment Survey and initial Professional Development • Continue to provide customized and targeted professional development services to districts • Provide periodic virtual updates with District Implementation Teams • Collaborate within SCDE to develop summer regional Professional Development Plan
June—August 2012	• Conduct regional and targeted needs-specific training with District Implementation Teams to dig deeper into the Common Core State Standards • Conduct survey of district transition status and results of district transition efforts • Continue to provide customized and targeted professional development services to schools utilizing a tiered system of support
June—December 2012	• Monitor CCSS efforts of other states • Maintain contact with national organizations • Explore school leadership needs through Office School Transformation • Review by SEDL of CCSS Professional Development Initiatives • Assess and evaluate initiatives and services

SCDE will continuously provide assistance to District Implementation Teams on progress monitoring of data results, the development of transition plans and implementation strategies.

Appendix I: CCSS for English Language Arts and Mathematics Needs Assessment Survey

Common Core State Standards (CCSS) for English Language Arts and Mathematics Needs Assessment Survey

District_____

This needs assessment will assist SCDE in determining the appropriate professional development support for District Implementation Teams (DIT). **This survey should be completed by the DIT Leader**.

Part A: Implementation Continuum
To begin the process, please circle the descriptor that best reflects your district's status along the CCSS implementation continuum for both subject areas.

Common Core Implementation Continuum for English Language Arts

Awareness **Getting Started** **Progressing** **Refining and Expanding Implementation** **Progress Monitoring and Evaluation**

Common Core State Standards Implementation Continuum for Mathematics

_____

Awareness **Getting Started** **Progressing** **Refining and Expanding Implementation** **Progress Monitoring and Evaluation**

Explanation of Ratings

Awareness = Cognizant (Phase 1: Preparation) The district is beginning to seek information (overview, organization, and implementation timeline) about the Common Core State Standards for English Language Arts and Mathematics.

Getting Started = Underway (Phase 1: Preparation) The DIT is formed at the district and school levels to complete a comparative review of the Common Core State Standards and SC Academic Standards, provide faculty members with an overview and organization of the CCSS, and investigate key advances in core subject areas.

Progressing = Beginning Implementation (Phase 2: Exploration) The DIT is identifying priority needs using pertinent data and has begun the process of vertical articulation and unwrapping the common core state

standards. The team facilitates the creation of a transition plan that is aligned with the timeline that is presented by the South Carolina Department of Education.

Implementing = Refining and Expanding Implementation (Phase 3: Infusion and Integration) The DIT is working with faculty members to integrate Common Core State Standards into classroom instruction and assessment by utilizing gap lessons, aligning and revising curriculum, and customizing professional development to fit identified needs.

Monitoring = Progress Monitoring and Evaluation (Phase 4) The DIT is assessing its implementation strategies. All aspects of the transition plan have been implemented for all stakeholders. Achievement data are examined to assess the effectiveness of the components of the transition plan. Based on the data analysis, on-going revisions are made to the transition plan.

Part B: Guiding Questions

To assist the DIT in developing, enhancing, or enriching a transition plan for implementing the Common Core State Standards in English Language Arts and Mathematics, please review the guiding questions and place a check next to the area(s) which may constitute starting points for discussion and implementation.

_____**Transition Strategy** – What modifications are needed to what has already been created and/or currently being utilized in order to begin implementation of the Common Core State Standards?

_____**Clustering Standards** – How do standards in different Domains relate to one another and how can they be grouped to maximize teaching time?

_____**Vertical Articulation of Content** – How do concepts progress across grades and how can grades work together to maximize instruction?

_____**Unpacking the Standards** – What are the standards really saying and how do the verbs impact curriculum, instruction, and assessment?

_____**Content Knowledge** – What content knowledge do teachers need as a result of shifts in grade level content?

_____**Using MAP Data for Flexible Grouping** – How can MAP and other benchmark assessments be used to better meet student needs?

_____**Effective Use of Technology** – What is the difference between tutorial and practice technology and how can each be used to support student understanding?

Part C: Customized Assistance

To further assist you in transitioning from awareness to implementation, please use the following link http://ed.sc.gov/tools/scripts/survey/65290511/default.cfm to access the Customized Assistance portion of the needs assessment. This section will help us in prioritizing and customizing the professional development opportunities offered by the Office of Teacher Effectiveness. **Please complete this portion of the assessment electronically by Friday, December 16, 2011.**

Appendix J: CCSS Professional Development Series

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Common Core State Standards
Professional Development Series
January – May 2012

ELA		
INFORMATIONAL TEXT ***CCSS: The Use of High-quality Literature and Informational Texts in a Range of Genres and Subgenres***		
Date	Region	Grade Band
Tuesday, February 21st	Midlands	3-5
Wednesday, February 22nd	Florence	3-5
Wednesday, February 29th	Midlands	6-12
Friday, March 2nd	Virtual Follow-Up*	3-12
VOCABULARY/COMPREHENSION ***CCSS: Promoting Vocabulary Development and Higher Levels of Comprehension***		
Monday, March 26th	Florence	3-5
Wednesday, March 28th	Midlands	3-5
Thursday, March 29th	Midlands	6-12
Friday, March 30th	Virtual Follow-Up*	3-12
WRITING ***CCSS: Writing Text Types and Language Conventions in Writing and Speaking Argumentative, Informative/Explanatory, and Narrative***		
Tuesday, April 24th	Midlands	3-5
Wednesday, April 25th	Florence	3-5
Thursday, April 26th	Midlands	6-12
Friday, May 4th	Virtual Follow-Up*	3-12
MATH		
CCSS: How to Condense/Focus the Common Core State Standards for Mathematics - Identifying Terminal versus Supportive Standards		
February 28th	Midlands	K-8
February 29th	Florence	K-8
CCSS: Addressing Common Addition, Subtraction, Multiplication and Division Structures for Basic Operations and Equations in the Common Core State Standards for Mathematics		
March 20th	Midlands	K-8
March 21st	Florence	K-8
CCSS: Addressing Vertical Articulation in the CCSS from a 2007 Comparative Perspective		
May 1st	Midlands	K-8
May 2nd	Florence	K-8
CCSS: Experiencing Probability and Statistics as set forth in the Algebra I Common Core State Standards		
May 1st	Midlands	9-12

*Information about Virtual Follow-Up follow-ups will be provided at regional sessions.

If you have any questions prior to the training, please contact Dr. Erica Bissell by email at ekbissell@ed.sc.gov or by telephone at 803-734-8046.

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

MEMORANDUM

TO: District Implementation Teams

FROM: Office of Teacher Effectiveness

DATE: January 20, 2012

RE: February Common Core State Standards Professional Development Sessions

A team of two from your district is invited to participate in the February Common Core State Standards Professional Development Sessions. These professional learning opportunities are designed specifically for District Implementation Team (DIT) members or district designees. The Office of Teacher Effectiveness in the Division of School Effectiveness has partnered with the Offices of Assessment, Standards and Curriculum, and SEDL to present a comprehensive view of the connections between standards, assessment, data analysis, and instruction in implementing the Common Core State Standards for English Language Arts and Mathematics.

Content area specialists and education associates from the South Carolina State Department of Education will collaboratively facilitate the one-day professional development sessions. The two district representatives will be responsible for sharing the information with the other DIT members and instructional staff.

To take advantage of these professional development opportunities, please register by clicking the link for the appropriate subject area:

Mathematics - https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dGV0Tk9NYW9MdkhKTm5wa2d5WS1yOHc6MA#gid=0

ELA - https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dC01MkNKeEp3YkkwT01RVFlxQmQyaVE6MQ#gid=0

Please complete your registration by Friday, February 3rd. When registering for the regional series, district teams are asked to attend the regional session closest to their district. Each session will begin at 9:00 a.m. and conclude at 3:30 p.m. Information regarding lunch will be provided in a confirming email.

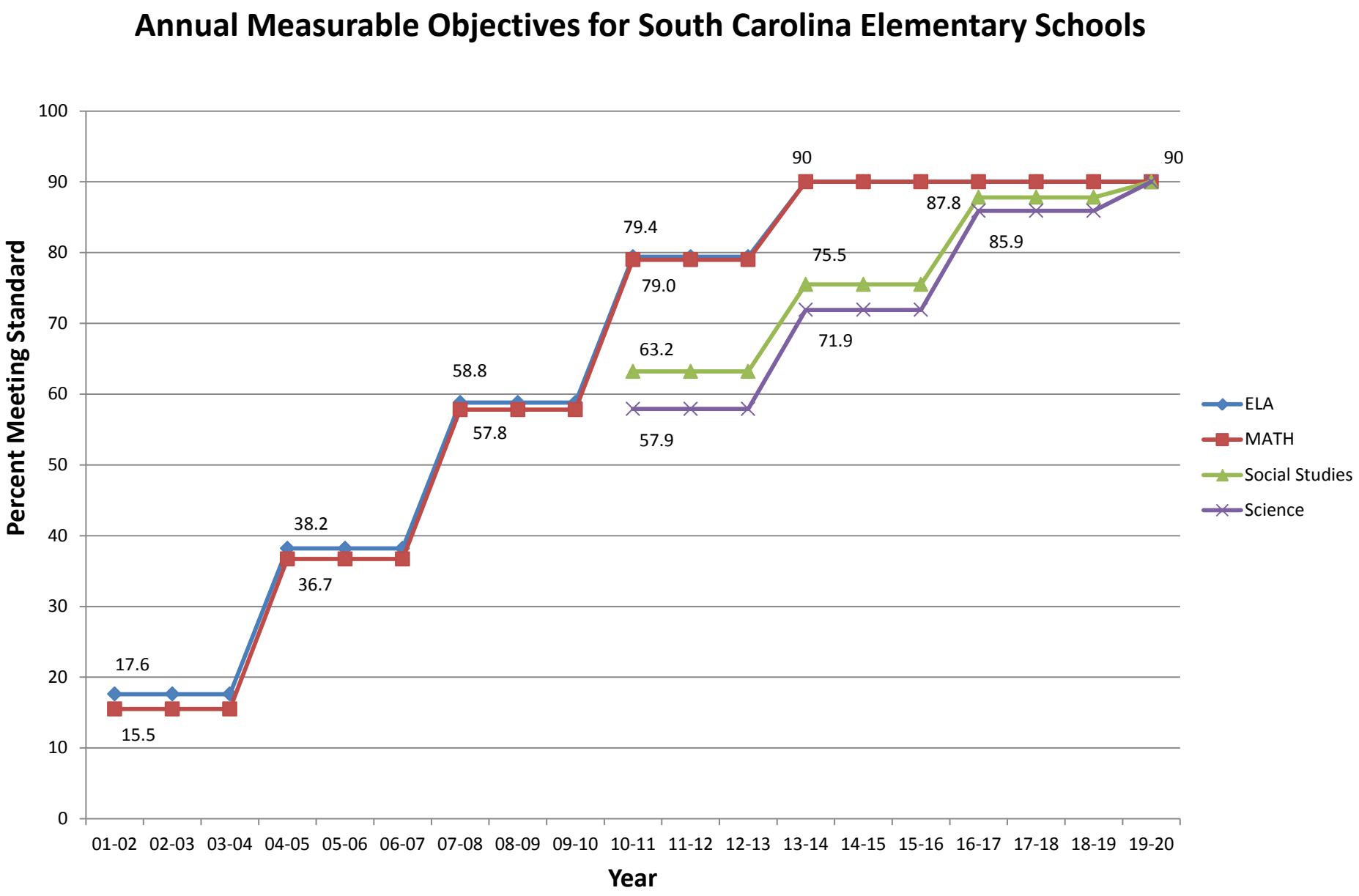
If you have any questions prior to the training, please contact Dr. Erica Bissell by e-mail at ekbissell@ed.sc.gov or by telephone at 803-734-8046.

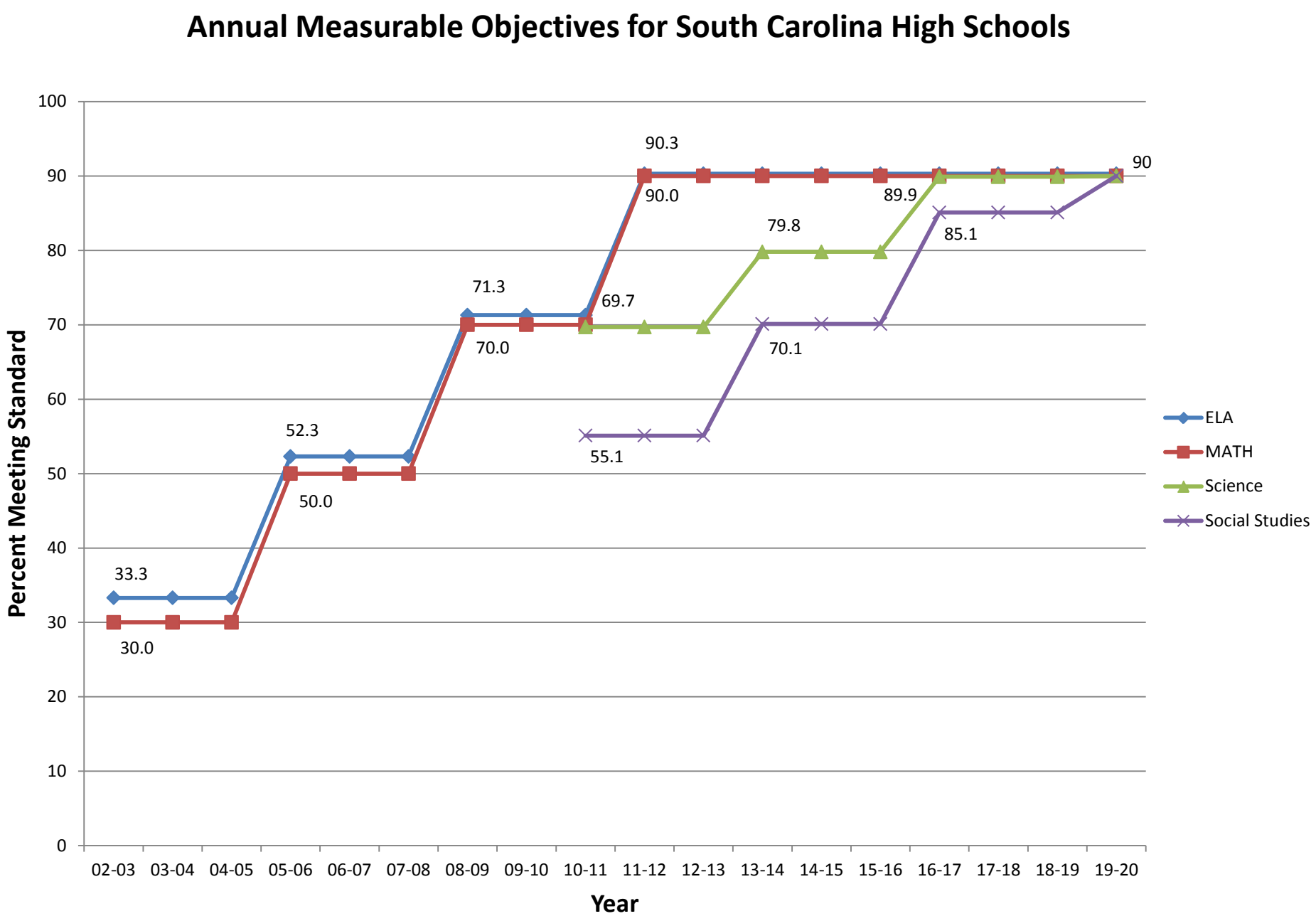
The regional sessions and dates are as follows:

ELA			
INFORMATIONAL TEXT ***CCSS: The Use of High-quality Literature and Informational Texts in a Range of Genres and Subgenres*** To register click here: https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dC01MkNKeEp3YkkwT01RVFlxQmQyaVE6MQ#gid=0			
Date	Region	Venue	Grade Band
Tuesday, February 21st	Midlands	Farmer's Market 117 Ballard Court W. Columbia, SC 29172	3-5
Wednesday, February 22nd	Florence	Florence SIMT 1951 Pisgah Road Florence, SC 29502	3-5
Wednesday, February 29th	Midlands	Farmer's Market 117 Ballard Court W. Columbia, SC 29172	6-12
Friday, March 2nd	Virtual Follow-Up*		3-12
MATH			
CCSS: How to Condense/Focus the Common Core State Standards for Mathematics - Identifying Terminal versus Supportive Standards To register click here: https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dGV0Tk9NYW9MdkhKTm5wa2d5WS1yOHc6MA#gid=0			
February 28th	Midlands	Farmer's Market 117 Ballard Court W. Columbia, SC 29172	K-8
February 29th	Florence	Florence SIMT 1951 Pisgah Road Florence, SC 29502	K-8

*In an attempt to accommodate those unable to attend, we plan to stream the sessions live. The sessions will also be recorded and archived. Details on this will be forthcoming.

Appendix K: Annual Measurable Objectives for English Language Arts and Mathematics




Annual Measurable Objectives for South Carolina High Schools
Percent Meeting Standard
Year
100
90
80
70
60
50
40
30
20
10
0
02-03
03-04
04-05
05-06
06-07
07-08
08-09
09-10
10-11
11-12
12-13
13-14
14-15
15-16
16-17
17-18
18-19
19-20
33.3
30.0
52.3
50.0
71.3
70.0
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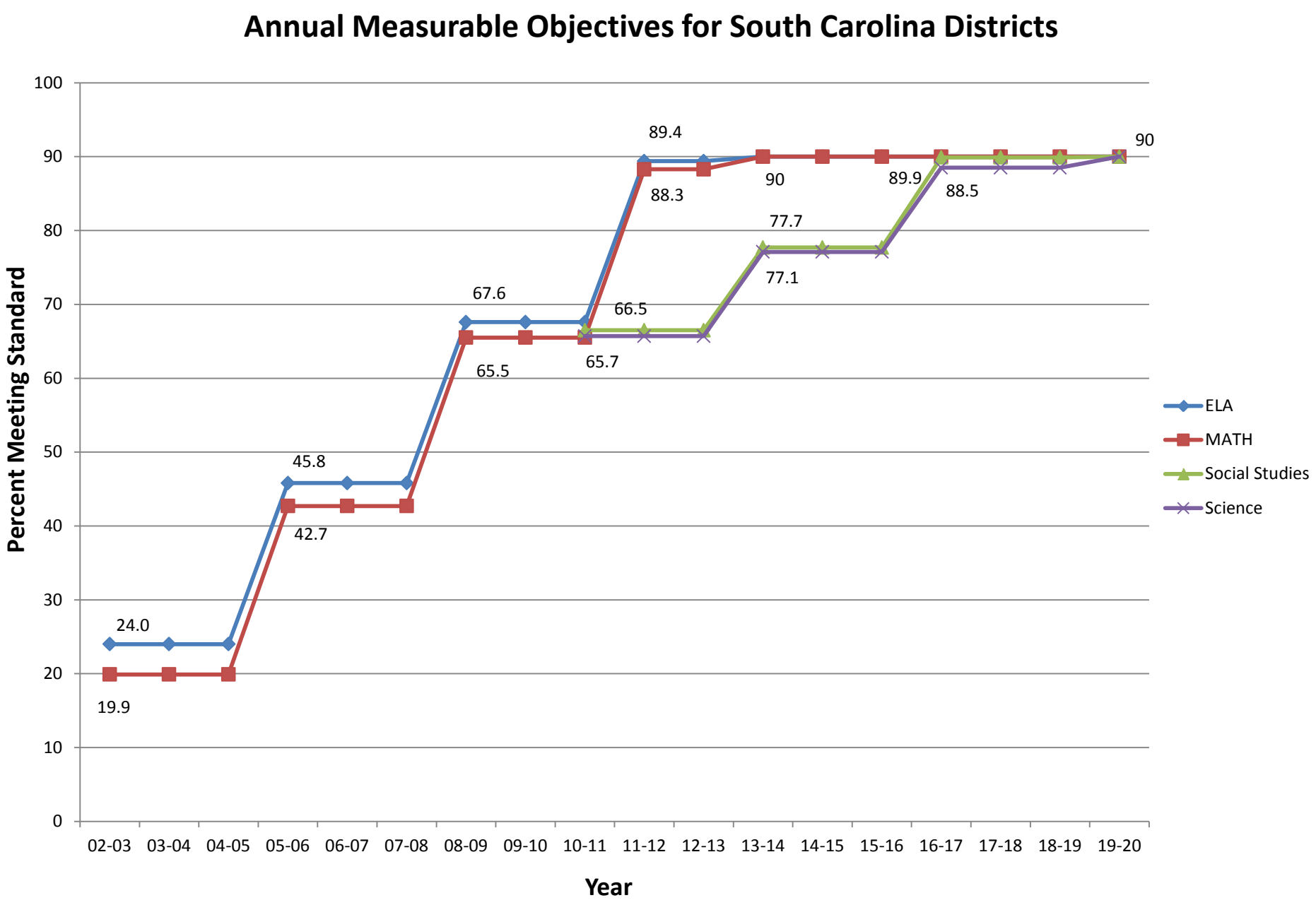
70.1
85.1
ELA
MATH
Science
Social Studies


Annual Measurable Objectives for South Carolina Districts
Percent Meeting Standard
Year
100
90
80
70
60
50
40
30
20
10
0
02-03
03-04
04-05
05-06
06-07
07-08
08-09
09-10
10-11
11-12
12-13
13-14
14-15
15-16
16-17
17-18
18-19
19-20
24.0
19.9
45.8
42.7
67.6
65.5
65.7
66.5
89.4
88.3
90
77.7
77.1
89.9
88.5
90
ELA
MATH
Social Studies
Science

Appendix L: Proposed Comprehensive Needs Assessment Rubric

Title I School and District Self-Assessment

STANDARD	INDICATOR	EVIDENCE	RUBRIC SCORE 4 – We are doing this well 1-We are not doing this at all	ASSISTANCE NEEDED
DISTRICT/SCHOOL LEADERSHIP	1.1 Administrators have ongoing leadership development training			
	1.2 District/School leadership uses disaggregated data as part of a holistic planning process			
	1.3 District/School leadership ensures that all instructional staff have training and access with appropriate curricular materials and resources			
	1.4 District/School leadership ensures that time is allocated and protected to focus on curricular and instructional issues			

	1.5 District/School leadership allocates and reallocates resources to support student learning			
	1.6 District/ School leaders consistently lead the school improvement process as the instructional leader			
	1.7 District/ School administrators lead staff in increasing student achievement results by regularly reviewing curricular and assessment implementation			
	1.8 District/School administrators review teacher performance through regular and consistent evaluation methods			
	1.9 The district and schools are organized to maximize equitable use of fiscal resources to support student and staff performance			

	1.10 Teachers exhibit content knowledge sufficient to foster student learning/progress			
	1.11 Staff monitor and evaluate curriculum and instructional programs and make modifications to ensure continuous district/school improvement			
CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT	**2.1 The curriculum scope, sequence and content is aligned with the SC Standards**			
	2.2 A systematic district/school process for monitoring, evaluating and reviewing the curriculum is in place			
	2.3 District/School planning links standards, formative and summative assessment results, instructional practices review and reteaching			

	2.4 Instructional materials and resources are research based and aligned to SC Standards			
	2.5 Teachers utilize technology effectively as an instructional aid			
	2.6 Use of differentiated instructional methods align teaching with student learning/needs			
	2.7 District/School supports long term professional growth and development of staff			
	2.8 District/School supports teacher reflection as part of ongoing professional development			
	2.9 District/School professional development is continuous and embedded			
	2.10 District/School provides a clearly defined staff evaluation process			

DISTRICT/ SCHOOL AND CLASSROOM ASSESSMENTS	**3.1 District/School supports the use of multiple measures of assessments and evaluation strategies**			
	3.2 District/School communicates and interprets assessment results to students, families and other stakeholders regularly			
	3.3 District/School classroom assessments are aligned to the SC Standards			
	3.4 District/School uses rubrics, scoring guides and exemplars to communicate to students and families the required level of rigor necessary to meet SC Standards and AYP			
	3.5 District/School uses assessment information to identify gaps and inform instructional practices			

	3.6 Teachers communicate regularly with families about individual student progress in meeting SC Standards			
	3.7 District/School coordinates the implementation of assessment programs			
	3.8 The school uses student growth data to identify and reward effective principals and teachers			
	3.9 The school uses student growth data to remove ineffective teachers			
SCHOOL CULTURE, CLIMATE AND COMMUNICATION	**4.1 Facilities provide a safe and orderly environment conducive to student learning**			
	4.2 District/School discipline policies, procedures and implementation support and enhance student learning			
	4.3 District/School recognizes student and teacher excellence and			

	achievement			
	4.4 Families and the community are active partners in the educational process			
	4.5 Students are provided with a variety of opportunities to receive additional assistance to support their learning			
	4.6 District/School have policies and procedures in place to provide students assistance as needed			
FOLLOW-UP ON IDENTIFIED INTERVENTIONS	**5.0 District has clearly communicated and trained staff in the intervention process and its implementation**			
	5.1 District/School leadership and staff are active partners in the implementation of the intervention			
	5.2 District provides professional development opportunities for staff and administration to reinforce the implementation of the			

	intervention			
	5.3 District provides funding for resources and materials to support the implementation of the intervention			

Appendix M: Individualized Modifications/Accommodations Plan

Student Name/ESOL Level:_____
School/Grade Level: _____

School District of _____ County
English for Speakers of Other Languages (ESOL) Services
Individualized Modifications/Accommodations Plan

General Modifications	Specific Strategies and Ideas
General	☐ Collaborate closely with ESOL teacher. ☐ Establish a safe/relaxed/supportive learning environment. ☐ Review previously learned concepts regularly and connect to new learning. ☐ Contextualize all instruction. ☐ Utilize cooperative learning. ☐ Teach study, organization, and note taking skills. ☐ Use manuscript (print) fonts. ☐ Teach to all modalities. ☐ Incorporate student culture (as appropriate). ☐ Activate prior knowledge. ☐ Allow extended time for completion of assignments and projects. ☐ Rephrase directions and questions. ☐ Simplify language. (Ex. Use short sentences, eliminate extraneous information, convert narratives to lists, underline key words/key points, use charts and diagrams, change pronouns to nouns). ☐ Use physical activity. (Total Physical Response) ☐ Incorporate students L1 when possible. ☐ Develop classroom library to include multicultural selections of all reading levels; especially books exemplifying students' cultures. ☐ Articulate clearly, pause often, limit idiomatic expressions, and slang. ☐ Permit student errors in spelling and grammar except when explicitly taught. Acknowledge errors as indications of learning. ☐ Allow frequent breaks. ☐ Provide preferential seating. ☐ Model expected student outcomes. ☐ Prioritize course objectives.
Reading in the Content Areas	☐ Pre-teach vocabulary. ☐ Teach sight vocabulary for beginning English readers. ☐ Allow extended time. ☐ Shorten reading selections. ☐ Choose alternate reading selections. ☐ Allow in-class time for free voluntary and required reading. ☐ Use graphic novels/books and illustrated novels. ☐ Leveled readers ☐ Modified text ☐ Use teacher read-alouds. ☐ Incorporate gestures/drama. ☐ Experiment with choral reading, duet (buddy) reading, and popcorn reading. ☐ Use Language Experience Approach, story charts, storyboards, and other methods. ☐ Introduce reading selections.
Assessment	☐ Allow open note/open book tests (include page numbers as appropriate). ☐ Allow short answer for LEP students, avoid essay questions for most limited English speakers. ☐ Reduce number of questions/prioritize questions. ☐ Reduce cultural bias. ☐ Allow students to answer questions on test; avoid Scantron and answer sheets. ☐ Provide oral administration/oral response. ☐ Break test into small parts.

	☐ Present test question using same phrasing as instruction. ☐ Correlate instruction and assessment styles. ☐ Allow alternate forms of assessment. (Ex. Portfolios, Classroom Observations, Conferencing, Art Forms, Simulations, Drama, Non-Verbal Responses) ☐ Provide visible criteria for assignments and projects (Ex. Rubrics, Checklists). ☐ Provide examples and models of completed projects and papers. ☐ Provide quality study guides for assessments. ☐ Include word banks, small groups of matching, no more than three distracters in multiple choice. ☐ Allow student translations.
Note Taking	☐ Limit or modify note taking: o Cloze Notes o Prioritize Information o Graphic Organizers o Copy of Teacher Notes (Word Processed)/Buddy Notes o Visual Notes (Avoid aural note taking.)
Grouping Suggestions	☐ Partners; L1+L1, L1+L2. ☐ Small Groups. ☐ Heterogeneous and Homogenous Grouping (depending on the purpose, avoid pairing struggling learners). ☐ Pair with native English speakers ☐ Pair with compassionate and mature learners.
Resources	☐ Picture Dictionary ☐ Bilingual Dictionary ☐ Textbooks/Novels in home language: when available. ☐ Recorded text novels; when available. (English and/or L1) ☐ Simplified/High-Low/Adapted Novels ☐ Flash cards with pictures and/or words. ☐ Realia. ☐ Games supporting language acquisition and cultural knowledge. ☐ Music with lyrics. ☐ Illustrations/Videos ☐ Manipulatives
Standardized Testing	☐ Bilingual Dictionary ☐ Reword and/or translate directions. ☐ Oral administration: o Writing o Mathematics o Science o Social Studies ☐ Scheduling ☐ Write or circle answers in the test booklet ☐ Individual or small group administration/setting. ☐ Extended time. ☐ Prior test preparation concerning testing strategies.

These modifications are suggestions based on current student level of English proficiency. Since language learning is a dynamic process, modifications/accommodations will change in relation to language development. Although some form of modification is required, teacher and student are not limited to the indicated modifications. The list can be expanded or condensed based on student need and/or classroom and ESOL teacher observations. Signatures indicate that modifications have been discussed and acknowledged by ESOL and classroom teachers.

Signatures:

ESOL Teacher: _____ **Date:** _____
Teacher: _____ **Date:**_____
Teacher:_____ **Date:**_____
Teacher:_____ **Date:**_____
Teacher:_____ **Date:**_____

Appendix N: ADEPT Standards Upgrade Task Force 2011

School District Superintendents

Dr. Chuck Epps	Fort Mill School District (York Four)
Dr. David O'Shields	Laurens County School District Fifty-Six
Dr. Darryl Owings	Spartanburg County School District Six

School District Administrators And Instructional Leaders

Dr. Joanne Avery	Anderson School District Four
Dr. Angela Bain	District 5 of Lexington and Richland Counties
Dr. Polly Elkins	Dillon County School District Four
Lisa Foster	Lexington School District Two
Patty Fox	Greenville County Schools
Judy Hammett	Berkeley County School District
Audrey Lane	Charleston County School District
Dr. Jeffery Long	Lee County School District
Dr. June Overton	Horry County Schools
Melissa Parrish	Charleston County School District
Dr. Kelly Pew	School District of Pickens County
Dr. Janelle Rivers	Lexington School District One
Margaret Tabor	Berkeley County School District
Alice Walton	Beaufort County School District

School Principals

Laura Blanchard	Dorchester School District Two
Dr. Randall Gary	Richland School District Two
Roderic Taylor	District 5 of Lexington and Richland Counties

Teachers

Bryan Coburn	Rock Hill Schools (York Three)
Dr. Francis Hardy	Spartanburg School District Seven
Laura Howard	South Carolina Public Charter School District
Dywanna Smith	Richland School District One
Linda Winburn	Richland School District Two

Higher Education Representatives

Janey Brandis	Francis Marion University
Michalann Evatt	Clemson University
Dr. Bruce Field	University of South Carolina—Columbia
Dr. Kathy Good	Converse College
Dr. Cindy Johnson-Taylor	Newberry College
Bill Millar	Clemson University
Dr. Mary Steppling	Columbia College

State Board Of Education

Dr. Lyn Norton	South Carolina State Board of Education

South Carolina Department of Education

Charmeka Bosket	Executive Office of Policy and Research
Mark Bounds	Division of School Effectiveness
Mary Hipp	Office of Educator Evaluation
Dr. Kathy Meeks	Office of Educator Evaluation
Anita Parker	Office of Educator Evaluation

Appendix O: ADEPT Performance Standards for Classroom-Based Teachers

Domain 1: Planning	**APS 1 Long-Range Planning**	
	An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.	
	The teacher	
	1A	obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.
	1B	establishes appropriate standards-based long-range learning and developmental goals for all students.
	1C	identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.
	1D	develops appropriate processes for evaluating and recording students' progress and achievement.
	1E	plans appropriate procedures for managing the classroom.
	APS 2 Short-Range Planning of Instruction	
	An effective teacher facilitates student achievement by planning appropriate learning.	
	The teacher	
	2A	develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.
	2B	develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.
	2C	routinely uses student performance data to guide short-range planning of instruction.
	APS 3 Planning Assessments and Using Data	
	An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.	
	The teacher	
	3A	develops/selects and administers a variety of appropriate assessments.
	3B	at appropriate intervals, gathers and accurately analyzes student performance data and uses this information to guide instructional planning.
	3C	uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.
Domain 2: Instruction	**APS 4 Establishing and Maintaining High Expectations**	
	An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.	
	The teacher	
	4A	establishes, communicates, and maintains high expectations for student achievement (what they are to know and be able to do).
	4B	establishes, communicates, and maintains high expectations for student participation.
	4C	helps students assume responsibility for their own participation and learning.
	APS 5 Using Instructional Strategies to Facilitate Learning	
	An effective teacher promotes student learning through the effective use of appropriate instructional strategies.	
	The teacher	
	5A	the teacher uses appropriate instructional strategies.
	5B	the teacher uses a variety of instructional strategies.
	5C	the teacher uses instructional strategies effectively.

Domain 2: Instruction	**APS 6 Providing Content for Learners**	
	An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners. ***The teacher***	
	6A	demonstrates a thorough command of the discipline that he or she teaches.
	6B	provides appropriate content.
	6C	structures the content to promote meaningful learning.
	APS 7 Monitoring, Assessing, and Enhancing Learning	
	An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students. ***The teacher***	
	7A	continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.
	7B	enhances student learning by using information from informal and formal assessments to guide instruction.
	7C	enhances student learning by providing appropriate instructional feedback to all students.
Domain 3: Environment	**APS 8 Maintaining An Environment That Promotes Learning**	
	An effective teacher creates and maintains a classroom environment that encourages and supports student learning. ***The teacher***	
	8A	creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.
	8B	creates and maintains a positive affective climate in his or her classroom.
	8C	creates and maintains a culture of learning in the classroom.
	APS 9 Managing the Classroom	
	An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks. ***The teacher***	
	9A	manages student behavior appropriately.
	9B	makes maximal use of instructional time.
	9C	manages essential non-instructional routines in an efficient manner.
Domain 4: Professionalism	**APS 10 Professionalism**	
	An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession. ***The teacher***	
	10A	is an advocate for the students.
	10B	works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.
	10C	is an effective communicator.
	10D	exhibits professional demeanor and behavior.
	10E	is an active learner.

ADEPT Performance Standards for Classroom-Based Teachers

APS 1
Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E The teacher plans appropriate procedures for managing the classroom.

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The

strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3

Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A The teacher uses appropriate instructional strategies.

The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B The teacher uses a variety of instructional strategies.

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6

Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B The teacher provides appropriate content.

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant,

meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student

retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8

Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9

Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.

The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B The teacher makes maximal use of instructional time.

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C The teacher manages essential noninstructional routines in an efficient manner.

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A The teacher is an advocate for the students.

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C The teacher is an effective communicator.

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators.* The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

Appendix P: ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) **Domains, Standards, and Indicators**[1]	**ADEPT** **Performance Standards and Key Elements**[2]
The Learner and Learning – Standard #1: Learner Development	
1(a) The teacher regularly assesses individual and group performance. [P]	**APS 3.B; 7.A**
1(b) The teacher creates developmentally appropriate instruction that takes into account the individual learners. [P]	**APSs 1.A; 2.B**
1(c) The teacher collaborates with others to promote learner growth and development. [P]	**APS 10.A**
1(d) The teacher understands how learning occurs and knows how to use instructional strategies that promote student learning. [K]	**APSs 5.A; 5.B; 5.C; 6.B**
1(e) The teacher understands that individual differences influence learning and knows how to make decisions that build on learners' strengths and needs. [K]	**APSs 1.A; 1.B; .2B**
1(f) The teacher identifies readiness for learning. [K]	**APS 1.A; 1.B**
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction accordingly. [K]	**APS 2.B**
1(h) The teacher respects learners' differing strengths and needs. [D]	**APS 1.A; 8.B**
1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. [D]	**APSs 2.C; 3.B**
1(j) The teacher takes responsibility for promoting learners' growth and development. [D]	**APSs 3.A; 3.B; 3.C**
1(k) The teacher values the input and contributions of others. [D]	**APS 8.C**
The Learner and Learning – Standard #2: Learning Differences	
2(a) The teacher designs, adapts, and delivers instruction to address individual student differences. [P]	**APSs 1.A; 1.B; 5.A; 5.B; 5.C**
2(b) The teacher makes appropriate provisions for individual students. [P]	**APSs 1.A; 5.A; 5.B; 5.C; 7.B**
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences. [P]	**APSs 5.A; 5.B; 5C**
2(d) The teacher brings multiple perspectives to the discussion. [P]	**APSs 6.B; 6.C**
2(e) The teacher incorporates tools of language development into planning instruction. [P]	**APS 1.A**

[1] The InTASC indicators are categorized as follows: Performances [P], Essential Knowledge [K], and Critical Dispositions [D].
[2] The ADEPT Performance Standards (APSs) and key elements are described in their entirety at the end of this document, beginning on page 10.

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
2(f) The teacher accesses resources, supports, and services to meet learning differences or needs. [P]	**APS 2.B**
2(g) The teacher understands and identifies differences in approaches to learning and knows how to design instruction accordingly. [K]	**APS 2.B; 5.A**
2(h) The teacher understands students with exceptional needs (disabilities and giftedness) and uses strategies accordingly.	**APSs 5.A; 5.B; 7.B**
2(i) The teacher knows about second language acquisition and incorporates appropriate instructional strategies and resources. [K]	**APSs 5.A; 5.B; 7.B**
2(j] The teacher understands that learners bring different assets for learning. [K]	**APSs 4.A; 4.B**
2(k) The teacher knows how to access and use information about diverse cultures and communities. [K]	**APSs 5.B; 6B**
2[l] The teacher believes that all learners can achieve at high levels. [D]	**APSs 4.A; 4.B; 4.C**
2(m) The teacher respects learners as individuals. [D]	**APS 8.B**
2(n) The teacher makes learners feel valued and helps them learn to value each other. [D]	**APS 8.B**
2(o) The teacher values diverse languages and dialects. [D]	**APS 8.B**
The Learner and Learning – Standard #3: Learning Environments	
3(a) The teacher collaborates with others to build a safe, positive climate. [P]	**APSs 8.A; 8.C**
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning. [P]	**APSs 4.C; 5.B**
3(c) The teacher collaborates with others to develop shared values and expectations. [P]	**APSs 8.B; 10.B**
3(d) The teacher manages the learning environment to actively and equitably engage learners. [P]	**APSs 5.C; 8.C**
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment. [P]	**APSs 4.C; 8.C**
3(f) Both verbally and nonverbally, the teacher demonstrates respect for differing cultural backgrounds and perspectives. [P]	**APS 8.B**
3(g) The teacher promotes responsible learner use of interactive technologies. [P]	**APSs 5.A; 5.B; 5.C**
3(h) The teacher intentionally builds learner capacity to collaborate with others, face-to-face and virtually. [P]	**APSs 5.B; 8.C**
3(i) The teacher understands the relationship between motivation and engagement and uses strategies that build learner self-direction and ownership of learning. [K]	**APSs 4.B; 4.C**
3(j) The teacher knows how to help learners work productively and cooperatively with each other. [K]	**APSs 5.B; 8.C; 9.B**
3(k) The teacher knows how to cooperate with learners to establish and monitor the learning environment. [K]	**APSs 8B; 8.C**
3(l) The teacher understands how learner diversity can affect communication. [K]	**APSs 7.B; 8.B**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
3(m) The teacher knows how to use technologies and how to guide learners to use technologies in appropriate, safe, and effective ways. [K]	**APSs 5.A; 5.B; 5.C**
3(n) The teacher is committed to working with learners and others to establish supportive learning environments. [D]	**APSs 8.C; 10.A**
3(o) The teacher values the role of learners in establishing a climate of learning. [D]	**APSs 4.C; 8.C**
3(p) The teacher is committed to supporting learners. [D]	**APSs 8.B; 8.C; 10.A**
3(q) The teacher seeks to foster respectful communication among all members of the learning community. [D]	**APSs 8.B; 8.C; 10.A**
3(r) The teacher is a thoughtful and responsive listener and observer. [D]	**APSs 7.A; 8.B; 8.C**
Content Knowledge – Standard #4: Content Knowledge	
4(a) The teacher effectively uses multiple representations and explanations that promote each learner's achievement of content standards. [P]	**APSs 6.A; 6.B; 6.C**
4(b) The teacher engages students in learning experiences that present diverse perspectives. [P]	**APSs 5.B; 5.C; 6.B**
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. [P]	**APS 5.B; 5.C; 6.C**
4(d) The teacher helps the learners make connections to prior learning and experiences. [P]	**APS 5.A; 6.C**
4(e) The teacher recognizes learner misconceptions and creates experiences to build accurate conceptual understanding. [P]	**APSs 6.A; 7.B**
4(f) The teacher ensures the comprehensiveness, accuracy, and appropriateness of instructional resources and materials. [P]	**APSs 2.B; 5.A; 5.B; 6.A**
4(g) The teacher effectively uses supplementary resources and technologies. [P]	**APS 5.C**
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. [P]	**APS 6C**
4(i) The teacher accesses resources to evaluate the learners' content knowledge in their primary language. [P]	**APSs 1.D; 3.A**
4(j) The teacher understands the content of the discipline that he or she teaches. [K]	**APS 6.A**
4(k) The teacher understands common misconceptions in learning the discipline. [K]	**APS 6.C**
4(l) The teacher knows and uses the academic language of the discipline. [K]	**APS 6.A**
4(m) The teacher knows how to integrate culturally relevant content. [K]	**APSs 6.B; 6.C**
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline. [K]	**APSs 2.A; 6.C**
4(0) The teacher realizes that content is ever-evolving. [D]	**APSs 6.A; 10.E**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
4(p) The teacher appreciates multiple perspectives within the discipline. [D]	**APSs. 6.B; 6.C**
4(q) The teacher recognizes and seeks to address potential bias. [D]	**APS 6.B**
4(r) The teacher is committed to helping each learner master the content and skills of the discipline. [D]	**APSs 6.C; 10.A**
Content Knowledge – Standard #5: Application of Content	
5(a) The teacher develops and implements cross-disciplinary projects. [P]	APSs 5.B; 6.C
5(b) The teacher engages learners through interdisciplinary themes. [P]	**APSs 5.B; 6.C**
5(c) The teacher facilitates learners' use of current tools and resources. [P]	**APS 5.B**
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving. [P]	**APSs 5.B; 6.C**
5(e) The teacher develops learners' discipline-related communication skills in a variety of contexts and for a variety of contexts and audiences. [P]	**APSs 6.B; 6C**
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches. [P]	**APS 6.C**
5(g) The teacher facilitates learners' ability to develop diverse perspectives that expand their understanding of issues. [P]	**APS 6.B**
5(h) The teacher develops and implements supports for literacy development across content areas. [P]	**APSs 5.A; 5.B; 5.C**
5(i) The teacher understands the ways of knowing his or her discipline. [K]	**APS 6.C**
5(j) The teacher understands how current interdisciplinary themes connect to the core subjects. [K]	**APS 6.C**
5(k) The teacher understands the demands of accessing and managing information. [K]	**APSs 5.B; 6.C**
5(l) The teacher understands how to use digital and interactive technologies effectively. [K]	**APS 5.C**
5(m) The teacher understands how to help learners develop critical thinking processes. [K]	**APSs 5.A; 6.C**
5(n) The teacher understands communication modes and skills as vehicles for acquiring and expressing learning. [K]	**APSs 5.A; 6.C**
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. [K]	**APS 6.C**
5(p) The teacher knows where and how to access and integrate resources to build global awareness and understanding. [K]	**APS 5.B**
5(q) The teacher constantly explores ways of using disciplinary knowledge as a lens to address local and global issues. [D]	**APSs 6.A; 10.E**
5(r) The teacher values knowledge outside his/her own content area. [D]	**APS 10.B**
5(s) The teacher values flexible, exploratory learning environments. [D]	**APS 8.C**
Instructional Practice – Standard #6: Assessment	
6(a) The teacher balances formative and summative assessments. [P]	**APSs 1.D; 3.A; 7.A**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
6(b) The teacher designs assessments that match the learning objectives and that minimize bias. [P]	**APSs 1.D; 3.A**
6(c) The teacher independently and collaboratively examines test and other performance data to determine progress and to guide planning. [P]	**APSs 2.C; 3.B; 7.B**
6(d) The teacher engages learners in identifying quality work and provides them with effective descriptive feedback. [P]	**APSs 4.C; 7.C**
6(e) The teacher engages learners in multiple ways of demonstrating their knowledge and skills. [P]	**APS 7.A**
6(f) The teacher models and structures processes that guide learners in examining their own—and others'—performance. [P]	**APSs 4.C; 8.C**
6(g) The teacher effectively uses multiple and appropriate types of assessment data. [P]	**APSs 1.D; 3.A; 7.A**
6(h) The teacher prepares all learners for the demands of each assessment. [P]	**APS 3.A**
6(i) The teacher seeks appropriate ways to use technology to support assessment. [P]	**APSs 1.D; 3.A; 7.A**
6(j) The teacher understands the differences between formative and summative assessments. [K]	**APSs 1.D; 3.A; 7.A**
6(k) The teacher understands the numerous types and multiple purposes of assessment and uses this information to design/select appropriate assessments. [K]	**APSs 1.D; 3.A; 7.A**
6(l) The teacher knows how to analyze assessment data to guide planning, instruction, and feedback to learners. [K]	**APSs 2.C; 3.B; 3.C; 7.B; 7.C**
6(m) The teacher knows when and how to engage learners in analyzing their own assessment results. [K]	**APSs 4.C; 7.C**
6(n) The teacher understands the importance of descriptive feedback. [K]	**APS 7.C**
6(o) The teacher knows when and how to evaluate and report learner progress against standards. [K]	**APS 3.C**
6(p) The teacher understands how to prepare learners for assessments and how to make appropriate accommodations. [K]	**APS 3.A**
6(q) The teacher is committed to actively engaging learners in the assessment process. [D]	**APSs 4.C; 7.B**
6(r) The teacher takes responsibility for aligning instruction and assessments with the learning goals. [D]	**APSs 1.D; 3.B; 7.A**
6(s) The teacher is committed to providing timely and effective descriptive feedback to learners. [D]	**APS 7.C**
6(t) The teacher is committed to using multiple types of assessments. [D]	**APSs 1.D; 3.B; 7.A**
6(u) The teacher is committed to making appropriate accommodations in assessments, when needed. [D]	**APS 3.A**
6(v) The teacher is committed to the ethical use of assessments and data. [D]	**APS 10.D**
Instructional Practice – Standard #7: Planning for Instruction	
7(a) The teacher individually and collaboratively selects and creates appropriate and relevant learning experiences. [P]	**APSs 2.B; 5.B; 6.C**
7(b) The teacher plans how to achieve each learner's learning goals. [P]	**APSs 2.B; 4.B; 5.A**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. [P]	**APSs 1.C; 2.B; 6.C; 7.A**
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. [P]	**APSs 1.A; 2.C; 3.B; 7.B**
7(e) The teacher plans collaboratively with professionals who have specialized expertise. [P]	**APS 10.A**
7(f) The teacher evaluates plans and systematically adjusts them, as needed. [P]	**APSs 2.C; 3.B; 7.B**
7(g) The teacher understands content and content standards. [K]	**APSs 1.B; 2.A**
7(h) The teacher understands how integrating cross-disciplinary skills helps engage learners. [K]	**APS 2.B**
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and uses this information to guide planning. [K]	**APSs 1.A; 2.A; 2.B**
7(j) The teacher understands the strengths and needs of individual learners and uses this information to guide planning. [K]	**APSs 1.A; 2.A; 2.B**
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools. [K]	**APS 2.B**
7(l) The teacher knows when and how to adjust plans based on formative and summative assessment results. [K]	**APSs 2.C; 3.B; 3.C; 7.B; 7.C**
7(m) The teacher knows how to access resources and other professionals to support student learning. [K]	**APS 10.A**
7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to guide planning. [D]	**APS 1.A**
7(o) The teacher values planning as a collegial activity. [D]	**APS 1 Introduction; APSs 10.A; 10.E**
7(p) The teacher uses planning as a means of assuring student learning. [D]	**APSs 2.C; 3.C**
7(q) The teacher believes that plans must always be open to adjustment and revision, as needed. [D]	**APS 1 Introduction**
Instructional Practice – Standard #8: Instructional Strategies	
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of the learners. [P]	**APSs 2.B; 5.A; 5.B**
8(b) The teacher continuously monitors student learning, engages learners in assessing their own progress, and adjusts instruction accordingly. [P]	**APSs 4.C; 7.A; 7.B**
8(c) The teacher collaborates with learners and others to design and implement relevant learning experiences. [P]	**APSs 8.C; 10.A**
8(d) The teacher varies his or her role in the instructional process. [P]	**APS 5.B**
8(e) The teacher provides multiple models and representations of concepts and skills. [P]	**APSs 5.B; 6.C**
8(f) The teacher engages all learners in developing higher order skills and processes. [P]	**APSs 5.A; 6.C; 7.B**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
8(g) The teacher engages learners in using a range of learning skills and technology tools. [P]	**APS 5.A; 5.B**
8(h) The teacher uses a variety of instructional strategies. [P]	**APS 5.B**
8(i) The teacher asks questions to stimulate discussion. [P]	**APS 7.A**
8(j) The teacher understands the cognitive processes associated with various kinds of learning. [K]	**APSs 5.A; 6.C; 7.B**
8(k) The teacher knows how to apply a range of appropriate instructional strategies to achieve learning goals. [K]	**APSs. 5.B; 5.C**
8(l) The teacher knows when and how to differentiate instruction. [K]	**APSs 1.A; 2.A; 4.A; 5.B; 7.B**
8(m) The teacher understands how to use multiple forms of communication for a variety of purposes. [K]	**APS 10.C**
8(n) The teacher knows how to use a wide variety of human and technological resources to engage students in learning. [K]	**APS 5.B**
8(o) The teacher understands how to use and evaluate media and technology. [K]	**APS 5.A**
8(p) The teacher is committed to understanding the strengths and needs of diverse learners. [D]	**APSs 1.A; 3.B; 7.B**
8(q) The teacher values the variety of ways people communicate. [D]	**APS 10.C**
8(r) The teacher is committed to exploring when and how to use new and emerging technologies. [D]	**APSs 5.A; 10.E**
8(s) The teacher values flexibility and reciprocity in adapting instruction. [D]	**APSs 2.C; 3.B; 6.C; 7.B; 10.A**
Professional Responsibility – Standard #9: Professional Learning and Ethical Practice	
9(a) The teacher engages in ongoing learning opportunities related to local and state standards. [P]	**APSs 10.D**
9(b) The teacher engages in meaningful learning experiences aligned with his or her own needs and the needs of the learners. [P]	**APS 10.E**
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data to evaluate the outcomes of teaching and learning and to guide planning and practice. [P]	**APSs 1.A; 2.C; 3.B**
9(d) The teacher actively seeks professional, community, and technological resources. [P]	**APSs 5.B; 10.A**
9(e) The teacher reflects on his or her personal biases and accesses resources to build stronger relationships and create more relevant learning experiences. [P]	**APS 10.E**
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology. [P]	**APS 10.D**
9(g) The teacher understands how to use a variety of self-assessment and problem-solving strategies to improve his or her practice. [K]	**APS 10.E**
9(h) The teacher knows how to use learner data to improve practice and differentiate instruction. [K]	**APSs 1.A; 2.A; 2.C; 3.B**
9(i) The teacher understands how personal perceptions may bias behaviors and interactions with others. [K]	**APSs 8.B; 10.C**
9(j) The teacher understands laws related to learners' rights and teacher responsibilities. [K]	**APS 10.D**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
9(k) The teacher knows how to build and implement a professional growth and development plan. [K]	**APS 10.E**
9(l) The teacher takes responsibility for student learning and for improving planning and professional practices. [D]	**APSs 4.A; 10.E**
9(m) The teacher is committed to expanding his or her own frame of reference. [D]	**APS 10.E**
9(n) The teacher sees him- or herself as a learner. [D]	**APS 10.E**
9(o) The teacher understands the expectations of the profession, including codes of ethics, standards of practice, and relevant laws and policies. [D]	**APS 10.D**

Professional Responsibility – Standard #10: Leadership and Collaboration	
10(a) The teacher takes an active role on the instructional team. [P]	**APS 10.B**
10(b) The teacher works with other school professionals to meet the diverse needs of learners. [P]	**APS 10.A**
10(c) The teacher engages collaboratively in school-wide efforts. [P]	**APS 10.B**
10(d) The teacher works collaboratively with learners and others to support learner development and achievement. [P]	**APS 10.A**
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources. [P]	**APS 10.A**
10(f) The teacher engages in collaborative professional learning. [P]	**APS 10.E**
10(g) The teacher uses technological tools and a variety of communication strategies to engage learners, families, and colleagues in learning communities. [P]	**APS 10.C**
10 (h) The teacher uses and generates meaningful educational research. [P]	**APS 10.E**
10(i) The teacher models effective practice and leads professional learning activities for colleagues. [P]	**APS 10.E**
10(j) The teacher advocates for learners. [P]	**APS 10.A**
10(k) The teacher assumes leadership and advocacy roles at various levels. [P]	**APS 10.E**
10(l) The teacher understands schools and knows how to work with others across the system. [K]	**APS 10.B**
10(m) The teacher understands the importance of and promotes the alignment of family, school, and community.	**APS 10.C**
10(n) The teacher knows how to collaborate with other adults in both face-to-face and virtual contexts. [K]	**APS 10.C**
10(o) The teacher knows how to contribute to a common culture that supports student learning. [K]	**APSs 10.A; 10.B**
10(p) The teacher shares responsibility for shaping and supporting the mission of the school. [D]	**APS 10.B**
10(q) The teacher respects and seeks to work collaboratively with learners and their families. [D]	**APSs 4.C; 10.C**
10(r) The teacher takes the initiative to grow and develop with colleagues. [D]	**APS 10.E**
10(s) The teacher takes responsibility for contributing to and advancing the profession. [D]	**APS 10.E**
10(t) The teacher embraces the challenge of continuous improvement and change. [D]	**APS 10.E**

Appendix Q: Teacher Performance Rubrics

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
Hillsborough (FL) County Public Schools	Empowering Effective Teachers Classroom Teacher Evaluation Instrument	4 Performance Ratings: 0—Requires Action 1—Developing 2—Accomplished 3—Exemplary	•Collaborated with Charlotte Danielson Empowering Effective Teachers Initiative: http://communication.sdhc.k12.fl.us/empoweringteachers/ Rubric: http://communication.sdhc.k12.fl.us/empoweringteachers/wp-content/uploads/2010/06/Teacher-Eval-Instrument-DRAFT-v3-2.pdf
North Carolina	North Carolina Teacher Evaluation Process (2008)	4 Performance Ratings: Developing Proficient Accomplished Distinguished Plus 1 Disqualifier: Not Demonstrated	•Developed with Mid-continent Research for Education and Learning (www.mcrel.org). •Effective with the 2010-11 school year, all districts must evaluate teachers with this system unless the LEA develops an alternative evaluation that is validated and that includes standards and criteria similar to the NC Professional Teaching Standards and the NC TEP. Teacher Evaluation process: http://www.ncpublicschools.org/docs/profdev/training/teacher/teacher-eval.pdf •Does not provide descriptors in the "Not Demonstrated" category. •Also have a teacher candidate rubric aligned with the in-service TEP. http://www.ced.appstate.edu/newstandards/docs/final-teacher-candidate-rubric-as-approved-by-the-sbe.pdf
Utah Education Network/Utah State Office of Education and Higher Ed Utah	Utah Professional Teacher Standards Continuum EYE—Entry Years Enhancements Evaluation	4 Performance Ratings: Basic Emerging Proficient Master	•Adapted from Danielson. http://www.uen.org/Rubric/rubric.cgi?rubric_id=1512 •Three-year induction period. http://www.schools.utah.gov/cert/New-Teacher-Entry-Years-Enhancement.aspx •Mentor standards and continuum http://www.schools.utah.gov/cert/DOCS/EYE/EYE-Mentor.aspx

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
District of Columbia Public Schools	IMPACT	4 Performance Ratings: 1—Ineffective 2—Minimally Effective 3—Effective 4—Highly Effective	IMPACT http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/
The TAP System for Teacher and Student Advancement	TAP	5 Performance Ratings: 1—Unsatisfactory 3—Proficient 5—Exemplary	•Rating names and rubric descriptors are not provided for categories 2 and 4. Evaluators must interpolate performance between levels 1 and 3 in order to derive a rating of 2; similarly, evaluators must interpolate performance between levels 3 and 5 in order to derive a rating of 4. http://www.tapsystem.org/newsroom/newsroom.taf?page=whatsontap&_function=detail&id=75
Georgia	CLASS Keys Georgia Teacher Evaluation System	4 Performance Ratings: Not Evident Emerging Proficient Exemplary	Teacher and Leader Quality site: http://www.gadoe.org/tss_teacher.aspx
Tennessee	Tennessee Framework for Evaluation & Professional Growth Comprehensive Assessment	4 Performance Ratings: Unsatisfactory Level A—Developing Level B—Proficient Level C—Advanced	•The four performance ratings are used on the indicators and six domains; the overall judgment is condensed to two levels: satisfactory or unsatisfactory. http://state.tn.us/education/frameval/doc/ps-o.pdf

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
Pittsburgh, PA	Pittsburgh RISE Teacher Evaluation Instrument	4 Performance Ratings: Unsatisfactory Basic Proficient Distinguished	http://www.pps.k12.pa.us/14311059122535553/lib/14311059122535553/Education%20Committee/2010/April/Teacher-Self-Assessment-Rubric.pdf
Memphis (TN) City Schools	Memphis Teacher Effectiveness Initiative	4 Performance Ratings: 1—Not Meeting Expectations 2—Basic 3—Proficient 4—Distiguished	http://www.mcsk12.net/tei/docs/rubric/062210_MCSImprovedRubric v2.pdf
Denver (C0) Public Schools	DCTA	4 Performance Ratings: NM—Not Meeting D—Developing M—Meeting E—Exceeding	Ratings used for the five performance standards and corresponding criteria; standards ratings are used to determine the overall rating of satisfactory/unsatisfactory. http://hr.dpsk12.org/dcta_evaluation_forms
Greenville (SC) County Schools	PAS-T	4 Performance Ratings: Unsatisfactory Needs Improvement Proficient Exemplary	http://www.greenville.k12.sc.us/gcsd/depts/hr/adept1.asp

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
North Star Academy Charter School of Newark		4 Performance Ratings: Needs Improvement Working Towards Proficient Advanced	http://schoolleaderstoolbox.org/assets/tools/NSA-USI%2010-11+NSA+Teaching+Eval+Rubric+FINAL%20TSLT_0311.pdf
Greater Newark Charter School		4 Performance Ratings: 1—Beginning 2—Emerging 3—Applying 4—Innovating	Developed by Kim Marshall http://www.greaternewarkcharterschool.org/PDFs/GNCS_Learning_and_Teaching_Rubric.pdf
Texas	TxBESS Framework Performance Standards and Developmental Continuum	4 Performance Ratings: Developing Beginning Competent Advanced Competent Proficient	http://www.region10.org/TxBESS/documents/TxBESSFramework.pdf
New York	(TBD)	4 Performance Ratings: Ineffective Developing Effective Highly Effective	Teacher ratings will be calculated as follows: 20% -- Student academic progress based on standardized tests 20% -- Locally selected measures of student achievement 60% -- Teacher/principal performance measures
Developer: Kim Marshall (May 16, 2009)	NA: Developed for use by interested school districts	*4 Performance Ratings: 1 - Does Not Meet Standard 2 - Needs Improvement 3 – Proficient 4 – Expert	ecologyofeducation.net/wsite/wp-content/uploads/2009/09/teacher-eval-rubrics-may-16-09.pdf

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
Utah Education Network/ Publisher: ASCD		*4 Performance Ratings: Unsatisfactory Basic Proficient Distinguished	http://www.uen.org/Rubric/fubric.cgi?rubric_id=1512 Description: A rubric to help evaluate one's teaching skills.
PUSD Rubric for Teacher Performance Summative Evaluation (Arizona)	PUSD Teacher Performance Summative Evaluation	4 Performance Ratings: Not Observed Unsatisfactory Area of Growth Proficient	http://prescottschools.com/staff.htm - FORMS
Cincinnati Public Schools	CPS Teacher Evaluation System (TES)	4 Performance Ratings: 1 – Unsatisfactory 2 – Basic 3 – Proficient 4 – Distinguished	http://www.cps-k12.org/employment/tchreval/stndsrubrics.pdf **Peer Assistance and Evaluation Program (PAEP)** **Career-In-Teaching – Five Level Continuum for Advancement > Lead Teacher**

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Final ADEPT Results
2010–11

Issued by the
Division of School Effectiveness

South Carolina Department of Education
Columbia, South Carolina

Mick Zais, Ph.D.
State Superintendent of Education

Introduction

Effective educators are competent, caring professionals who have a significant and lasting impact on student learning and achievement.

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system is designed to promote teacher effectiveness in two ways. Through the assistance and professional development processes, emphasis is placed on continuously improving instructional practices. During the formal evaluation process, the focus shifts to quality assurance. In combination, these two components help ensure that teachers in South Carolina are competent, caring, and effective.

ADEPT is a success-based system. It is expected that, given adequate and appropriate preparation and support during their teacher preparation and induction programs, most teachers will meet the formal evaluation criteria and will continue to increase their knowledge and expertise throughout the entirety of their teaching careers.

The following tables summarize the ADEPT evaluation results[1] for teachers[2] at each contract level. Explanations of the teacher contract levels and the ADEPT processes accompany each of the tables. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, 1,860 teachers were employed under a letter of agreement, for **a total of 52,490 teachers employed during the 2010–11 academic year**.

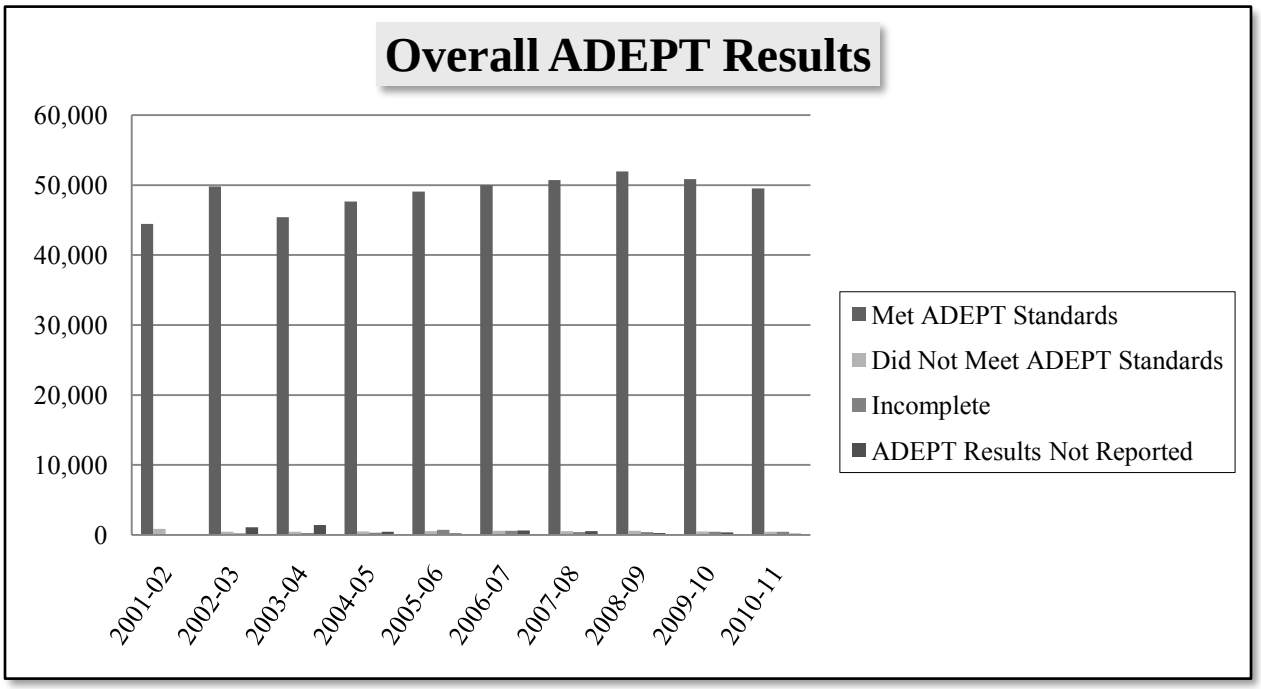
Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS). Prior to the 2002–03 academic year, districts reported teachers' ADEPT results via the Professional Certified Staff (PCS) system.

[1] Percentages for some academic years total slightly more or less than 100% due to the fact that all percentages are rounded to the nearest whole number.
[2] Under the current ADEPT system, the term *teachers* refers to classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists.

STATEWIDE ADEPT RESULTS

(Teachers Employed Under Induction, Annual, and Continuing Contracts)

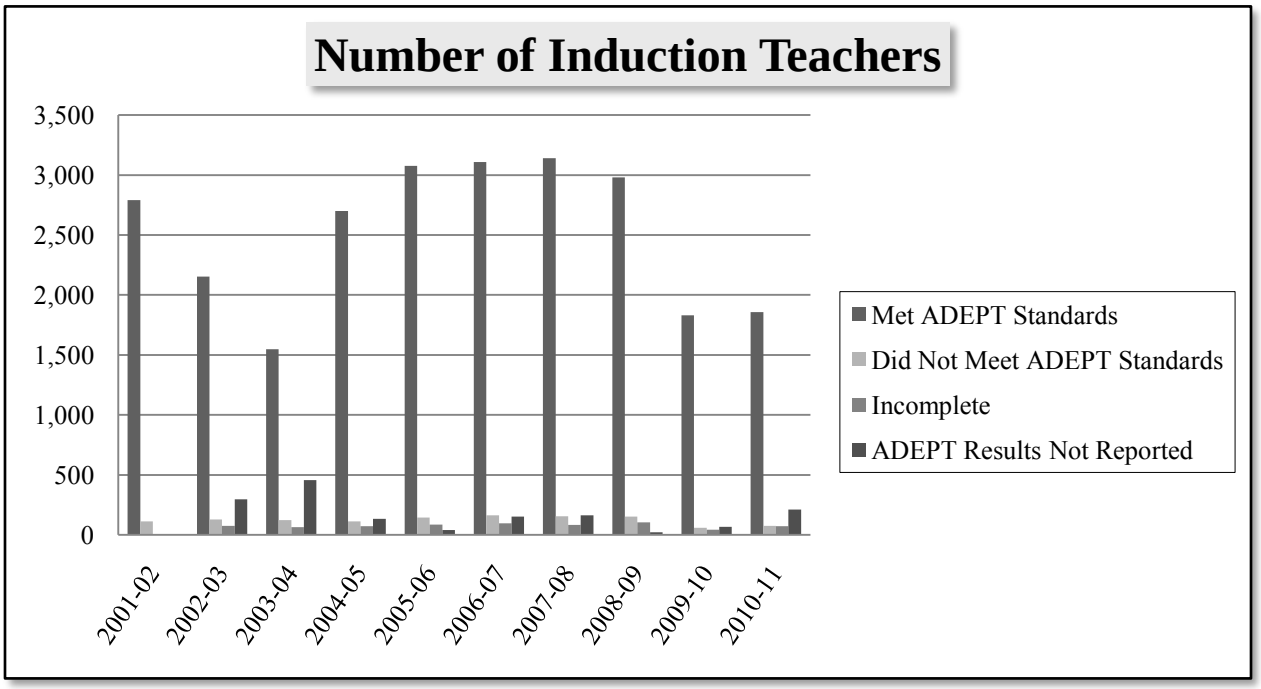
Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	50,630	49,518 (98%)	439 (1%)	463 (1%)	210 (<1%)
2009–10	52,174	50,876 (97%)	507 (1%)	439 (1%)	352 (1%)
2008–09	53,217	51,949 (97%)	580 (1%)	431 (1%)	257 (1%)
2007–08	52,227	50,719 (97%)	545 (1%)	430 (1%)	533 (1%)
2006–07	51,848	49,983 (96%)	579 (1%)	621 (1%)	665 (1%)
2005–06	50,601	49,093 (97%)	572 (1%)	722 (1%)	214 (1%)
2004–05	48,947	47,655 (97%)	490 (1%)	345 (1%)	457 (1%)
2003–04	47,578	45,427 (95%)	451 (1%)	284 (1%)	1416 (3%)
2002–03	51,608	49,797 (96%)	449 (1%)	243 (<1%)	1119 (2%)
2001–02	45,331	44,477 (98%)	854 (2%)	No data	No data



TEACHERS EMPLOYED UNDER INDUCTION CONTRACTS

Induction contracts are issued to teachers in their first year of teaching under a valid South Carolina pre-professional teaching certificate (e.g., initial, critical needs, international, and the like). During this induction year, teachers are evaluated formatively in order provide them with feedback and guidance to enhance their effectiveness. Districts provide beginning teachers with activities designed to facilitate their successful transition into professional practice. Novice teachers also receive support, assistance, and feedback from mentors, building administrators, and other experienced and novice teachers.

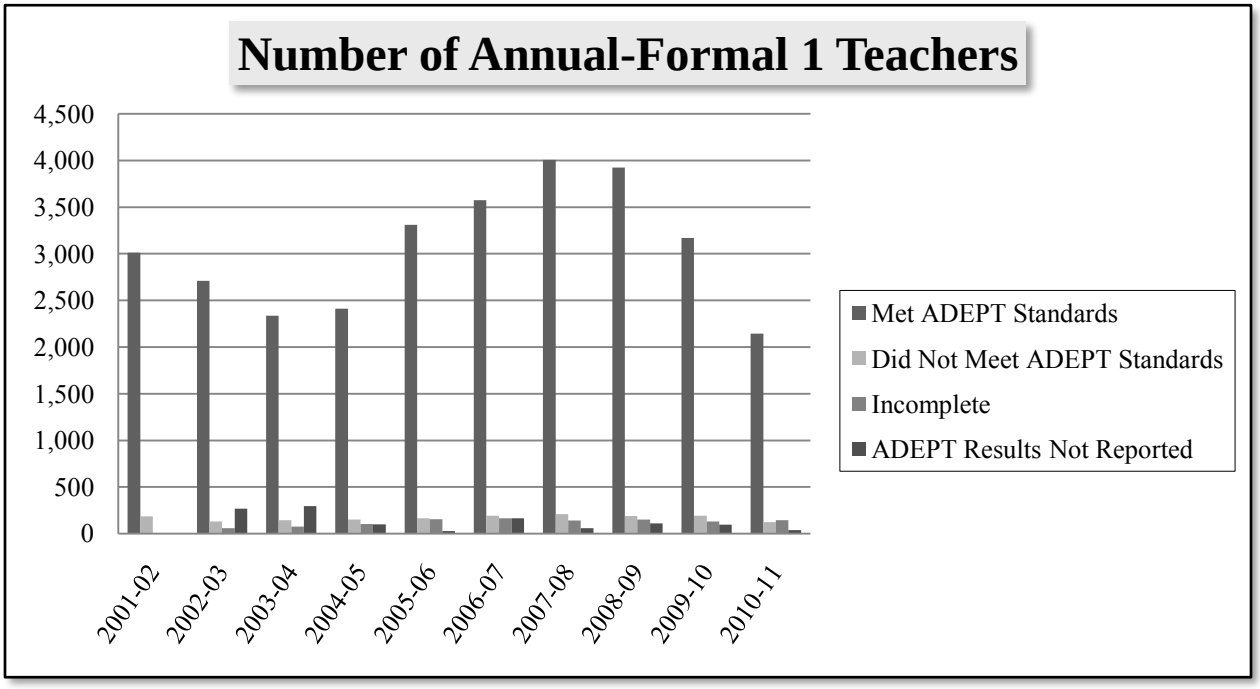
Academic Year	Total Number of Teachers Reported	Number and Percentage of Induction Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,027	1,856 (92%)	74 (4%)	71 (4%)	26 (1%)
2009–10	1,999	1,830 (92%)	58 (3%)	43 (2%)	68 (3%)
2008–09	3,258	2,981 (91%)	151 (5%)	105 (3%)	21 (1%)
2007–08	3,543	3,141 (89%)	154 (4%)	84 (2%)	164 (5%)
2006–07	3,515	3,107 (88%)	162 (5%)	95 (3%)	151 (4%)
2005–06	3,346	3,076 (92%)	145 (4%)	86 (3%)	39 (1%)
2004–05	3,017	2,699 (89%)	112 (4%)	72 (2%)	134 (5%)
2003–04	2,192	1,547 (70%)	124 (6%)	64 (3%)	457 (21%)
2002–03	2,651	2,154 (81%)	127 (5%)	74 (3%)	296 (11%)
2001–02	2,903	2,791 (96%)	112 (4%)	No data	No data



TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS
FORMAL EVALUATION 1

Teachers who hold a valid South Carolina pre-professional teaching certificate and who have completed an induction year (or the equivalent) are eligible for employment at the annual-contract level. Annual-contract teachers must successfully complete an ADEPT formal (summative) evaluation in order to be eligible to advance to a professional teaching certificate and a continuing contract. Teachers in the **annual-formal 1** category are undergoing this formal evaluation process for the first time at this contract level.

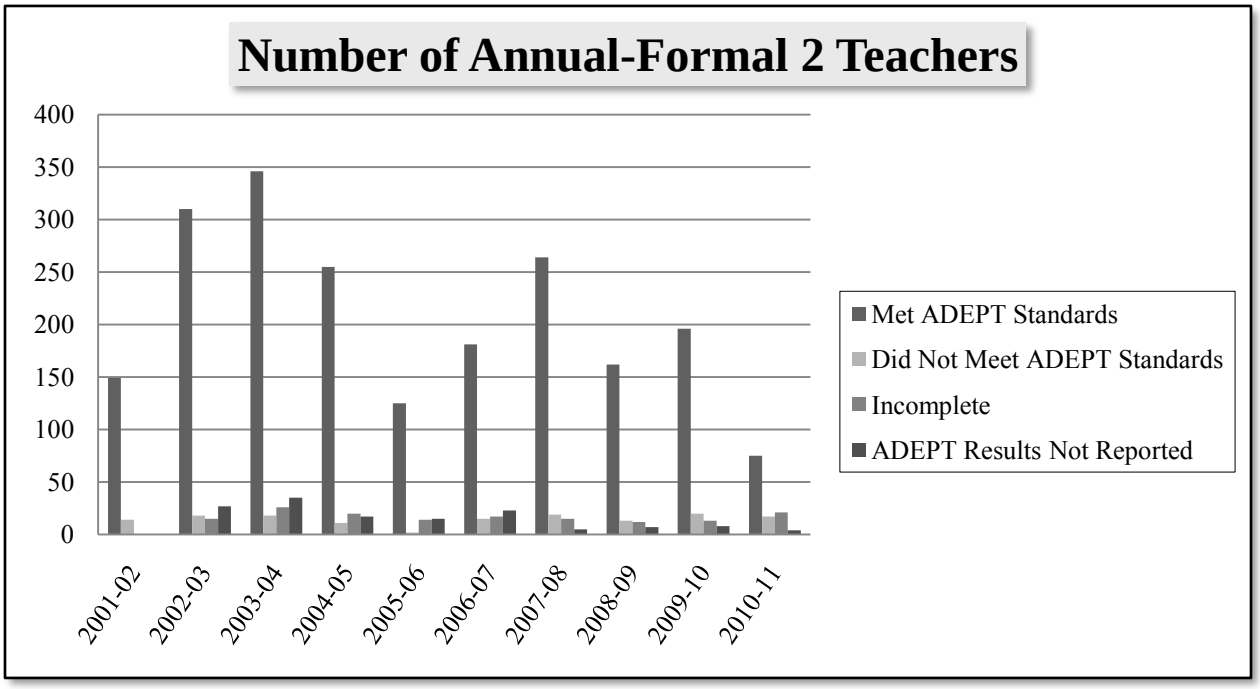
Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 1 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,450	2,143 (87%)	123 (5%)	146 (6%)	38 (2%)
2009–10	3,592	3,170 (88%)	193 (5%)	132 (4%)	97 (3%)
2008–09	4,377	3,926 (90%)	190 (4%)	151 (3%)	110 (3%)
2007–08	4,415	4,007 (91%)	209 (5%)	141 (3%)	58 (1%)
2006–07	4,096	3,573 (87%)	194 (5%)	164 (4%)	165 (4%)
2005–06	3,657	3,310 (91%)	164 (4%)	154 (4%)	29 (1%)
2004–05	2,766	2,412 (87%)	151 (5%)	104 (4%)	99 (4%)
2003–04	2,851	2,336 (82%)	143 (5%)	77 (3%)	295 (10%)
2002–03	3,166	2,711 (86%)	130 (4%)	57 (2%)	268 (8%)
2001–02	3,200	3,013 (94%)	187 (6%)	No data	No data



TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS
FORMAL EVALUATION 2

Teachers in the **annual-formal 2** category are undergoing the ADEPT formal evaluation process for the second time at this contract level. Teachers who fail the formal evaluation process for the second time at the annual-contract level are automatically suspended from teaching in any public school in this state for a minimum of two years. Additionally, these teachers must complete a state-approved program of remediation in order to have their teaching certificates reinstated.

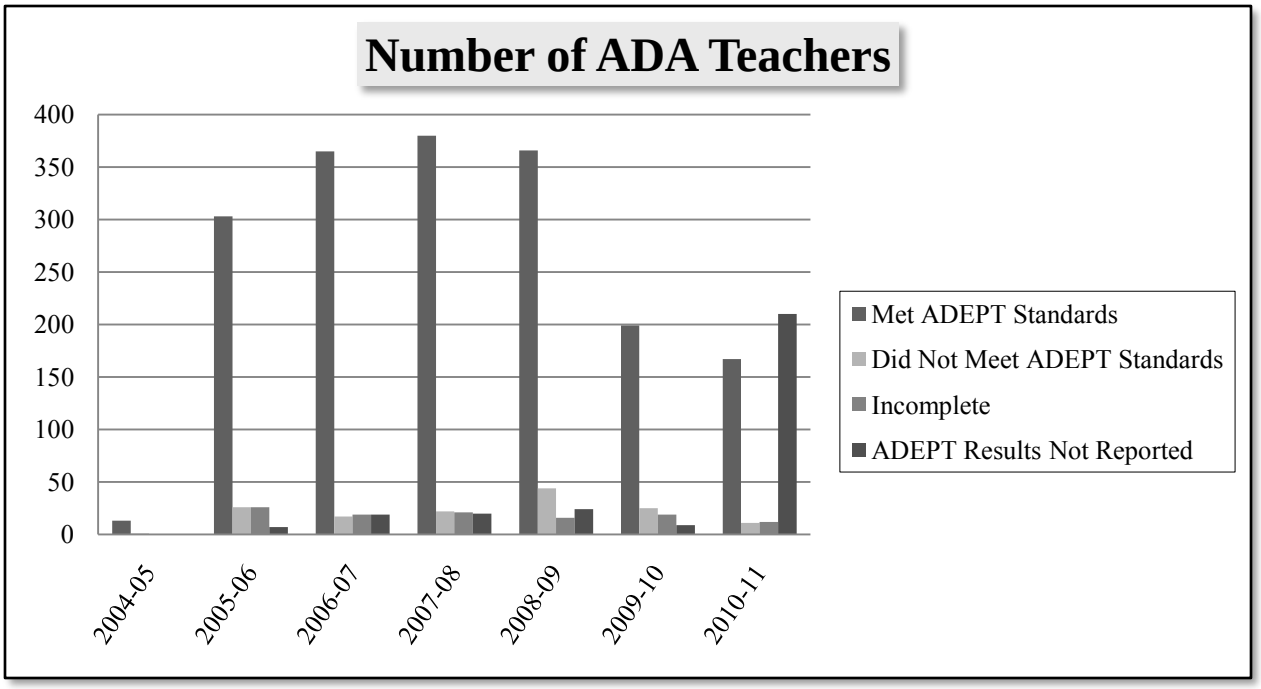
Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 2 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	117	75 (64%)	17 (15%)	21 (18%)	4 (3%)
2009–10	237	196 (83%)	20 (8%)	13 (5%)	8 (3%)
2008–09	194	162 (84%)	13 (7%)	12 (6%)	7 (3%)
2007–08	303	264 (87%)	19 (6%)	15 (5%)	5 (2%)
2006–07	236	181 (77%)	15 (6%)	17 (7%)	23 (10%)
2005–06	156	125 (80%)	2 (1%)	14 (9%)	15 (10%)
2004–05	303	255 (84%)	11 (4%)	20 (7%)	17 (5%)
2003–04	425	346 (81%)	18 (4%)	26 (6%)	35 (8%)
2002–03	370	310 (84%)	18 (5%)	15 (4%)	27 (7%)
2001–02	163	149 (91%)	14 (9%)	No data	No data



TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS
DIAGNOSTIC ASSISTANCE (ADA)

Teachers employed at the annual-contract level are eligible to receive one year of **(annual) diagnostic assistance** (**ADA**), if needed. The purpose of diagnostic assistance is to support promising teachers who require additional help either after their induction year or after their first unsuccessful formal evaluation. Additionally, teachers from out of state or from a nonpublic school setting who have more than one year of teaching experience are eligible to receive a year of diagnostic assistance, at the discretion of the employing school district, in order to become familiar with the district and/or the ADEPT system prior to their formal evaluation. During the diagnostic assistance year, mentors, administrators, and peers provide support, assistance, and/or feedback tailored to meet the specific needs of each teacher.

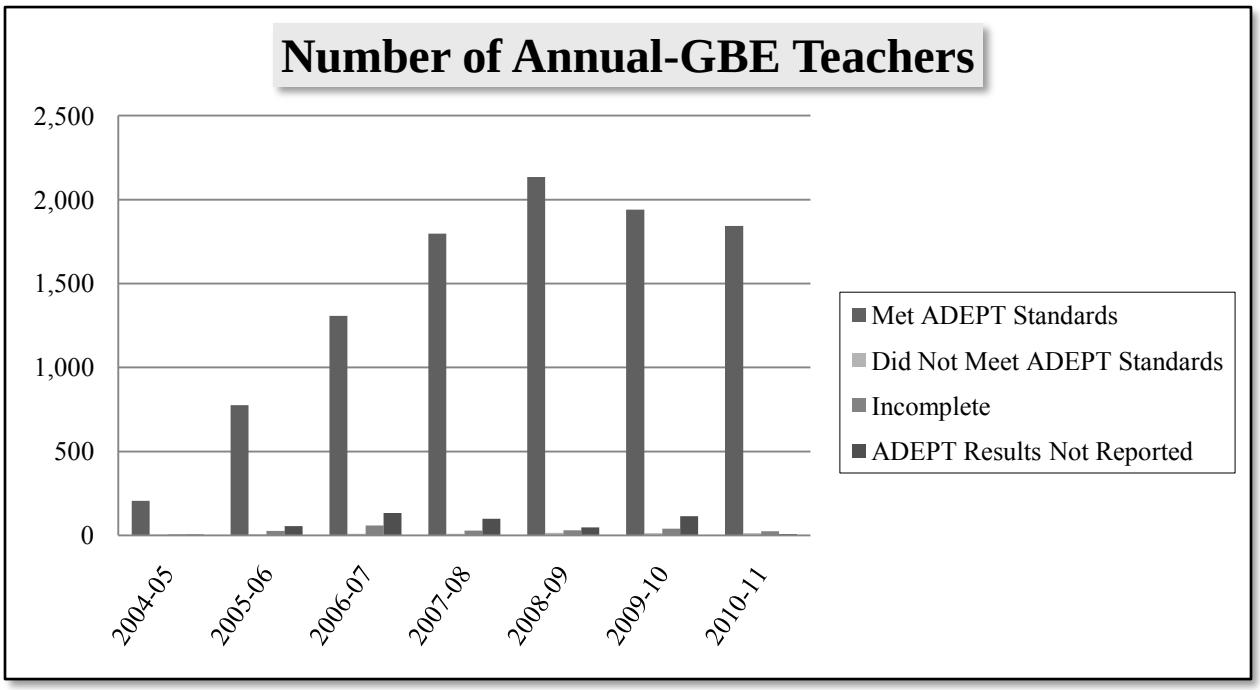
Academic Year	Total Number of Teachers Reported	Number and Percentage of ADA Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	197	167 (85%)	11 (6%)	12 (6%)	7 (4%)
2009–10	252	199 (79%)	25 (10%)	19 (8%)	9 (4%)
2008–09	450	366 (81%)	44 (10%)	16 (4%)	24 (5%)
2007–08	443	380 (86%)	22 (5%)	21 (5%)	20 (5%)
2006–07	420	365 (87%)	17 (4%)	19 (5%)	19 (5%)
2005–06	362	303 (84%)	26 (7%)	26 (7%)	7 (2%)
2004–05	14	13 (93%)	1 (7%)	0 (0%)	0 (0%)
The General Assembly approved the diagnostic assistance process for annual-contract teachers in 2004.					



TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS
GOALS-BASED EVALUATION

At the annual-contract level, **goals-based evaluation (GBE)** applies primarily to alternative certification (PACE) teachers, career and technology education (CATE) teachers, and international teachers who have successfully completed a formal evaluation during a previous annual-contract year but who have not yet completed all other requirements for advancement to a professional teaching certificate.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	1,935	1,842 (95%)	13 (1%)	25 (1%)	55 (3%)
2009–10	2,108	1,940 (92%)	14 (1%)	40 (2%)	114 (5%)
2008–09	2,227	2,135 (96%)	15 (1%)	30 (1%)	47 (2%)
2007–08	1,933	1,797 (93%)	9 (1%)	28 (1%)	99 (5%)
2006–07	1,510	1,308 (87%)	9 (1%)	59 (4%)	134 (9%)
2005–06	864	775 (90%)	6 (1%)	27 (3%)	56 (6%)
2004–05	220	206 (94%)	4 (2%)	5 (2%)	5 (2%)
The General Assembly approved the goals-based evaluation (GBE) process for annual-contract teachers in 2004.					

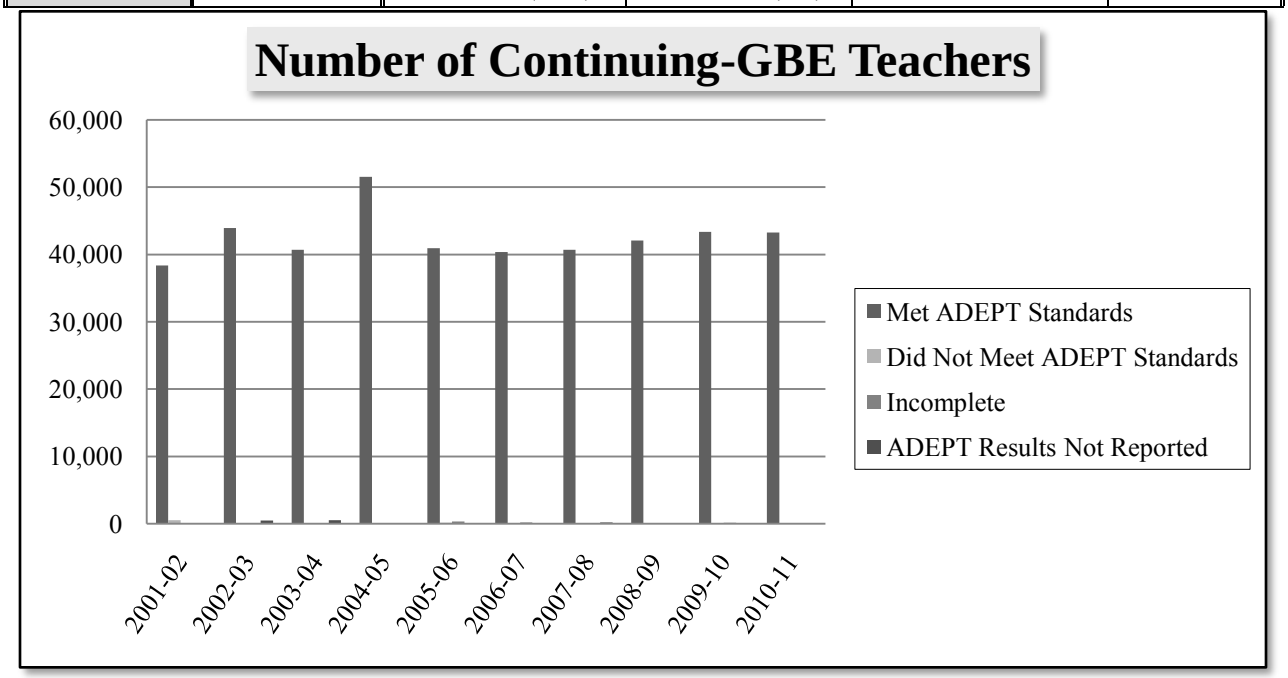


TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS
GOALS-BASED EVALUATION (GBE)

Continuing contracts are issued to teachers who hold valid South Carolina professional teaching certificates. Teachers at the continuing-contract level have full procedural due process rights relating to employment and dismissal. All teachers employed under continuing contracts must be evaluated on a continuous basis; the evaluation may be formal or informal, at the discretion of the district, based on each teacher's needs and previous performance.

Informal evaluation is more commonly known as **goals-based evaluation (GBE)**. For experienced, effective educators, the focus of GBE is on professional collaboration and inquiry in order to increase teaching effectiveness. Educators for whom performance weaknesses have been documented over time collaborate with their respective administrators to develop and implement individualized performance goals and professional development plans.

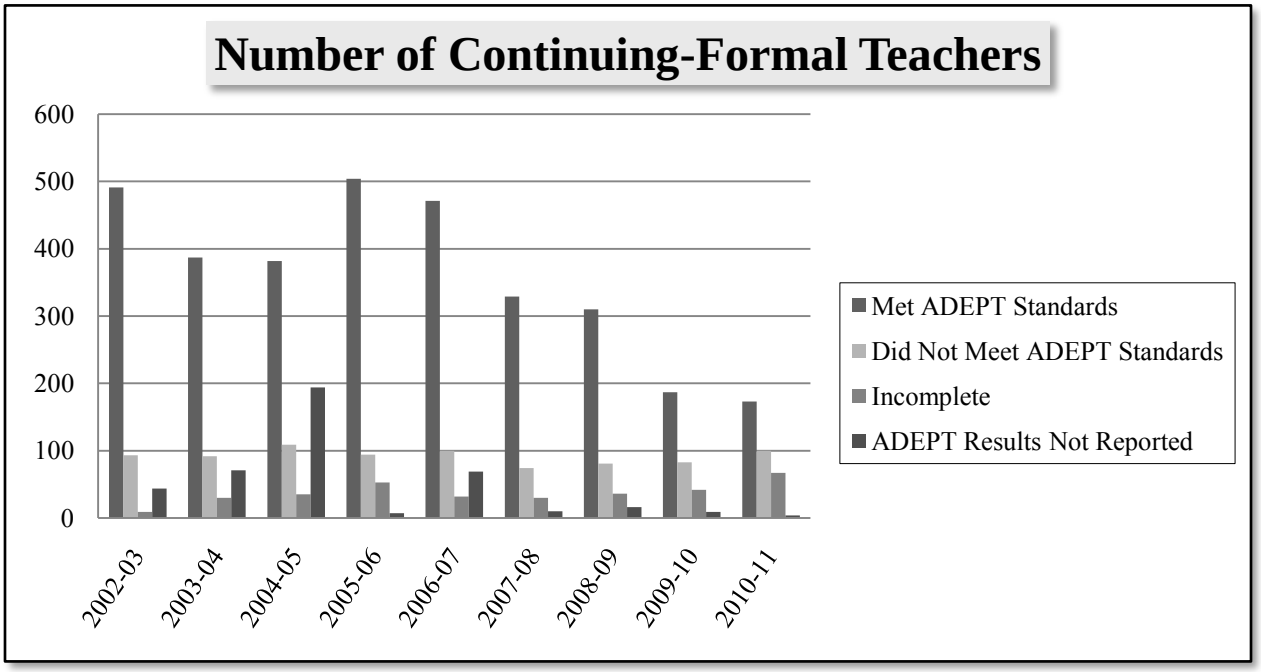
Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	43,548	43,251 (99%)	101 (<1%)	119 (<1%)	77 (<1%)
2009–10	43,665	43,354 (99%)	114 (<1%)	150 (<1%)	47 (<1%)
2008–09	42,268	42,069 (99%)	86 (<1%)	81 (<1%)	32 (<1%)
2007–08	41,058	40,715 (99%)	56 (<1%)	110 (<1%)	177 (<1%)
2006–07	40,713	40,350 (99%)	68 (<1%)	192 (<1%)	103 (<1%)
2005–06	41,484	40,932 (99%)	131 (<1%)	360 (1%)	61 (<1%)
2004–05	41,722	41,533 (99%)	89 (<1%)	100 (<1%)	0 (0%)
2003–04	41,371	40,686 (98%)	69 (<1%)	73 (<1%)	543 (1%)
2002–03	44,509	43,915 (99%)	69 (<1%)	68 (<1%)	457 (1%)
2001–02	38,892	38,367 (99%)	525 (1%)	No data	No data



TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS
FORMAL EVALUATION

Continuing-contract teachers may be formally evaluated, at the discretion of the employing school district, provided that the teacher receives advance written notification, in accordance with state legal requirements.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-Formal Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	342	173 (51%)	100 (29%)	67 (20%)	2 (1%)
2009–10	321	187 (58%)	83 (26%)	42 (13%)	9 (3%)
2008–09	443	310 (70%)	81 (18%)	36 (8%)	16 (4%)
2007–08	443	329 (74%)	74 (17%)	30 (7%)	10 (2%)
2006–07	672	471 (70%)	100 (15%)	32 (5%)	69 (10%)
2005–06	658	504 (77%)	94 (14%)	53 (8%)	7 (1%)
2004–05	720	382 (53%)	109 (15%)	35 (5%)	194 (27%)
2003–04	580	387 (67%)	92 (16%)	30 (5%)	71 (12%)
2002–03	637	491 (77%)	93 (15%)	9 (1%)	44 (7%)
The South Carolina Department of Education began collecting data in this category in 2002–03.					



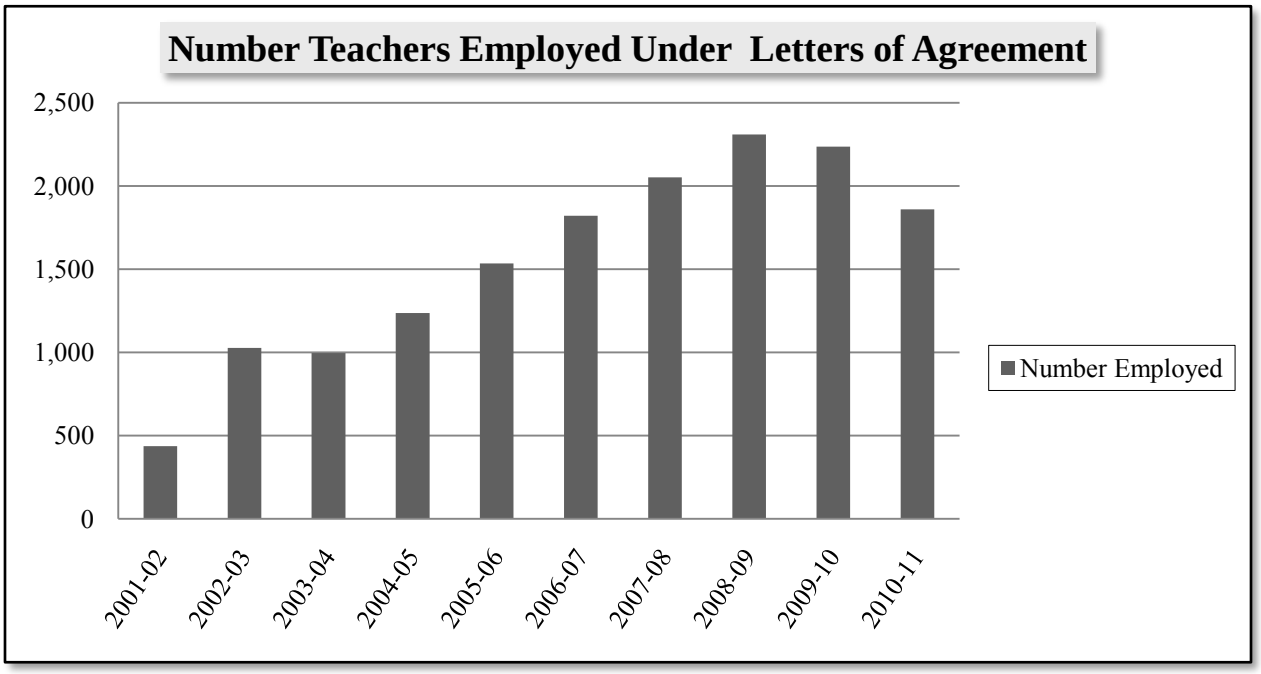
TEACHERS EMPLOYED UNDER A LETTER OF AGREEMENT

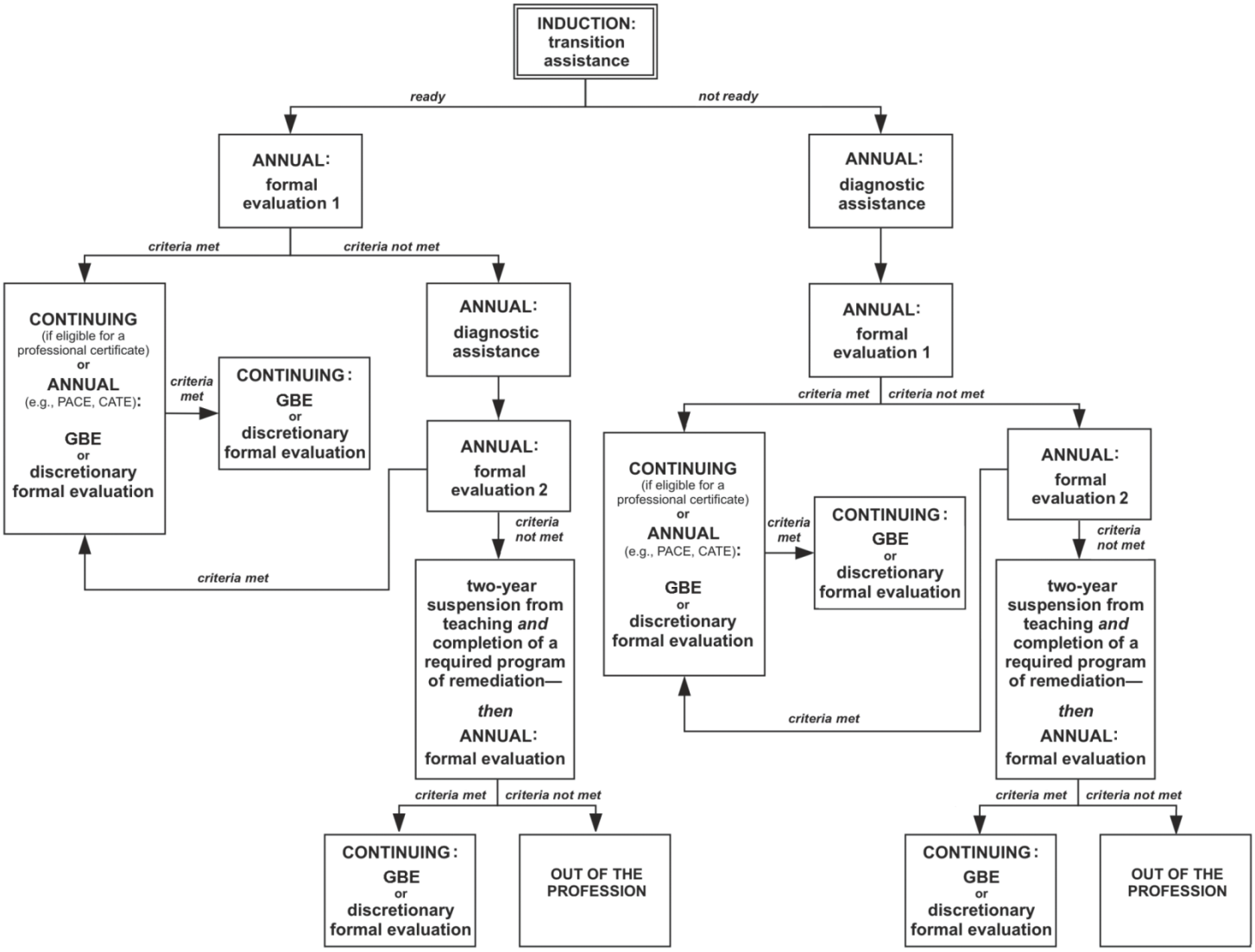
Academic Year	Total Number of Teachers Reported
2010–11	1,860
2009–10	2,237
2008–09	2,310
2007–08	2,051
2006–07	1,821
2005–06	1,535
2004–05	1,236
2003–04	997
2002–03	1,027
2001–02	437

Teachers who are eligible for employment under a letter of agreement include, but are not limited to,

- late-hires,
- retired teachers who return to teaching,
- teachers who hold professional teaching certificates and who are employed in charter schools.

The current ADEPT system does not prescribe evaluation requirements for teachers employed under a letter of agreement.



Flow Chart:

Contract Types, ADEPT Processes, and District Options