



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Spartanburg County School District #1

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Campobello, South Carolina, United States 29322-218

Prepared for the AdvancED Quality Assurance Review

Report Status : Accepted

Report Open Date : April 6, 2011

Report Due Date : February 12, 2012

Report Submitted Date : February 3, 2012

Report Accepted Date : February 3, 2012

Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report includes four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; and 3) conclusion.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational"

level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

The description of the school system's methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The conclusion provides an opportunity for the district to share final insights and information.

Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school system between six months and four weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system's community participate in completing this report. The report will become the basis of the Quality Assurance Review Team's review.

Directions for Completing the Report

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity.

Demographics

# Elementary Schools:	6
# Middle Schools:	2
# High Schools:	2
# Other:	0
Grade(s):	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	5132

Executive Summary

Please provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

Provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

The Community

Spartanburg County School District One is one of seven school districts in Spartanburg County. The municipalities that compose District One are Inman, Campobello, Landrum, and a number of smaller communities that include New Prospect, Gowensville, Holly Springs, Motlow, and Gramling.

The school district encompasses approximately 120 square miles and has an estimated population of 30,000. The district is primarily residential and agricultural with a limited amount of industrial and commercial development. The school district is bordered by Greenville County on the South and West; on the North by Polk County NC; on the East by Spartanburg School District Two; on the South and South West by Spartanburg School Districts Five and Six. A small portion of the school district along the western side is located in Greenville County. The school district is in close proximity to the I-85 corridor between Charlotte and Atlanta and I-26 runs through a portion of the district. The school district is also in close proximity to the Greenville-Spartanburg International Airport.

According to the United States Census Bureau, the population of Spartanburg County is 280,738. The makeup of the community is approximately 72% white, 21% African American, 5% Hispanic, and 3% of other ethnic origins. The residents of Spartanburg County have a median household income of almost \$52,000 and 16% of the population lives below the poverty level. According to state and peer data, 73% of adults have a high school education and 18% have a Bachelor's degree or higher.

Spartanburg County is home to seven institutions of higher learning. The institutions include:

Wofford College, a co-ed liberal arts institution, founded in 1854.

Converse College, a women's liberal arts institution with a co-ed graduate school, founded in 1889.

The University of South Carolina-Upstate, a state supported institution.

Spartanburg Methodist College, a two year institution.

Sherman College of Straight Chiropractic, South Carolina's only chiropractic college.

The Edward Via College of Osteopathic Medicine, which opened in 2011.

Spartanburg Community College, a public two year institution serving Spartanburg, Cherokee, and Union Counties.

District Demographics

Spartanburg County School District One is comprised of students who are: 82.5% White; 8.4% African American; 4.7% Hispanic; and 6.8% of other ethnic categories. Approximately 52% of the students receive subsidized meals. District One serves approximately 5132 students in PK- 12. There are two high schools that serve students in 9th through 12th grades. The district also shares a career center with Spartanburg School District Two. There are two middle schools and six elementary schools. Four of the six elementary schools are Title I schools (Holly Springs-Motlow, New Prospect, Inman, and O.P. Earle Elementary Schools). The school district employees 655 people. There are 430 certified staff members. Of the certified staff members, 19% have bachelors degrees, 9% have a bachelors + 18 graduate hours, 37% have masters degrees, 32.5% have masters + 30 hours or specialist degrees, and 2.5% have doctorate degrees. The district has 33 teachers who hold National Board Certification.

District Name: Spartanburg County School District One- 121 Wheeler Street, Campobello, SC 29322.

Schools:

Grades Enrollment

Inman Elementary PK – 3 491

Inman Intermediate 4-6 340

Holly Springs-Motlow PK- 6 441

New Prospect PK- 6 437

O. P. Earle PK-5 517

Campobello Gramling PK- 8 723

Landrum Middle 6-8 275

Mabry Middle 7-8 438

Chapman High 9-12 894

Landrum High 9-12 576

MISSION

Our mission is to provide a quality, student-centered education.

VISION

We envision a district where:

- The focus is student-centered education.
- Education prepares all students to become productive and responsible citizens.
- Students, faculty, and staff strive to “Become Their Best” in all aspects of the school.
- Students graduate from our schools with a planned path for success.

BELIEFS

In Spartanburg School District One, we believe:

- Student achievement is our priority.
- Education prepares all students for life.
- All students can learn when provided the appropriate learning opportunities.
- Our schools strive to foster cooperation between the home, the school, and the community.
- Attractive and clean schools provide a safe and productive learning environment.
- Parental and community involvement and support are crucial to the learning process.

The district goals are as follows:

Student Achievement

Goal: We will achieve high academic success for all students.

Goal: We will strengthen the instructional programs of the elementary, middle, and high schools.

Teachers, Administrators, and Staff Quality

Goal: We will recruit, develop, and retain highly qualified staff in all positions.

School Climate

Goal: We will provide a safe and positive environment for students, faculty, and staff.

Goal: We will develop and enhance partnerships with our stakeholders to ensure a quality, student-centered education.

Awards and Honors

Spartanburg District One had nine schools in the 2010-2011 school year to receive an Absolute rating of Excellent.

Mabry Middle School was named as a South Carolina and national “School to Watch.”

The 2010 National All Star Teacher Award was given to a Physical Education Teacher, from O.P.Earle. The award is given by Project Fit America.

The graduating classes of 2011 for Chapman and Landrum High School received \$7,356,655 in scholarships.

All Title I Schools made AYP for the 2010-2011 school year.

All Spartanburg District One schools have been recognized as “Red Carpet Schools” from the South Carolina Department of Education.

Spartanburg District One Schools AmeriCorps program was recognized as the one of the most innovative programs in the United States in 2009-2010.

All elementary schools in Spartanburg District One were recognized by the USDA Healthier School Challenge.

Spartanburg District One Schools’ achievement on PASS during the 2010-2011 school year ranked 2nd overall in the state of South Carolina.

The JROTC Programs at Chapman and Landrum High Schools were named as the “Unit of Distinction”.

District One High Schools athletic teams won eleven region championships and two state championships during the 2010-2011 school year.

District One Band, Chorus, and Orchestra programs had 20 named All Region qualifiers and 12 All State qualifiers during the 2010-2011 school year.

Summative and Formative Assessment

The district uses a variety of summative and formative assessments to measure and analyze changes in student performance.

Palmetto Assessment of State Standards (PASS) - In the state of South Carolina, all students in grades 3 through 8 take the Palmetto Assessment of State Standards (PASS) test in Writing, ELA, Mathematics, Science, and Social Studies. This is a state mandated assessment.

2010-2011 Pass Results:

ELA Passage Rate % for District One Students = 85.23%*

ELA Passage Rate State = 73.20

* 3rd highest passage rate in the state

Math Passage Rate % for District One Students = 86.46%*

Math Passage Rate State = 72.80

* 2nd highest passage rate in the state

Science Passage Rate % for District One Students = 86.00%*

Science Passage Rate State = 67.22

*highest passage rate in the state

Social Studies Passage Rate % for District One Students = 83.68%*

Social Studies Passage Rate State = 72.75

* 4th highest passage rate in the state

Writing Passage Rate % for District One Students = 85.74%*

Writing Passage Rate State = 71.78

* 2nd highest passage rate in the state

The High School Assessment Program (HSAP) assesses selected South Carolina academic standards in English language arts and mathematics in tenth grade. Every student must pass the HSAP to graduate from high school unless they meet the qualifications for alternative assessment. This is a state mandated assessment.

2010-2011 HSAP Results:

ELA Passage Rate for District One Students = 91.1%

ELA Passage Rate State = 88.63%

Math Passage Rate for District One Students = 85.6%

Math Passage Rate State = 81.2%

Overall Passage Rate for District One Students = 83.3%*

Overall Passage Rate State = 79.4%

* 16th highest passage rate in the state

The End-of-Course Examination Program (EOCEP) provides tests in high school gateway core courses and for courses taken in middle school for high school credit. The EOCEP tests in the following subject areas: Algebra 1/Math for the Technologies 2; English 1; US History and the Constitution; Physical Science; Biology 1/Applied Biology 2. This is a state mandated assessment.

2010-2011 EOC Results:

Algebra 1/Math for the Technologies 2 Passage Rate for District One Students =79.75%

Algebra 1/Math for the Technologies 2 Passage Rate State =82.2%

Biology 1/Applied Biology 2 Passage Rate for District One Students = 73.83%

Biology 1/Applied Biology 2 Passage Rate State = 68.10%

English 1 Passage Rate for District One Students = 76.04%

English 1 Passage Rate State = 72.40%

Physical Science Passage Rate for District One Students = 54.57%

Physical Science Passage Rate State = 59.90%

US History and the Constitution Passage Rate for District One Students = 59.8%

US History and the Constitution Passage Rate State = 49.60%

All Subjects Passage Rate for District One Students = 68.61%*

All Subjects Passage Rate State = 66.44%

*19th highest passage rate in the state

The Scholastic Aptitude Test (SAT) is a standardized test often used in the college admissions process to assess the student's readiness for college. The current test consists of three 800 point sections testing English/Language Arts, Mathematics, and Writing. Most students take the test, which is offered several times per year, during their junior or senior year of high school.

2010-2011 SAT Composite Score Average:

Spartanburg District 1 = 1507

National All Schools = 1500

National Public Schools = 1483

Spartanburg County = 1446

SC All Schools = 1436

SC Public Schools = 1427

Upstate Schools = 1426

The **American College Test (ACT)** is a national college admissions examination that consists of subject area tests in English, mathematics, reading, and science. The test includes 215 multiple-choice questions and with a "36" as the highest possible score. The test is offered six times per year in the U.S., and is usually taken during a student's junior or senior year of high school.

2010-2011 ACT Composite Score Average:

National =21.1

Spartanburg District 1 = 20.3

State = 20.1

Federal Accountability - No Child Left Behind requires that students meet an Annual Yearly Progress (AYP) target towards 100% proficiency for reading and mathematics. The data is broken into a number of student "subcategories" to arrive at a compliance index. In South Carolina, elementary and middle school subgroups must meet the objectives as determined by the results of the PASS test. All subgroups in elementary and middle

schools must also meet the minimum student attendance percentage of 95.4. High Schools must meet the objectives as determined by the results of first time takers of HSAP and must also meet high school graduation requirements of 88.3%.

2010-2011 AYP Results:

Campobello-Gramling Elementary - 15 out of 17 Objectives Met, Not Met AYP*. Subgroups not met were “disabled” ELA and Math.

Chapman High - 10 out of 15 Objectives Met, Not Met AYP*. Subgroup(s) not met were “all students”, “subsidized meals”

Holly Springs-Motlow Elementary - 13 out of 13 Objectives Met, Met AYP

Inman Elementary - 13 out of 13 Objectives Met, Met AYP

Inman Intermediate - 24 out of 25 Objectives Met, Not Met AYP*. Subgroup not met was “disabled” ELA.

Landrum High - 11 out of 13 Objectives Met, Not Met AYP. Subgroups not met were “disabled” ELA and Math.

Landrum Middle - 13 out of 13 Objectives Met, Met AYP

New Prospect Elementary - 13 out of 13 Objectives Met, Met AYP

O. P. Earle Elementary - 13 out of 13 Objectives Met, Met AYP

T. E. Mabry Middle - 22 out of 25 Objectives Met, Not Met AYP. Subgroup(s) not met were “disabled”, “African-American”.

Spartanburg District One had 33 objectives and did not meet AYP in the “disabled” subgroup for ELA and Math. Compliance Index = 93.9%

The State of South Carolina had 37 objectives and did not meet AYP in the “disabled” subgroup for ELA and Math.

State Accountability - “Absolute Rating” is the rating a school receives based on the percentage of students meeting standard on the state’s standards based assessment. “Growth Rating” is the rating a school receives based on longitudinally matched student data comparing current performance to the previous year’s performance for the purpose of determining student academic growth.

2010-2011 State Accountability Rating Results:

Campobello-Gramling

Absolute Rating: Excellent

Growth Rating: Good

Holly-Springs Motlow Elementary

Absolute Rating: Excellent

Growth Rating: Good

Inman Elementary

Absolute Rating: Excellent
Growth Rating: Excellent

Inman Intermediate

Absolute Rating: Excellent
Growth Rating: Excellent

Landrum Middle School

Absolute Rating: Excellent
Growth Rating: Excellent

Mabry Middle School

Absolute Rating: Excellent
Growth Rating: Good

New Prospect Elementary

Absolute Rating: Excellent
Growth Rating: Excellent

O.P. Earle Elementary

Absolute Rating: Excellent
Growth Rating: Excellent

Chapman High School

Absolute Rating: Good
Growth Rating: At-Risk*

**We have recalculated the Growth Rating based on state data and have reason to believe that the "At Risk" rating is incorrect. Formal steps are being taken to challenge the rating. According to our calculations, the Growth Rating should be "Average".*

Landrum High School

Absolute Rating: Excellent
Growth Rating: Average

District One

Absolute Rating: Excellent
Growth Rating: Average

Trends

- There is a strong level of community support for the school district from parents, business community and other stakeholders.
- There is a high level of support and partnership from local municipalities and other local government entities for the educational system.
- The positive reputation of the school district and the accessibility of the district enhance the district's ability to recruit and retain quality teachers, administrators, and other staff.
- Funding of education continues to be an issue due to the economic down turn and the additional impact of legislation (specifically Act 388) that moved the tax revenue source away from a stable residential property tax to

sales tax.

Major Strengths

- Comprehensive approach to data analysis to guide instructional decisions, focus, and goal setting.
- A tradition of academic excellence and student centered approach to education.
- Strong programs in academics, athletics and the arts.
- Partnerships with local foundations, agencies and higher education.
- Grant funding enhances a variety of educational programs.
- History of embracing current educational trends and methods.

Challenges

- Reaching academic potential for various subgroups such as the disabled population.
- Continuing to offer programs and services that will result in increased graduation rates.
- Inadequate state funding for educational initiatives.

Standard 1. Vision & Purpose

STANDARD: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders:

Highly Functional

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Other: Board meeting agendas.

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support:

Highly Functional

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

Other: Focus-Annual Report to the People

1.3 Identifies system-wide goals and measures to advance the vision:

Operational

Evidence Provided:

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

1.4 Develops and continuously maintains a profile of the system, its students, and the community :

Highly Functional

Evidence Provided:

Annual Report

District Improvement Plan

District profile is used during parent/community meetings

District profile is used during staff meetings

Newsletters, articles

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of District profile

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services:

Highly Functional

Evidence Provided:

District and school improvement planning demonstrates alignment with vision, mission

District Curriculum demonstrates alignment with vision, mission

District Improvement Plan demonstrates alignment of vision, mission with teaching and learning

Extra -curricular activities incorporate vision, mission

Policies on instructional practices demonstrate alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

Student report cards demonstrate alignment with vision, mission

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Operational

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Other: Leadership Team agendas.

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

Spartanburg County School District One prides itself on the academic achievements of its students. Our success is the product of a district that strategically plans for the future, while maintaining a sharp focus on the present, by implementing best practices to meet the needs of every student. District administrators, faculty, staff, parents, community leaders and the Board of Trustees completed a final revision of our mission statement in the spring of 2011. The process for establishing and building understanding and commitment to the vision statement among the school system and its stakeholders began in the 2010 school year during the administrative training for principals, assistant principals, and district office administration. As part of the process of maintaining a productive and efficient organization, we reviewed and revised our mission plan and supporting beliefs. After two extensive work sessions, we developed a mission statement that was succinct with the intention of keeping the focus of our daily decisions true to our purpose of providing an excellent education for the children of Spartanburg County

School District One. The administration of District One developed a proposed one sentence mission statement in spring 2011. The proposed mission statement was shared with stakeholders in the schools and community, and stakeholders were given the opportunities for input concerning the proposed mission statement. For example, signs with the proposed mission statement were displayed in each school with the directive to contact Danny McDowell, Coordinator of Accreditation, with their suggestions and feedback. After much input from stakeholders, the proposed mission statement was approved by the Board of Trustees in April 2011.

The mission statement revision process incorporated many of the concepts that were central to the foundational beliefs of Spartanburg County School District One, while integrating current 21st Century Skills. Our “student centered education” motto is more than a trademark; it is a principle under which we operate. The next step was to create a proposed vision, beliefs, and goals for the district. In the second step the district leadership team and principals made revisions to the proposed changes. The Superintendent of District One Schools explained this revised information to each faculty in the district during November and sought their input. Next, a needs assessment committee, consisting of various community and school stakeholders, met in December 2011 to provide additional input on the new statements. The proposed vision, beliefs, and goals were posted in January 2012 on the Spartanburg County School District One website for stakeholders to once again review. A Board of Trustees work session was held on January 23, 2012 to discuss the accreditation process and to allow board members the opportunity to provide input on the vision, beliefs, and goals. The Board of Trustees will be asked to review and approve the proposed changes at the February 2012 Board of Trustees meeting.

The final step is to align the vision, beliefs, and goals to the District’s Continuous Improvement Plan which is submitted to the South Carolina State Department of Education. The Continuous Improvement Plan outlines a systems approach which details the district’s and schools’ plan of action through 2017 using these concepts to guide the plan. Through its Continuous Improvement Plan, Spartanburg County School District One affirms its commitment to “a quality, student-centered education”.

MISSION

Our mission is to provide a quality, student-centered education.

VISION

We envision a district where:

- The focus is student-centered education.
- Education prepares all students to become productive and responsible citizens.
- Students, faculty, and staff strive to “Become Their Best” in all aspects of the school.
- Students graduate from our schools with a planned path for success.

BELIEFS

In Spartanburg School District One, we believe:

- Student achievement is our priority.
- Education prepares all students for life.
- All students can learn when provided the appropriate learning opportunities.
- Our schools strive to foster cooperation between the home, the school, and the community.
- Attractive and clean schools provide a safe and productive learning environment.
- Parental and community involvement and support are crucial to the learning process.

The District Strategic Plan includes three performance goals that were driven by both our mission and our beliefs. These goals were developed to maintain and exceed our current success and to align our mission, vision, and beliefs.

The district goals are as follows:

Student Achievement

Goal: We will achieve high academic success for all students.

Goal: We will strengthen the instructional programs of the elementary, middle, and high schools.

Teachers, Administrators, and Staff Quality

Goal: We will recruit, develop, and retain highly qualified staff in all positions.

School Climate

Goal: We will provide a safe and positive environment for students, faculty, and staff.

Goal: We will develop and enhance partnerships with our stakeholders to ensure quality student-centered education.

These goals ensure a clear focus and are supported by a series of strategies and activities which are monitored to guarantee success by responsible parties.

There is a continuous process to make sure all stakeholders are informed about the mission of Spartanburg County School District One. Some examples are, but are not limited to; SIC meetings, PTO, Open House, Newsletters, District Website, and School Messenger.

The Board of Trustees and district administration refer to our mission statement when making decisions for our district because it is the foundation of everything that we envision and believe for our district. The district mission is posted in every school and is displayed in our Focus Annual Report to the Community.

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

The district maintains a comprehensive profile of the system, the students, and the community. This process is managed at both the district and school level in a variety of ways, among which are the following:

- Each school has a website to keep stakeholders informed.
- School/teachers send newsletters informing parents of upcoming events and spotlight events that have been recently conducted.
- **PowerSchool**, a state-wide student information system, and **PowerTeacher**, an electronic grade book system, is used to access student demographic information, grades, attendance, and health data. Both are maintained by district office personnel and data base managers within the school.
- **TestView/Enrich** is an electronic warehouse for student achievement data that is available to district and school administrators, teachers, and guidance counselors. Teachers only have access to students in their classroom while administrators have access to all students in their school.
- **Excent**, a state-wide system related specifically to special education, is maintained by the Department of Special Services at the South Carolina Department of Education. The system can be accessed by the Office of Exceptional Children and special education personnel.
- **Destiny** is used state-wide for textbook inventory and locally for media center management. District/School textbook coordinators, administrators, and media specialists have access to this system.

- Board meetings are conducted monthly. During a meeting, a school within the district is spotlighted, students are recognized for outstanding achievements, and any current business is discussed for Board of Trustees and public knowledge.
- *Focus Annual Report to the Community* is published annually. “District One Dynamics” is posted to the District Website three times per school year.
- Each school displays upcoming events on their marquee and has the district/school mission displayed in their school.
- School Improvement Council (SIC), and “Report to Parents” publishes an annual report to the parents in April.
- **School Messenger** allows each family to receive a recorded phone message that serves as an additional reminder for upcoming events, highlights success, or allows parents to know when their child has been marked tardy or absent from school.
- **Parent Portal** allows parents to go online and access student grades on test, homework, or any assignment that received a grade.
- Technology and Operations *Work Tickets* are sent to ensure that the technology is constantly updated and that each school is maintained to be safe and attractive.
- Schools are inspected monthly for school appearance and cleanliness by an independent maintenance inspector.

3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

The district and school staff meets to establish specific, measurable goals related to student achievement that are aligned with the district strategic plan. Goals are data-based and collaboratively established by appropriate stakeholders.

- Each principal’s student achievement goals are reviewed by the superintendent and the assistant superintendent for instruction. Principals meet with individual teachers to discuss these goals.
- Instructional goals are aligned with the principal’s goals.
- School goals are included in the school’s improvement plans.
- School safety is a high priority.
- At the beginning of each school year, annual trainings are required for all staff regarding both personal safety and security as well as protecting the students in our care.
- All volunteers and substitutes are submitted for background checks using The National Sex Offender Registry and the State Law Enforcement Division database.
- All district employees are trained in the district OSHA Exposure Control Plan.
- All schools have annually updated safety plans which are reviewed with the staff and at the beginning of each school year.
- The district has responses for school level safety events such as: power outages, bus accidents, fires, school-wide evacuations, chemical spills and releases, and weather threats.
- Human resources are allocated in accordance with strategic planning goals.
- Teachers and instructional staff are allocated in sufficient numbers to meet the instructional needs outlined in the strategic plan.
- The district is focused on highly qualified status for all certified staff.
- Staff development plans are in place based on the professional development needs of each school. Each staff development plan is reviewed by the Superintendent and the Assistant Superintendent of Instruction and district coordinators.
- Financial resources are prioritized and allocated to support the district plan.
- District facilities support a quality student-centered educational program and provide specialized spaces for academics, fine arts, and athletics.

- Technology is evaluated and updated regularly.
- Funds for instructional materials and supplies are provided to support initiatives outlined in the district strategic plan.

Other activities utilized to ensure that the system's vision, mission, and goals guide the work of the system and its schools include the following:

- The Board of Trustees conducts open monthly meetings, distributes communications to all stakeholders, and attends monthly school luncheons.
- The Superintendent regularly meets with district administrators to discuss district needs, priorities, and alignment to the strategic plan.
- Regular monthly meetings are held with principals and district administration to discuss priorities and other issues.
- Grade level meetings are held regularly with teachers to ensure that "best practices" are taking place within the classroom.
- District administrators and school administrators monitor progress toward the achievement of goals by visiting schools, observing classrooms, and consulting regularly with principals, school administrators, and teachers.

4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

The district personnel have revised the vision, mission, and beliefs to remain current with the present level of student expectation.

The District Strategic Plan is the guide for all activities at the district and school levels. School data is analyzed and grade/content specific goals are set for each teacher. These goals are established in collaboration with the principal, district coordinators and approved by the superintendent. Through constant assessment and data analysis, we ensure that these goals are being met and that instruction is tailored to meet the needs of our students. Twice yearly (fall and spring) Response to Intervention (RTI) meetings are held in each school within the district. During this time district office administrators review data on each RTI student to discuss how instruction is being differentiated and how students' growth is being monitored.

The District communicates the system's vision, beliefs, missions, performance goals, strategies, and data/results in a variety of formats:

- School Report Cards, published by the state of South Carolina, are sent to the parents and other stakeholders annually.
- Newsletters at the classroom, school, and district level are published weekly/biweekly/monthly. School websites focus on student achievement and upcoming events.
- The Spartanburg County School District One website is updated regularly to keep stakeholders informed of our district's progress toward its mission, vision, and goals.
- Staff development plans are developed for the entire school year to focus on areas of improvement that are tailored specific to meet the needs of each school.
- Board Meetings are held monthly to inform community members on district progress.

Overall Assessment:

Highly Functional: The school system has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is fully supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

Standard 2. Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system :

Highly Functional

Evidence Provided:

Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system:

Highly Functional

Evidence Provided:

District staff are knowledgeable about leadership prerogatives

District staff are knowledgeable about organizational chart

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Succession plan demonstrates leadership transitions

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Evidence Provided:

District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international

restrictions

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

2.4 Implements policies and procedures that provide for the orientation and training of the governing board:

Operational

Evidence Provided:

District staff and governing board members affirm their knowledge of governing board policies and procedures

District staff and governing board members affirm their participation in orientation and training

Policies and procedures for governing board training and orientation

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources:

Highly Functional

Evidence Provided:

Documentation of adherence to ethical business practices

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:

Operational

Evidence Provided:

District staff are knowledgeable about due process and complaint resolution

District staff are knowledgeable about access to legal counsel

Documentation of access to legal counsel

Documentation of resolutions of any complaints

2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations:

Highly Functional

Evidence Provided:

District staff affirm knowledge and support for the district's fiscal responsibility

District staff affirm knowledge of district's insurance carrier, policies, and procedures

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

INDICATORS: In fulfillment of this standard, the system has leadership that:

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness :

Highly Functional

Evidence Provided:

Advisory Committee: agenda, minutes

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, minutes, decision points

Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.

Record of student performance data analysis

Student database management system

Student performance data are used during district staff meetings

Student performance data are used for extra-curricular planning

Student performance database for formative assessments

2.9 Creates and supports collaborative networks of stakeholders to support system programs:

Operational

Evidence Provided:

Accreditation team members are representative of staff and students

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies for staff/student leadership opportunities outside the district environment

Record of Advisory Committees: calendars, membership, minutes

Record of co-curricular organizations and activities: calendars, membership, sponsors

Stakeholders affirm a sense of belonging and engagement

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement on committees

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals:

Highly Functional

Evidence Provided:

Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

District-wide walk-about demonstrate monitoring of instructional practices

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Policies demonstrate established student performance targets, measures, and strategies

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Highly Functional

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies and procedures established for the inclusion of all stakeholders into appropriate district-wide decision making processes

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Operational

Evidence Provided:

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

District staff are knowledgeable about the results of a community satisfaction survey

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

2.13 Implements an evaluation system that provides for the professional growth of all personnel:

Operational

Evidence Provided:

District staff are knowledgeable about access to and participation in a professional growth program

District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?

Spartanburg County School District One is governed by the Board of Trustees, which consists of nine members who are elected in general elections held in odd-numbered years. These members are elected at large for four year

terms, with four members elected in one election and five members elected the next. Board of Trustee officers are elected annually at the December meeting. Officers include: chair, vice chair, and secretary. In order to properly fulfill governance and oversight roles, the board meets monthly with the exception of January and July. The board is organized into standing committees of Policy, Personnel, Finance, and Building and Grounds which conduct open meetings as needed and make recommendations to the full Spartanburg County School District One Board of Trustees. The Spartanburg County School District One Board of Trustees has the responsibility for all phases of district and school programs and is committed to providing the best educational opportunities for each child in the district, as communicated in its mission to “provide a quality student-centered education.”

In order to maintain an effective and efficient school district, the Spartanburg County School District One School Board has established a process for developing and reviewing policies and procedures. While the Board of Trustees has many powers and duties, policy development is its chief function. Written policies are developed to serve as guidelines for its own operations and for the successful and efficient functioning of the district and schools. The Spartanburg County School District One's policy manual is available in written form as well as on the district's website, email and The Wire, an interoffice communication site. The Spartanburg County School District One School Board has established methods for developing and reviewing policies and procedures and regularly utilizes the expertise and advice of the South Carolina School Boards Association regarding policy development. The Board and Superintendent seek legal advice as needed and secure the services of attorneys for specific situations. The following attorneys/firms have served the District in recent years:

General Counsel	William McBee Smith	Smith and Haskell Law Firm
Labor/Employment/Disabled	David Duff, Jane Turner	Duff, White, Turner Law Firm Halligan Law Firm
	Wade Ballard	Ballard Law Firm
Bond/Finance	Dan McLeod	McNair Law Firm

Additionally, the Board and Superintendent utilize services from attorneys at the State Department of Education, the South Carolina School Boards Association, and the South Carolina Association of School Administrators.

The Board and District maintain adequate insurance in a variety of formats to ensure its financial stability and administrative operations. The District is a member of the South Carolina School Board Insurance Trust. General, School Leaders, and Automotive Liability coverages are maintained at \$1,000,000 limits and have property coverage with a limit of \$350,000,000 per occurrence. We maintain statutory limits for Workers' Compensation and \$1,000,000 Employer's Liability. Additional coverages include automotive physical damage, mechanical breakdown, inland marine, business interruption, and extra expense, and crime coverage for \$100,000 limit. In addition to the above, the District maintains excess liability coverage in the amount of \$1,000,000. The District annually purchases insurance coverage for student athletes grades 7-12 participating in SC High School League sanctioned sports. This coverage also includes students who participate in band, JROTC and cheer. Fields trips (K-12) are included in the coverage for day trips as well as overnight trips.

The board chair and the superintendent meet regularly and work together to establish the agenda for the board meetings. Each board member is provided with a detailed package during the week prior to the board meeting. The purpose of the packet is to keep all board members abreast of information regarding agenda items as well as a detailed district management report that includes information from all departments of the district. Any new policy is reviewed by the Policy Committee before being presented to the full board for approval. In addition, the board seeks out opportunities to be well informed about its role and function in the governance of the district. For

example, new board members complete “New Board Member Orientation” prior to taking office and attend state required training during their first term in office. When possible, board members attend various training sessions throughout the year that are sponsored by the South Carolina School Board Association, although these opportunities have been curtailed due to budget constraints.

The board expects the district administration to regularly review policies, to consider impact of new legislation and programs, and to propose the appropriate policy changes and additions. These policies are then used by the district and school level administration as guidance in developing and communicating the procedures for the effective and efficient operation of the school district. This information is communicated through administrative channels as well as print and electronic methods. Policies and procedures that are specific to employees such as special area teachers, bus drivers, athletic programs, media specialists, and others are communicated through handbooks and procedures that have been developed to include the needs and requirements of their programs.

The superintendent and his administrative team are charged with the implementation and execution of the policies that are set by the Board of Trustees. This is evident through administrative communications with the board, the board agendas, and minutes of all board meetings and work sessions. The Board of Trustees adheres to their policy making role and it is evident that they expect the district and school administration to fulfill its role of management, implementation, and effective operation of the district. It is also clear that the board honors the state and district policies and procedures as demonstrated in board minutes and by topics the board votes on in the monthly meetings.

Another function of the board is to provide resources to operate the district and to act as a steward of its resources. The board directs the superintendent to develop a budget for the district and expects him to properly implement the budget after adoption. Working very closely with the District Coordinator of Business, principals, and district coordinators, the board adopts the proposed budget that allocates the resources equitably to ensure the efficient operation of the school district. The board’s finance committee serves to assist in the development and approval of the budget and makes recommendations to the full Board of Trustees. The board is very diligent in determining its use of tax anticipation notes, bonds for construction, special funding sources, and revenues from taxes. The firm of Southwest Securities offers timely financial information and advice as to funding streams and use of available funds. In addition, members of School Improvement Councils and Parent-Teacher Organization Boards (PTO), Booster Clubs, and Needs Assessment Committees have input into the budget process as they discuss the use of federal funds and identify areas for needed improvement at the school level. Public hearings and media reports of board actions regarding finances are published for the public to view. Financial transactions are also posted on the district website where stakeholders can examine the district’s expenditures.

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

The Spartanburg County School District One School Board has set high expectations for all operations of the district, including adherence to all local, state, and federal laws. The Board is kept well-informed of student achievement through monthly reports at each board meeting, the instructional management report, and monthly visits to schools. As a result Spartanburg County District One Schools consistently has “All Clear” on the state Accreditation Report. Successful findings on required audits such as Title I, Title III, IDEA, AmeriCorps, Mary Black Foundation grant, and others demonstrate that this expectation is being met. Student achievement and system effectiveness are analyzed and reviewed in a variety of ways.

The Board of Trustees has established policies that direct the superintendent to provide for the systematic evaluation of programs, processes, and effectiveness, which includes evaluation of teachers, administrators, and staff. The focus of this process is to ensure that student achievement is the priority supported by all other areas of operations in the district. To ensure the integrity of the system is maintained, all personnel are evaluated. The

superintendent is evaluated annually by the Board of Trustees. This evaluation consists of a review of the superintendent's performance in a number of domains such as finance, personnel, policy development, student performance, and planning. The superintendent presents evidence of performance and improvement in each area. In addition, district coordinators/administrators are evaluated annually. The evaluation includes a performance growth model on a number of indicators as well as a portion that addresses professional/personal goals for the administrator. Goals are developed in collaboration with the superintendent to achieve individual professional growth as well as growth toward district objectives. Opportunities for professional growth and training provide for development in identified areas. As part of the district evaluation, principals are also evaluated using an instrument that combines performance scales as well as goals. During the summer, the superintendent meets with each principal to review student performance from the previous year and review student performance and school strategic goals for the upcoming year. In addition, principals are formally evaluated every three years using the Program for Assisting Developing and Evaluating Principals (PADEPP) model as required by the state. As part of the PADEPP model, principals also prepare a professional growth plan that mirrors the goals that are set with the superintendent. This plan must address student achievement and be aligned with the schools' strategic plan.

The superintendent also sets high expectations for the district's employees and students. In order to maintain these high expectations, he has district coordinators/administrators organized as a cabinet which serves as the District Leadership Team. The District Leadership Team uses a variety of information to make decisions related to school and student performance. This information includes test data as well as other data points that indicate effectiveness. Test data includes information from all state testing programs including: Palmetto Achievement State Standards (PASS), the High School Assessment Program (HSAP), and End of Course Examination Program (EOCEP), as well as a number of other specialized testing programs. The district also uses Measures of Academic Progress (MAP) to monitor student growth. In addition, the district analyzes data from EXPLORE, PLAN, PSAT, ACT, and SAT. Testing data is then paired with other indicators such as student and teacher attendance rates, graduation rates, scholarship awards, retention rates, and student discipline. The district also obtains data from the Education Oversight Committee (EOC) surveys of teachers, parents, and students. The District Leadership Team meets twice a month, more often if needed, to review this data and other issues related to the operation of the district. The team works with school administrators, teachers, teacher leaders, and instructional coaches to monitor school performance and effectiveness throughout the school year and provide assistance to schools whenever necessary. The district places an emphasis on Response to Intervention at all levels. As a result, principals and their staff continuously monitor and report on student achievement. The District's Response to Intervention (RtI) framework includes bi-annual review meetings in each school where the staff reports on student achievement and examines the instructional strategies and programs being used for effectiveness.

The District Leadership Team meetings are also used to prepare items to be presented at monthly principals' meetings. Principals meet in monthly leveled break-out sessions to focus on issues specific to the grade levels. The purpose of these meetings is to address any barriers that may impede continuous improvement. Principals are charged with communicating the information from these meetings to the stakeholders which includes: school level staff, School Improvement Councils (SIC), PTO, and community groups. The Coordinator of Accountability maintains a district student achievement profile as well as other information gathered from surveys and data extractions in order to target any areas of need.

Student performance data is reported in multiple formats including the South Carolina state report cards, the Federal Adequate Yearly Progress (AYP) reports, and the *Focus Annual Report to the Community*. At our district-wide annual Back to School meeting, all employees are provided with student achievement data from the previous school year. Information about the state of the district is communicated to teachers, parents, administrators, and stakeholders in many ways, including the *Focus Annual Report to the Community*, the district website, school communications, and the media.

3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership

and to contribute to the decision-making process?

The Spartanburg County School District One stakeholders are given many avenues to provide input and feedback regarding the operation of the school district. Membership on school level boards and committees such as School Improvement Councils, Principal's Advisory Board, Booster Clubs, and Parent-Teacher-Organizations provide stakeholders with opportunities to offer leadership and participate in the decision-making process. Moreover, the District Needs Assessment Committee meets yearly to address needs related to federal funding programs. The Scholars Academy Parent Organization and Board communicate to District One parents and students about this support program for high-achieving students. The newly formed Autism Advisory Committee meets to discuss the needs of these students and is made up of parents, teachers, professionals, and community members.

The superintendent is accessible to stakeholders by regularly attending district functions as well as participating in community groups and presenting information to outside organizations. He also conducts regular presentations to school staff on topics that impact public education. The superintendent serves on a number of organizational boards and committees for the greater Spartanburg area, such as Healthy Smiles Spartanburg, The Arts Partnership of Spartanburg, The Spartanburg Chamber of Commerce 40/30 Project, member Inman Rotary Club, Foothills Chamber Board, and chair of United Way of the Piedmont Campaign for Public Schools. Having a voice on these boards and committees allows for an exchange of information between the school system, its stakeholders, and the community, especially the business community, at large.

District office administrative leadership is also available to interpret board policies and district initiatives to stakeholders as it relates to their area of responsibility. District coordinators serve on boards and act as liaisons to various agencies and committees across the county and state such as the Spartanburg Chamber 40/30 committee, liaisons for the Spartanburg County Foundation's Citizen Scholars Program, First Steps, Foothills Chamber Board, and Imagination Library. The district's former superintendent, Dr. Jimmy Littlefield, serves on the Board of the Mary Black Foundation, and continues to serve the district and community by advocating for the school district and Spartanburg County public schools.

Collaborative partnerships with agencies, foundations, and boards in the area as well as colleges and schools in the upstate allow for stakeholders to participate in an exchange of information regarding economic development and trends, community indicators, and initiatives at the county level that impact our students and instructional programs. Funding in the form of grants from boards and agencies allows the district to have the resources to provide programs for students. Some of these organizations include: The Spartanburg County Foundation, The Polk County Community Foundation, The Inman-Riverdale Foundation, and United Way of the Piedmont.

The district extends its collaboration with a number of area colleges and universities such as University of SC-Upstate, Converse College, Spartanburg Community College, and Wofford College. These colleges and universities have partnered with the district through grant programs and other initiatives such as the Teaching American History grant, Writing Improvement Project, dual credit projects, graduation initiatives, and the Spartanburg County Scholars Academy.

District teachers and staff members are involved in a number of state and regional organizations, and have held leadership roles in these organizations. Participation in these organizations allows staff members to gain additional insight and bring those ideas back to our district for instructional improvement. Staff members also present at a number of conferences and meetings throughout the year sharing the successful programs in our school district. Opportunities for staff development and attendance at regional and state curriculum meetings and trainings allow staff to report back to teachers, administrators, and district office coordinators recent trends and best practices in their content areas.

The district has participated in the development and placement of instructional coaches and special education

transitional coaches. In reading, science, math, and special education, the district has partnered with state initiatives such as the South Carolina Reading Initiative and the Math and Science Unit of the state department. Through this avenue, the coaches have received training in state standards and coaching practices.

Lead teachers serve as grade level leaders, department leaders, and chairs of many committees. They also serve on district committees that address many topics including but not limited to the following: curriculum, safety, special education, gifted and talented, and speech. Many teachers have served on leadership teams, participated in training and presented at workshops and seminars sponsored by the Southern Region Education Board (SREB) as part of *Making Middle Grades Work* (MMGW) and *High Schools That Work* (HSTW).

Spartanburg School District One also takes steps to build leadership capacity within the district. These efforts include a Teacher of the Year panel that meets with the superintendent and takes a leadership role in projects such as the candidate forum and information sessions about legislative and budget issues. Teachers and staff members regularly present informational programs at board meetings, where innovative programs, curricular initiatives, and student services are highlighted with presentations the teachers have prepared. The presentations allow board members and the community insight and information into the activities of the district that impact student learning. The district also participates in the Spartanburg County Administrators Academy. This graduate program allows candidates to receive certification as a school administrator. The district conducts an Assistant Principals Program for current assistant principals as well as aspiring assistant principals. These aspiring leaders are given an opportunity to further their skill set and contribute to the future development and leadership of the district. The program focuses on many aspects of administration not normally addressed in traditional graduate programs and affords the participants an opportunity to practice newly-gained knowledge in the field.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

The board and administration have policies, processes, and practices in place to ensure equity of learning opportunities and support for innovation. Board policies regarding the instructional programs of the district provide for equitable opportunities and encourage innovation. The plan for resource allocation is a collaborative effort that includes the Board of Trustees, the Board Finance Committee, district staff, and principal recommendations. The budget process is a continuous cycle where programs and needs are constantly evaluated for effectiveness and appropriate funding is provided. For example, the district's long-range building and facilities plan has provided for upgrades to classrooms, offices, fine arts, and other areas to all schools. Over the last seven years, every school in Spartanburg School District One has experienced improvement and/or renovation to the existing building. Additions in classroom space, new construction and renovation of existing space in the district ensure that all students have inviting, well-maintained buildings and instructional spaces. The District Transportation department maintains a fleet of activity buses and vehicles which allow for students and staff to have equal access to activities and events during and outside of the school day. Additionally, instructional funding, including technology resources, is allocated based on the district's instructional and technology plan. Allocations for library media programs, athletics, fine arts, guidance, health room supplies, and instructional supplies are based on a per pupil basis. Title One programs provide funding for four elementary schools.

At the district level, district administrators work very closely with school administrations and the Board of Trustees to ensure that equality of curriculum offerings and programs are maintained, while taking into consideration the unique qualities and instructional/extra curricular needs of each school. School leadership is encouraged and supported as they pursue programs and innovations that will assist them in meeting the goals set for their school and students. The district encourages and supports teachers and administrators through staff development and training where they can learn first-hand about best practices and research in education which may impact students and future programs and/or course offerings. The district office staff serves in the capacity of providing guidance, resources, training, and facilitating as innovative practices are researched and/or

implemented. The District Leadership Team works closely with principals and school leadership to ensure that proposed initiatives and programs are aligned with the mission, vision, and goals of the district and aligned with the school's strategic plan. Care is taken to ensure that all students have access to similar programs in scope and opportunity in each school. The District Leadership Team serves as program coordinators in such areas as fine arts, English Second Language, Gifted and Talented, elementary, middle, and high school curriculum, and special services. Through this organizational structure, equity in programs, services, personnel, resources, and curriculum is ensured. Frequent meetings with teachers involved in the aforementioned programs ensure that each student has equal learning opportunities. Recently, programs are routinely reviewed to refine curricular offerings and services to all students. Examples of recently updated offerings include the areas of Fine Arts and Gifted and Talented. Other programs such as early childhood education have been the focus of district-wide efforts to ensure equity in quality teaching and experiences for young children. Finally, The Response to Intervention (RtI) framework supports innovative strategies. Through this framework, the academic achievement and social needs of underachieving students, as well as other students, is closely monitored and used to ensure that all students are being given the services and resources they need in order to be successful. Spartanburg School District One policies allow for school choice for parents/students within the district with certain guidelines required as to space availability and transportation. This policy has been in place for over three decades and has served the needs of stakeholders well.

At the school level, principals are encouraged to be visionary and collaborative in their use of personnel and financial resources to promote innovation and equality of programs. Monthly principal meetings and break-out sessions with the District Leadership Team and regular meetings of instructional coaches with administrators provide avenues for discussion and planning, as well as shared resources and ideas. Staff development opportunities and evaluation programs for all staff including teacher assistants, special training opportunities, and the alignment of district and school plans ensure that the quality of instruction for all students is equitable across the district.

Overall Assessment:

Highly Functional: The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for system and school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the system and its schools functions.

Standard 3. Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

Operational

Evidence Provided:

Curriculum pacing guides

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

District staff/others meetings highlight discussions of student learning expectations

District-wide master schedule; hours of instruction

Individualized Development Plans

Policy on credit requirements for program completion

Student Handbook outlines student learning expectations

Syllabi or course catalogues

Textbooks and text selection criteria are aligned to learning goals, curriculum

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:

Operational

Evidence Provided:

Samples of student work

Student discussion groups

Student mentoring programs

Students affirm their involvement in their own learning

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:

Highly Functional

Evidence Provided:

Assessment data

District staff/others can identify research used to align instruction

District staff/others meet to analyze data and align instruction

District staff/others meet to review current research

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Surveys

Transcripts, certificates

3.4 Supports instruction that is research-based and reflective of best practice:

Operational

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

District staff/others meet to share best practices

District staff/others meetings regularly include discussions about effective instructional design and delivery

Guidance on lesson plan development

Professional development plans

Professional learning opportunities focus on best practice instruction

Student display of project-based learning opportunities

Student portfolios

3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

District staff are knowledgeable about state and national curriculum standards

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:

Operational

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Articulation agreements between agencies

District staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Policies and guidelines granting dual-credit, transfer of credit

3.8 Supports the implementation of interventions to help students meet expectations for student learning :

Operational

Evidence Provided:

After-school programs

Community-based programs

Counseling programs: curriculum, schedules, staffing

District staff affirm that there are multiple opportunities for students to get support

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

Wrap-around programs

3.9 Maintains a system-wide climate that supports student learning:

Operational

Evidence Provided:

Database of student behavioral incidents

District staff affirm that they are involved in promoting positive school climate

District staff/others meetings provide time for discussions about climate

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

3.10 Ensures that curriculum is reviewed and revised at regular intervals:

Operational

Evidence Provided:

Agendas and minutes from school board meetings (they have to approve the curriculum changes)

Calendar of curriculum committee meetings

Data related to implementation of course(s)

District staff affirm that they are involved in the curriculum review and revision process

District staff are knowledgeable about the timeline and process for curriculum review

District staff stays informed of curricular changes in other entities (neighboring districts, state, federal, organizations)

Local school staff affirm that they are involved in the curriculum review and revision process

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:

Operational

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

District staff affirm that technology supports their curriculum and instructional programs

Facilities map indicating technology services/lab

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

The mission of Spartanburg County School District One is “to provide a quality, student-centered education”. This mission is accomplished through:

- curriculum that is built on state standards and No Child Left Behind (NCLB),
- instructional materials and strategies that meet all students’ needs and utilize higher level thinking skills, and
- assessments that are used to drive and evaluate instruction.

To support its expectations for student learning, Spartanburg County School District One ensures the alignment and articulation of curriculum by adhering to the South Carolina Curriculum Standards. Based on a 2008 report by *Education Next*, South Carolina mathematics and the reading standards have been deemed “world-class”. Moreover, with these standards driving instruction, students have to reach a high level of achievement if they are to be considered proficient. Furthermore, in comparison to the National Assessment of Educational Progress (NAEP), these standards establish expectations that are equal to the NAEP standard and earn a grade of A. In addition to *Education Next*, seven independent national studies have recognized South Carolina’s academic standards as among the most demanding in the nation. In fact, *Education Trust* awarded only three states’ standards with top marks: Maine, Massachusetts, and South Carolina. The U.S. History standards have earned a grade of A as well. In 2011, these standards were awarded the only A in the country from the Thomas B. Fordham Institute based on “clarity and specificity as well as content and rigor”. To help with the effective implementation of the standards, the district also incorporates the South Carolina Curriculum Support Documents for English Language Arts, mathematics, science, and social studies as well as the S3 Curriculum (South Carolina Standards Support System) for grades kindergarten through twelve in all schools. These documents ensure a high degree of rigor and expectation for all students to learn and assist teachers with the pacing and the delivery of instruction. They also provide students with opportunities to apply higher order thinking skills and investigate new strategies for learning. Mathematics and science are reinforced through the use of math and science kits in elementary and middle schools. In an effort to meet rigorous district expectations for special education students, the LIFE Credential Curriculum and the Co-Teaching Model has been developed and implemented. The LIFE Credential Curriculum provides an alternative curriculum for students who are not enrolled in the state’s regular diploma track by involving students in instruction that is aligned with the students’ post secondary goals, present performance levels, and goals/objectives as stated in their Individualized Education Plans (IEP). An instructional delivery model, co-teaching, provides support to students with disabilities in the regular classroom setting. District expectations for learning are attained as this model offers instruction to students with disabilities in the least restrictive environment with non-disabled peers. On a daily basis, two highly qualified teachers provide differentiated instruction to these students in core academic courses including English Language Arts, mathematics, science, and social studies. Additionally, instructional and transitional coaches serve on state curriculum teams and provide continuing staff development on the South Carolina Curriculum Standards as well as the LIFE Credential Curriculum. All middle and high schools participate in initiatives with the Southern Regional Educational Board: *Making Middle Grades Work* (MMGW) and *High Schools That Work* (HSTW), and some elementary schools participate in the *Consortium for Inquiry-Based Teaching and Learning*. Developed by

the Office of Career and Technology Education (OCTE), the district career center adheres to the Career and Technology Curriculum Standards (CATE) that provide students with opportunities to apply their knowledge and skills to real world situations. Several CATE courses also use National Certification Standards and End of Course Examination Program to certify students.

Procedures for district-wide textbook adoption are also in place to ensure alignment. Alignment and articulation of the four core area curricula and the arts is coordinated through ongoing collaboration with the district, school, and department/team/grade level meetings. Vertical articulation is a key focus in these meetings.

Throughout the district, schools utilize a variety of instructional materials and strategies to support the expectations for student learning. School-based Professional Learning Communities (PLCs) serve student needs through participation in data driven staff development. All teachers are required to create standards-based lessons and long range plans using Teacher Template 1 (TT1) that incorporate instructional materials and strategies that demonstrate best practices. Objectives for student learning are correlated with the South Carolina Curriculum and/or National Standards and used to drive instruction. All schools use the Response to Intervention framework to ensure that the instructional needs of all students are closely monitored and to determine the need for further research-based instruction and/or intervention. As part of the district's Response to Intervention program, schools collect, display, and support student achievement in a variety of ways such as portfolios, work samples, data displays, and regular RtI meetings. The focus of these meetings is to progress monitor student achievement and to make data-based instructional decisions. Classroom observations and instructional walk-through strategies are conducted routinely to determine the effectiveness of instructional materials and strategies to sustain the district expectations for learning. The focus of professional development is to coach, mentor, and provide valuable feedback to teachers. Additionally, instructional materials used to meet the district's expectations for learning include leveled readers, leveled content specific readers, Book Nooks, and professional learning community resources.

Beginning in four year old kindergarten and continuing through high school, expectations for student learning are supported by a variety of formative and summative assessments that are regularly monitored and adjusted. An emerging system of benchmark assessment is used to differentiate and to drive instruction. Developmental Indicators for the Assessment of Learning (Dial4) are used to identify students in four-year old kindergarten who are at risk or have delays in these areas: motor, language, cognitive/basic concepts, self-help, or social/emotional. The Oral Language Acquisition Inventory (OLAI) is given to evaluate language and learning behaviors while the English Language Development Assessment (ELDA) is administered to determine academic and social language proficiency. The results of these tests are used to plan instruction and to implement necessary interventions. Benchmark assessment systems, such as Dominie and Fountas and Pinnell, are used in grades kindergarten through eight to determine reading levels for literacy instruction. Running records and anecdotal notes are also used by teachers to graphically capture a child's reading behaviors in order to make plans for specific instruction based on the child's needs. In grades eight through twelve, teacher made benchmarks are being developed. Student achievement is evaluated by state summative measures such as Palmetto Achievement State Standards (PASS), the High School Assessment Program (HSAP), and End of Course Examination Program (EOCEP). The Cognitive Abilities Test (CogAT) and Iowa Test of Basic Skills (ITBS) are administered to all second grade students. The results of these two assessments are used to determine placement in the Gifted and Talented program. Additionally, In View Cognitive Test, Naglieri Nonverbal Ability Test, Project STAR, and the Test of Cognitive Skills, Second Edition (TCS2) are used to identify students for placement in the Gifted and Talented program. The In View Cognitive Test measures reasoning abilities related to academic success while the Naglieri Nonverbal Ability Test uses progressive matrices to allow for a culturally neutral evaluation of nonverbal reasoning skills and general problem solving ability. Project STAR is a performance task assessment used to identify students for academically gifted programs. TCS2 reliably measures skills and abilities that are important for academic success in grades two through twelve. National level assessments including EXPLORE (grade 8), PLAN (grade 10), and PSAT (Preliminary SAT) are administered to assist students in planning for future high

school courses and to prepare students for future testing on the ACT or SAT. In addition, Measures of Academic Progress (MAP) testing is mandated district wide in elementary, middle, and high schools. The district utilizes MAP data to monitor district, school, and classroom progress in meeting instructional expectations. The district seeks input from the parents and community on curriculum, student needs and effectiveness of programs through the School Improvement Council, PTO and the District Needs Assessment Committee. Administrators and teachers analyze MAP data to determine student achievement, to verify alignment of the curriculum to academic standards and student needs, and to evaluate the effectiveness of instructional materials and strategies being used across the district. Furthermore, student achievement data guides the district in identifying and purchasing materials and resources that not only support district instructional expectations, but also align with student learning targets.

2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

Spartanburg County School District One recognizes that students benefit from challenging and stimulating instruction and strive to continually enhance our instructional programs so that they model best practices in developing the rigor required by the South Carolina Standards. The district has implemented a continuous District Strategic Plan to promote and support our goal of higher expectations for all students, kindergarten through grade twelve. Emphasis has been placed on the alignment of goals, objectives, instruction, and assessment to state defined standards. The use of the state's S3 Curriculum assists teachers with pacing and delivery of instruction. Teachers rely heavily on the state Support Documents and Blueprints to support classroom instruction.

To address the diversity of our student population, all schools in the district include programs to support gifted and talented (EXCEL, Honors, and Advanced Placement), special education, and ESOL learner populations. These programs have developed a menu of intervention options to assist disabled and accelerated students. All instructional programs and practices align with the district's continuous improvement plan focus areas. Moreover, programs such as our four year old kindergarten program for at-risk students, performing and related arts programs (art, chorus, orchestra, band, and physical education), guidance services, and media services are available to students.

Our belief is classroom teachers should be well versed in the knowledge of teaching reading. Using the South Carolina Reading Initiative and Reading Recovery as a staff development model to train elementary, ESOL and special education teachers, state reading test scores have shown significant improvement. Each elementary school has a Reading Recovery teacher and a district Reading Recovery Teacher Leader who identifies students with reading problems for first graders who are having difficulty learning to read. The Reading Recovery program uses a pull out model to provide intense one on one instruction to accelerate the learning of the reading process. These Reading Recovery teachers also work with other struggling readers in small literacy groups to accelerate progress. To compliment the work of the Reading Recovery teachers, classroom, ESOL and special education teachers trained in Reading Recovery strategies provide additional support in the classroom for struggling readers. If this assistance does not provide success for our students, the district incorporates the "A team" or assistance team process for students who need additional interventions which may result in testing for special services.

The addition of instructional coaches and special education transitional coaches assist classroom teachers with the implementation of research-based instructional and problem solving strategies through modeling, co-planning, co-teaching, training, and reflecting on the craft of teaching. These coaches have had an additional positive impact on classroom performance. Furthermore, district coaches use the school and district continuous improvement plans and teacher input to determine topics discussed in school and grade level study groups. On-going professional development in each school provides teachers with the opportunity to reflect, review, and integrate new thinking into their classroom instruction. Model lessons have also been created by classroom teachers and coaches, which

are shared as a part of our district training to demonstrate differentiation and various instructional strategies.

In kindergarten through eighth grade, math, science and ELA coaches work together to provide the common thread of literacy throughout the core areas. The Math and Science Unit Initiative provided training for elementary and middle school teachers in science and math note-taking, writing across the curriculum, science kits, science lab experiences, and inquiry-based learning. Book Nooks with leveled texts for differentiation are available to all elementary and middle schools; leveled texts are also used at the secondary level.

The high school instructional program incorporates the Education and Economic Development Act (EEDA) which mandates career cluster elements. In order to meet individual student needs, a differentiated curriculum is offered that includes College Preparatory, Honors courses, Advanced Placement (AP), and dual credit course offerings. Swofford Career Center offers a wide range of Career and Technology Education (CATE) courses which includes Honors credit, Technical Advanced Placement (TAP) credit and dual credit.

Credit recovery, virtual classes and dual credit classes open opportunities to secondary students beyond the traditional school walls. Students at the middle and high school level who need additional support not available at the home school are placed into an Alternative School setting. This placement is coordinated so that there is a seamless transition back into the regular school population as soon as appropriate.

Frequent on-site professional development allows teachers, administrators, and coaches to monitor, evaluate, and modify instruction as needed. Professional learning communities led by the principal and instructional coaches within each school explore the latest research on current educational topics on best practices. Instructional programs are designed to promote and support the developmental levels of literacy that are designated by educational researchers such as Irene Fountas, Guy Su Pinnell, Robert Marzano, Diane DeFord, Brian Cambourne, Lance Gentile, and Dick Allington. Most recently, during this school year teachers have attended conferences featuring Rick Wormeli, Jim Fay and Katherine Bomer through the Furman Consortium. Tim Rasinski has also worked with numerous teachers on building fluency with their students as a part of the American History Grant.

The Southern Regional Educational Board initiatives-MMGW and HSTW, have provided Spartanburg County School District One with common research based instructional goals and curriculum designed to move all students toward academic proficiency as measured by National Assessment Educational Progress (NAEP). A district transitional program is in place to help students move from the elementary to middle to high school without disruption of the instructional focus. Special education transitional coaches at the middle and high school levels work with our special education teachers and students to create meaningful curriculum that will facilitate and meet the unique career goals of this population.

A benchmarking system is emerging at the middle school level that will help to ensure standard indicators are addressed. Test analysis completed on the benchmark results will provide information to facilitate differentiated instruction. At the secondary level, benchmarks have been used for three years in our Gateway Courses (Algebra I, Biology I, English I, Physical Science, and U.S. History). Frequent benchmark evaluations help teachers to identify key learning concepts that are not mastered at the end of an instructional unit in order to reteach those concepts.

Students in grades six through twelve participate in vertically-aligned inquiry-based research projects. These project requirements build student capacity for research through foundational steps. Each year, these projects are reviewed by principals, district personnel and instructional coaches. Summaries of their findings are shared with teachers during professional development trainings held the following year. It is the district's objective to strengthen a student's capacity to conduct inquiry research along established guidelines.

As a district, our expectation for students with disabilities is to provide a delivery model which aligns with student needs, rigor, and best practices. This alignment ensures all students with disabilities are achieving at the highest possible levels. We have worked with all special education teachers and administrators in the district to determine areas of greatest need. Materials and resources have been carefully selected to support the needs of our students. All special education teachers will participate in some form of professional development to include Reading Recovery, Life Credential Curriculum, curriculum mapping, fluency strategies, co-teaching models, differentiated instruction, and GED preparation.

As part of the District One Strategic Plan Performance Goals, special education teachers are expected to use best practices in instruction to effectively improve academic achievement of all disabled students. Special Education teachers have participated and will continue to participate in district-wide literacy training and other training to create/modify curriculum and obtain strategies that will provide disabled students the independence they need in the regular classroom.

Our Response to Intervention (RtI) plan plays an important role in each student's success. In the early years, there is a strong focus on literacy skills in four and five year old kindergarten. Teachers implement early interventions for students such as Earobics and oral language acquisition skills. Intervention teams for kindergarten through grade twelve meet on a regular basis at all school levels to discuss and review their students' data. Often at these reviews, new instructional support ideas are created or considered for implementation. District One's RtI program extends into the middle and secondary levels. The use of data such as MAP, OLAI, Dominie, ELDA, CogAT, Fountas and Pinnell, PASS, HSAP, and EOCEP helps to target specific academic needs. Semi-annual district-led reviews provide an opportunity for reflection on the needs of the students for that individual school. These reviews are led by the superintendent and district office administration in collaboration with the principal and leadership team at each school.

In order to facilitate an effective differentiated instructional approach, the district employs the use of MAP software to determine skill level of students in English Language Arts, reading, and math. Results of this assessment are used by the classroom teacher and building level administration to evaluate student growth and progress toward learning goals. MAP assessment results are also used primarily to identify academic skill strengths and weaknesses and to identify areas of necessary remediation.

To address the interpersonal and social development of our students and encourage the appropriate climate for learning, a full range of extracurricular activities and programs are offered including sports and special interest clubs. The district has also taken an active role in the schools as well as the community at large. All district office personnel mentor students within the district. The AmeriCorp program uses high school seniors to serve as reading buddies and mentors to elementary and middle school students. The AmeriCorp students also complete community service as part of their class. The district collaborates with Head Start by housing at risk four year old kindergarten in two elementary schools. Students in our school district also attend the Scholar's Academy, an accelerated program offered at the University of South Carolina Upstate. Similarly, many of our students are a part of a mentoring and scholarship program called the Citizen's Scholars in collaboration with Spartanburg County Foundation.

A variety of services provides high quality scientifically-based research practices that impact teaching and learning. The following is a description of each program discussed in the narrative to assist with clarity.

***E = Elementary**

***M = Middle School**

***H = High School**

- **Academic Overtime** is time after the regular school day which allows students the opportunity to make up

work in their classes. *E,M,H

- **Agile Minds** is built on a combination of high-tech and high-touch strategies. In addition to Internet-delivered services, educators and administrators also receive face-to-face seminars, mentoring, and high-quality support materials to manage their demanding workloads, improve their expertise, and dramatically improve outcomes for their students. *H
- **AmeriCorp** is a national network of programs that engages more than 70,000 Americans each year in intensive service to meet critical needs in communities throughout the nation. *H
- **A-Team** is a group of educators (special education teacher, regular education teacher, administrator, and counselor) who evaluate a student's progress as well as offer interventions to the teachers over 30 to 60 days to assess the need for special services evaluation. *E,M,H
- **Benchmarking and test analysis for ninth and tenth grade students** provide teacher feedback on the concepts and standards to re-teach and provide a road map for differentiated instruction. *H
- **Career and Technology Education (CATE)** provides grade-level, standards-based curricula through the integration of academic and career and technical instruction for students in grades seven through twelve while focusing on the 2020 Vision for Career and Technology Education in South Carolina. *M,H
- **Citizens Scholar** sponsored by the Spartanburg County Foundation is designed to assist Spartanburg County students with academic potential who would not normally attend college. The seven year program provides each student with enrichment activities, classes to help prepare for college, and a relationship with a supportive adult/mentor. *E,M,H
- **Cognitive Abilities Test (CogAT)** is a test of reasoning skills. It is a norm-referenced test and the national average is 50th percentile. There are three parts to the CogAT: Verbal Battery, Quantitative Battery, and Non-Verbal Battery. *E
- **Daily common planning** in grades kindergarten through eight allows teachers to share ideas, develop strategies for improvement, plan instructional strategies, and promotes collegiality and professional growth. *E,M
- **Daily uninterrupted instructional blocks** allow and protect instructional time to support student learning. *E,M,H
- **Destiny** is a centralized K-12 resource management software tool that helps libraries work more efficiently, while creating engaging and collaborative learning environments that promote and support student achievement. *E,M,H
- **Dual Credit Program** offers students the opportunity to earn high school and college credits simultaneously on and off campus. *H
- **Earobics** is a powerful and transformative multisensory reading intervention for raising academic achievement and empowering school districts, principals, and teachers to strengthen and rejuvenate their reading curriculums to meet the needs of diverse student populations. *E
- **Education Economic Development Act (EEDA)** is new legislation designed to give South Carolina students the educational tools they need to build prosperous, successful futures. *E,M,H
- **English Language Development Assessment (ELDA)** is a battery of tests designed to allow schools to

measure annual progress in the acquisition of English language proficiency skills among non-native English speaking students in grades three through twelve. The battery consists of separate tests for listening, speaking, reading, and writing, at each of three grade clusters: three through five, six through eight, and nine through twelve and a separate kindergarten through second grade inventory. *E,M,H

- **Fountas and Pinnell** are two reading experts who revolutionized classroom teaching with their systematic approach to small-group reading instruction. Today, the concept of Guided Reading is a featured technique in nearly every elementary school in America. This program also incorporates leveled literacy intervention for struggling readers. The benchmarking component provides teachers critical feedback on both the strengths and the needs of readers in kindergarten through grade eight. *E,M

- **Graduate Equivalency Diploma (GED)** is a four part test that measures English, mathematics, science, and social studies. Proficiency on this test gives the student a diploma equivalency. *H GED preparation is part of Life Credential Curriculum.

- **Head Start** is a federally funded, comprehensive preschool program designed to meet emotional, social, health, nutritional and psychological needs of three and four year olds and their families. Overall, the program is trying to meet the goal of helping low-income children to be better prepared for school. *E

- **Individualized Graduation Plan (IGP)** aligns career goals and a student's course of study beginning in the eighth grade. Guidance counselors and/or career specialists meet with each eighth grade student and their parents to provide a general overview of career clusters of choice, postsecondary goals, and courses required for graduation with electives that coordinate with career goals. IGP's are a part of the EEDA regulation. *E,M,H

- **Kuder** is the leading provider of internet based tools and resources to help students and adults achieve their educational and career planning goals. *M,H,E

- **Kurzweil** is an educational assistive technology tool designed to support each individual student throughout a school system to attain academic success. For struggling readers, English Language Learners, as well as students with physical challenges, Kurzweil provides critical features for active and independent learning, participation in the integrated classroom, and more importantly, for keeping up with peers. *E,M,H

- **Math and Science Kits** are resources used to engage elementary and middle school students in inquiry based, hands on mathematics and science in support of the State standards and STEM. *E,M

- **Measure of Academic Progress (MAP)** is a computerized adaptive test from Northwest Evaluation Association. This program evaluates academic growth. MAP is a computerized, nationally-normed test that identifies strengths and weakness of students in reading, language usage and math that is administered two or three times annually. MAP serves students in grades one through ten. *E,M,H

- **NoodleBib** guides students through data entry for every citation, then takes care of punctuation, alphabetization and formatting, producing a polished source list for import into Word. *H

- **Oral Language Acquisition Inventory (OLAI)** provides information about the most common language structures children use expressively and shows strategies to elicit meaningful conversation and develop prompts that expand and refine language with English Language Learners and children who could benefit from language instruction. *E

- **Palmetto Assessment of State Standards (PASS)** is given to students in grades 3 through 8. The South Carolina PASS test is based on the South Carolina state standards, which define what students should be learning

each year. The goal is for all students to score at or above the proficient level on the PASS exam. *E,M

- **Reading Recovery** is an intensive intervention program that targets the lowest performing readers in first grade and pulls them aside for one-on-one sessions with a specially trained teacher five days a week for 12 to 20 weeks. The Reading Recovery Teacher Training Model is used to train classroom teachers in Reading Recovery strategies for four and five year old kindergarten, first, ESOL and resource teachers. *E
- **Response to Intervention (RtI)** Comprehensive RtI implementation will contribute to more meaningful identification of learning and behavioral problems improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities. *E,M,H
- **Rosetta Stone** software presents language systematically and does so in a way that systems are recognized and learned by acquiring vocabulary and syntax at the same time. Rosetta Stone teaches new words and phrases through direct association with pictures that show meaning more clearly. It equips students with language acquisition skills that allow them to negotiate meaning quickly and effectively. *E,M,H
- **Scholars Academy Program** identifies students in grade eight to participate in the dual enrollment program with University South Carolina-Upstate. This is an early college experience where students earn dual credit while simultaneously being enrolled in college and high school. *M,H
- **Senior Project Program** gives seniors more focus as they prepare for graduation and future careers. Because they create a written proposal, obtain mentor consent forms, and present their project concept to an advisory board for approval, students may tailor the project to their specific needs and interests. By choice, many of the projects relate to school or community service. Professionals from the community serve as mentors for the students. Every project has four components: a research paper, a product, a portfolio that documents the experience and a presentation that describes what has been learned. *H
- **Silent Sustained Reading (SSR)** is a form of school-based recreational reading, or free voluntary reading, where students read silently in a designated time period every day in school. An underlying assumption of SSR is that students learn to read by reading constantly. *E,M,H
- **South Carolina Occupational Information System (SCOIS)** provides a comprehensive overview of work and educational opportunities with seamless connections between career aspirations and preparation requirements. *E,M,H
- **Southern Regional Education Board (SREB)** is a nonprofit, nonpartisan organization that works with 16 member states to improve public pre-K-12 and higher education. High Schools That Work (HSTW) is a network of schools committed to raising student achievement in reading, mathematics and science. HSTW sites are expected to show consistent progress until at least 85% of students meet the readiness goals in reading, mathematics and science and until the school improvement framework is fully implemented. Making Middle Grades Work (MMGW) is a program that assists middle grades schools in implementing the essential elements in a comprehensive improvement framework by creating key conditions that support improved academic achievement and by developing readiness indicators for students exiting the middle grades. *M,H
- **Spartanburg Alcohol Drug Abuse Commission (SADAC)** is as an outpatient facility for chemically dependent or addicted persons.
- **STEM** is an acronym used for the field of study in the categories of science, technology, engineering, and

mathematics. *E, M, H Spartanburg District One is in the emerging stages of implementation.

- **Study Island** software is based on South Carolina Academic Standards and is specifically designed to help students in elementary and middle schools master the content specified in the South Carolina Academic Standards. Study Island's focus on the Academic Standards enables students to improve their performance in all skill areas tested on PASS and HSAP. The user-friendly interface allows students to move through the program step-by-step. Each section has a pre- and post-test, as well as topics that cover each of the Academic Standards. Topics consist of questions, answers, explanations, and lessons that address the specific skills required in order to master the Academic Standards. *E,M
- **Swofford Career Center** provides opportunities for students to participate in career and technology classes where they can receive dual credit, TAP credit and also take part in Cooperative Learning, shadowing and Service Learning experiences. The Career Center is shared with Spartanburg School District Two. Swofford Career Center provides a Swofford Challenge Course that focuses on all ninth grade students and CATE students. This course focuses on problem solving, communication and teambuilding skills. Swofford Career Center uses the Goals Based Evaluations (GBE) to encourage instructors to conduct research related to instructional strategies, methods and techniques for delivering instruction and keeping up with the latest trends in their program areas. *H
- The **Advanced Placement (AP)** program is a curriculum in the United States and Canada sponsored by the College Board which offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college. Participating colleges grant credit to students who obtained high enough scores on the exams to qualify. Honors and Advanced Placement (AP) classes are offered at the high school. *H
- The **Co-teaching model** is an instructional delivery model used to provide support to students with disabilities in the regular classroom setting. Use of this model of instruction allows for students to be taught in the least restrictive environment with non-disabled peers. Two highly qualified educators provide differentiated instructions to students on a daily basis in core academic courses including ELA, math, science and social studies. *E,M
- **The Dominic Reading Assessment** is a portfolio of tests and tools that teachers can use to measure the reading and writing ability of children in kindergarten through eighth grade. It was developed by Dr. Diane DeFord at the University of South Carolina. *E,M
- The **End of Course Examination Program (EOCEP)** is an academic assessment for Algebra I, Biology I, English 1, Physical Science, and U. S. History. *M,H
- The **Life Credential Curriculum** is an alternative curriculum for Special Education students who are not enrolled in the state's regular diploma track. The credential indicates that students have received instruction aligned with their post secondary goals, present performance levels, goals and objectives found in their Individualized Education Plans. *H
- The **Teacher Cadet Program** is a program that encourages academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. *H
- **JROTC (Junior Reserve Officers' Training Corps)** is "to instill in students in [United States] secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment." *H
- The **South Carolina High School Assessment Program (HSAP)** consists of two tests—one in English

language arts and one in mathematics—that are administered to public high school students in South Carolina under the requirements of state and federal laws. South Carolina law mandates that all public school students pass an exit examination as one requirement for receiving a high school diploma. *H

- **USATestprep, Inc.** is an online resource that is custom-designed to help high school and middle school students understand our state's required standards and prepare them for high-stakes, standardized tests. *M,H
- **Virtual school** describes an institution that teaches courses entirely or primarily through online methods. Spartanburg County has its own virtual school that serves several districts.
- The **EXCEL** Program in District One Schools Spartanburg County challenges academically gifted students by providing curriculum and instruction aligned to their area of giftedness. *E

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

The Spartanburg County School District One professional development plan is used to prepare staff to support the district's expectations for student learning. This plan allows us to support and implement our District's Strategic Plan. The professional development plan is updated each year, and professional development activities are prioritized by the Strategic Plan goals.

The district provides extensive professional development for principals, teachers, certified teacher assistants, classroom assistants, instructional coaches, special education transitional coaches, and district office administrators to enhance the teaching and learning process. The district maintains a district wide climate that supports students' learning through a culture of mutual understanding and commitment to goals and expectations. The mission of Spartanburg County School District One is to provide a "quality student-centered education". The climate and culture for success is set by leadership, high expectations and collaborated efforts for student success. In addition, the district strives to attract and retain highly qualified, effective teachers and administrators.

Beginning teachers participate in an induction class which meets once a month. This induction program is designed to provide a comprehensive mentoring program which ensures their competence in ADEPT (Assisting, Developing, and Evaluating Professional Teaching) performance standards (SAFE-T- South Carolina Teaching Standards). The goal of the induction class is to provide all new teachers with training on the state models using each content area. The induction class also addresses instructional technology and classroom management so beginning teachers can start the new school year utilizing effective instructional practices. Throughout the year, new teachers receive comprehensive staff development to enhance best practices. In addition, all induction teachers are assigned a trained mentor at their school to assist them in reaching classroom competencies. Student engagement strategies are provided as part of their course to encourage active involvement of students in their own learning. Partnerships with Furman University, University of South Carolina Upstate, North Greenville University, Wofford College, and Converse College provide confident and competent teaching candidates.

Scheduling allows daily common planning time in all elementary and middle schools where faculty and staff meet regularly to discuss curriculum issues, standards-based instruction, student achievement, best practice strategies, and strategies to address academic issues of at-risk students (Response to Intervention). High school teachers meet regularly during planning periods to address similar issues as it relates to high school students. Special education teachers, English Second Language (ESOL) teachers, Gifted and Talented (GT) teachers, special education transition coaches, and instructional coaches meet monthly for additional training. Instructional and special education transitional coaches provide embedded, ongoing staff development for all teachers and they mentor, co-teach, and assist teachers with vertical articulation and instructional planning.

Literacy is a focus in our district. Reading Recovery is fully implemented in all elementary schools. The district Reading Recovery Teacher Leader annually trains a minimum of fifteen classroom teachers, which includes four and five year old kindergarten teachers, first grade, ESOL and special education teachers. These classroom teachers are trained in Reading Recovery strategies to strengthen the teaching of reading in the regular classroom. These teachers engage in peer observations which provide opportunities for teachers to observe model lessons and reflect on best practices.

Vertical articulation of the district's expectations for student learning occurs during: school based grade level and departmental meetings; transition team meetings which provide strategies for a seamless transition between schools; meetings between feeder schools to discuss curriculum and student achievement issues; RtI meetings; Student Assistant Team meetings (A Team); data analysis meetings; faculty meetings after school to develop and enhance curriculum issues; classroom observations by administrators with post reflective conferences; Discussion Board on the District One Wire; Goals Based Evaluation (GBE) goal setting and reflective conferences; and meetings with special education transition coaches to ensure a seamless transition from middle school to high school for our special education students. The feeder school guidance counselors hand deliver important student information such as truancy folders, RtI folders, and literacy folders. Individualized Education Plans (IEPs), English Second Language (ESL) plans, and Individual Graduation Plans (IGPs), as part of EEDA, provide continuous direction for every vested individual, including student, parent and staff. Ninth and tenth grade high school teachers have visited first and second grade teachers to observe differentiation in the primary grades and strategies they can implement in their high school classrooms.

Administrators in Spartanburg County School District One participate in ongoing staff development each year. Assistant principals and teachers who are aspiring to become administrators participate in a district cohort which meets monthly. New principals participate in principal induction classes. All administrators in the district participate in a professional learning community which includes attending sessions with educational consultants, as well as, reflection and goal setting sessions with the superintendent. Seven administrators have attended the School Leadership Executive Institute to enhance leadership skills. In addition to monthly principals' meetings with the superintendent, there are break out principals' meetings with the district curriculum coordinators each month to discuss instructional issues, vertical articulation, and student achievement.

These processes empower staff to implement the district's expectations for student learning through a variety of strategies: implementation of state standards and S3 support documents; utilization of curriculum kits and materials; directed teaching toward essential questions and/or standard based objectives; and grade level common planning time with elementary and middle schools. This year, the district has focused on providing more in depth professional development to assist schools and classroom teachers with analyzing data and using NWEA Des Cartes. Through this data analysis, teachers are able to make instructional decisions on how to close gaps in student achievement. Teachers also create RtI plans for individual students who are at-risk and reteach and differentiate instruction based on formative and summative assessments. District expectations for student learning are also supported by high schools and middle schools as they provide a course syllabi, common course catalog, and graduation requirements.

The staff communicates the districts' expectations for student learning to stakeholders through the Parent Portal, student handbooks, a district-wide phone messaging system (School Messenger), school and district web pages, parent workshops and conferences, PTO meetings, SIC meetings, district and school-based newsletters, and fine arts and sporting events. The career center hosts advisory meetings and industry visits with local business leaders. District One annually publishes the Focus Annual Report to the Community, which highlights the accomplishments of each school to stakeholders, as well as, showcasing the implementation of the above mentioned processes.

The Swofford Career Center instructors are encouraged to participate in their individual associations and to attend seminars and workshops related to instruction in their areas as well as the Education Business Summit sponsored by CATE/OCTE and the State Department of Education. Weekly faculty meetings are used to discuss any items that may come up related to instruction.

Spartanburg County School District One collaborates with the other Spartanburg School districts. The superintendents, assistant superintendents, personnel directors, public information officers, special education directors, and finance directors meet monthly or bi-monthly to discuss common issues such as policies and guidelines, safety, truancy, and special programs that benefit Spartanburg County students. The assistant superintendents meet each month to plan county-wide staff development which includes; conferences, workshops, graduate courses, and state and federal grants and initiatives. Most recently, the seven school districts received an American History Grant that involved social studies and American history teachers in grades four, five, eight, and eleven in developing model lessons. The assistant superintendents also work together to plan a common calendar that enables the districts to provide county-wide staff development in the content areas, visual and performing arts, physical education, media and guidance.

Spartanburg County School District One, collaborating with the other Spartanburg County School Districts, also partner with other organizations to prepare staff to support the district's expectations for student learning. These partnerships include Solutions in Science, Technology, Engineering, and Mathematics Education Center (S2TEM); South Carolina International Reading Association (SCIRA); Spartanburg Writing Project; South Carolina Association of School Administrators (SCASA); the Education and Business Summit; and the Mary Black Foundation. Additionally, District One Spartanburg collaborates with the Southern Regional Education Board/MMGW/HSTW and several schools partner with the School for Inquiry in Columbia, South Carolina.

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

Spartanburg County School District One promotes the use of information sources through a variety of methods, including investments in the implementation of educational technology and media services. Spartanburg County School District One employs one full time media specialist for each school site, ensuring that all students and staff have access to media materials. Each media center is equipped with multiple computer stations; and student records and inventory are controlled with Destiny Library. Destiny also provides teachers and students with online accessibility of information including Lexile levels for reading materials. The media center in each school operates on a flexible schedule and is regarded as the "hub" of learning. Resources are allocated to ensure that media centers have books on a variety of reading levels and at various interest levels to support students' and teachers' learning. Book Nooks at the elementary and middle schools provide additional resources for students and support classroom instruction. Each school is also equipped with professional libraries.

Enrich and PowerSchool, comprehensive data management applications, allow administrators access to demographic, discipline, testing, and grading information to support the data-driven decision making-process. In addition, PowerSchool, affords parents access to PowerSchool's Parent Portal, where grades and classroom resources are readily accessible. A login is available for Study Island that provides resources at school and home to support classroom instruction. The district utilizes numerous technological applications that enhance student learning. Teachers have access to Northwest Evaluation Association (NWEA) and its resources in order to monitor student progress throughout the assessment process. Other software programs provide parents and guidance counselors with information for long-term student's success planning such as South Carolina Occupational Informational Systems (SCOIS) and Kuder Career Planning System. Each school provides opportunities for students to utilize technology in learning through their media centers, computer labs, classroom computers, mobile laptop labs, LCD projectors, MP3 players, and basic/ graphing calculators. Teachers use computers in a variety of ways, including individually-paced learning, small group projects, or whole-group

instruction. Programs, such as Study Island, Leap Frog, Earobics, Streamline SC, USATestPrep, Kurzweil, and Rosetta Stone are widely used throughout the district. Additionally, all computers have up-to-date versions of Microsoft Office that can serve as teaching and learning tools. Textbook support sites provide supplemental activities for use outside of the classroom. Additional software is provided by individual schools based on need. Some examples of software available to teachers, students and/or parents are:

- **Funbrain** is created for students in grades preschool through eight and offers more than 100 fun, interactive games that develop skills in math, reading, and literacy.
- **Study Island** is a web-based instructional system (standards-based assessment, instruction, and test preparation software programs) that assists students in grades kindergarten through twelve master grade-level academic standards in a fun and engaging manner. Study Island also offers a parent notification system to simplify communications with parents as well as professional development tools such as standards-based lesson plans, online professional development videos, workshops and webinars, and other instructional resources.
- **DISCUS** is South Carolina's Virtual Library, the "information place" for all South Carolinians. DISCUS, which stands for Digital Information for South Carolina Users, provides free electronic access to a core collection of high quality online resources with a particular emphasis on supporting education.
- **Know-it-all** is an online educational resource created by ETV for students grades kindergarten through twelve, teachers, and parents. This educational web portal contains interactive sites, simulations, image collections, virtual field trips and streaming video that support and provide quality inquiry-based experiences for students on the Internet.
- **Streamline SC** partners with the SC State Department of Education and the K-12 Technology Initiative, to improve and manage learning resources in South Carolina schools. Radio and television programs are offered, PowerPoints, videos, lesson plans with worksheets and other technology resources are also offered.

Spartanburg County School District One maintains hardware to enhance and enrich student learning. The district has 1590 desktop computers, 550 laptops and tablets, 87 servers, 650 printers, 276 fully equipped multimedia classrooms, 48 promethean classrooms, I-pads, Kindles, and sound systems in most classrooms. Our infrastructure includes a 100M drop to every desktop, a 100M circuit to every school from the district office, a 500M circuit at the district office to service the ten school sites, internet access of 20M that received an "A" rating by the SC CIO, and an upgraded Microsoft Active Directory Service distributed to each school.

The district Coordinator of Technology and the Coordinator of Accountability and Database Management work with teachers and administrators to embed the use of technology throughout the learning process in order to enhance student learning and achievement. A district technology plan provides for the rotation of equipment so that the technology stays current. The district provides three computer technicians and each school has a staff person, called a Wire Wiggler, to assist with support teachers and administrators with implementation and maintenance of technology. Three district technicians are available daily to support phones, e-mail and software. The Wire Wiggler addresses technology needs in the schools by performing triage and then escalates unresolved issues to the District Technology Department. Wire Wigglers are onsite, hands-on and timely responders to ensure the success of the technology in the schools.

Every classroom has at least one computer that has access to district level applications and resources. Each classroom has access to at least one printer. Each school is equipped with at least two computer labs. Many classrooms are fully equipped with multi-media instructional equipment such as LCD projectors, sound equipment, and document cameras. Classrooms that do not have this equipment installed have access to multi-media carts that can be checked out. These types of systems, as well as other technological instructional

resources, will be provided in all classrooms as funding permits.

All teachers and school-based employees are connected to tools that support instruction, including many that are accessible from both school and home. Some of the tools are an email account, the student information system, PowerTeacher, the library database called Destiny Library Manager and many state resources such as DISCUS to integrate technology into instruction. Each staff and faculty member has access to our local intranet system. This system houses important documents that are needed for day to day operations and for sharing teacher resources among school sites. Our intranet is called “the Wire,” a highly developed portal that houses policies, forms, resources, and data. Each school and the District Office share a collaborative calendar that is available on “the Wire.” In addition, best practices videos, school handbooks, district-wide forms and many other important documents are found on “the Wire.” A “share” drive allows teachers an opportunity to store information that is then available to other teachers or students within the school. All students in grades six through twelve have an account on the network in order to store their own data.

District and school websites provide information for stakeholders, as well as, those inquiring about the district. Email to teachers is accessible through the website and allows for quick communication between parents and teachers. Our district subscribes to School Messenger, a phone and email distribution system that enables the district to contact our entire parent population within ten minutes via phone and email. School Messenger is used by school administrators to call and email parents concerning absences, school events, weather, and extra-curricular activities.

Overall Assessment:

Operational: The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.

Standard 4. Documenting & Using Results

STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free :

Operational

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Calendar of assessment activities

Database that records graduation, completion, GPA, placement, retention rates

District staff use data to inform policies and practice

Online assessment system

Policies that outline targets for student performance and are aligned to state/national standards

Staff affirm the use of multiple measures for student performance

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning:

Highly Functional

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Agendas, minutes from staff meetings indicate utilization of data systems

Criteria for evaluation of staff performance include the use of data for instructional planning

Data graphs, charts display student performance expectations

District staff affirm their understanding of how data are used to evaluate their effectiveness

District staff are knowledgeable about how to use student performance data for the purpose of instructional planning

District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation

District staff meet regularly to discuss student work

District staff utilize assessment data for the purpose of instructional and program planning

Examples of student work are prominently displayed

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

Students affirm knowledge about their learning expectations

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance:

Operational

Evidence Provided:

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Database that records graduation, post-graduate engagement

District staff utilize business and community data to guide program planning

District staff utilize perception data from surveys to guide program planning

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

Other: Student performance data.

4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders:

Operational

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

District staff affirm the use of various communication methods to report student performance

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm the use of various communication methods to report student performance

Other: District/School websites, Focus-Annual Report to the People.

4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness:

Highly Functional

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

District staff affirm their involvement in meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

Reports that outline comparable data analysis - across schools, districts, states, nationally

4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence:

Highly Functional

Evidence Provided:

Data reports disaggregate student performance growth

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

District staff can identify reasons why student performance has increased/decreased

District staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Highly Functional

Evidence Provided:

District staff affirm their comfort with the level of data accuracy and security

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

Focus Questions:

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

Spartanburg County School District One has a comprehensive assessment system. This system consists of state-mandated assessments such as Palmetto Assessment of State Standards (PASS) for students in third through eighth grade, the High School Assessment Program (HSAP) for students in tenth grade, and End of Course (EOC) testing in Algebra IB, English I, Biology I, and United States History. These assessments are analyzed at the district and school level and then compared to local and state scores. This information is also used as a means to track longitudinal growth and identify deficits and gaps in students' learning.

At the district level, Measurement of Academic Progress (MAP) is administered to all students in grades one through eight at least twice a year. This data is used to form focus groups, set goals, and evaluate student growth

over the course of the year. Benchmark assessments are currently being designed and implemented in middle and high school classrooms. Teachers administer these assessments periodically to determine student progress.

The Dominic Reading Assessment is a progress monitoring benchmarking system that is used to determine a child's reading level. Teachers use this data to plan differentiated reading and writing instruction in kindergarten through eighth grade. Fountas and Pinnell Reading Assessment is an additional tool also available for teachers to use as another source of literacy data. Fountas and Pinnell Reading Assessment is used to determine the instructional needs of the student as well as a factor in instructional decisions. The Reading Recovery program also uses DRA as another assessment in identifying a student's progress.

District-mandated Response to Intervention meetings are held twice a year to identify and discuss the progress of students in each school. All facets of data are analyzed during these meetings in order to assist teachers as they work to improve student progress. At the school level, teachers use formative and summative assessments to differentiate instruction and determine when reteaching is necessary. Staff development is based on the analysis of these assessments. Instructional coaches in each school assist in the data analysis process in order to develop relevant staff development that promotes growth in student achievement and vertical articulation.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

Spartanburg County School District One ensures that assessment results are timely and relevant, and these results are communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students in several ways.

First, Enrich is available to both district and school level administrators, as well as to all teachers. This online database is continually updated with results of additional testing sessions throughout the year and cumulatively from year to year. Multiple testing sources and their scores are contained in this one location.

Secondly, NWEA reports our district-wide MAP scores and provides analysis through DesCartes, a "learning continuum aligned to our state standards which helps teachers translate the raw data from student assessments to actionable plans for instruction, grouping and more." Sequential score analysis of Fall-Spring-Fall performance data is possible via these two resources. RtI data is stored and shared on district network drives providing both intra and inter access to all student data between schools and the district office. PASS score analysis is conducted in a timely manner of 1-2 months after the testing period. This analysis delves into the multiple levels of district, school, grade, subject, teacher, and individual student data.

Communication of all the data is conducted through several avenues. Parents make use of PowerSchool's Parent Portal for daily feedback and also receive progress reports, report cards and parent-teacher conferences at regular intervals. Individual Graduation Plan (IGP) conferences are conducted yearly with the student, parents and guidance counselor in an effort to determine the student's correct course schedule for grades 8-12. Schools share all the data with their respective PTO and SIC committees as well as civic organizations that include business, parent, and community members.

During the summer, the district disaggregates test data as it is received and passes along the information to the school principal. Each principal disaggregates data to hold individual teacher conferences prior to the start of the school year that include an analysis of PASS scores by school, grade, subject, and teacher comparison across the district. The district also analyzes PASS and EOC data during the summer months and makes the analyses a part of the back to school focus.

District and school level websites keep the community informed of all assessments and the results. The district

website has a link to the SC Dept of Education where the district and individual school yearly report cards are posted. Focus, the district's annual report, is made available to the District One community. Students may even participate by completing their own goal-setting sheets at the beginning of each year which they share with their parents throughout the year as they record their growth.

3. How are data used to understand and improve overall effectiveness of the school system and its schools?

Data provides a snapshot of students, schools within our school district, and schools across the state and nation. Longitudinal and comparative data is also collected and analyzed. District and school-level personnel use data to make decisions regarding the effectiveness of the instructional programs and to guide the development of the professional learning plan (i.e. staff development, teacher goals, GBE) to set goals for improvement. It is also used to monitor and revise the School Improvement Plans and the district's Strategic Plan. Additionally, leadership and professional learning teams use data to determine topics of conversation or book studies related to professional growth. The analysis of data is further utilized by district-level personnel in making budgetary decisions and allocating resources which impact the instructional program as a whole. The use of systemic data ensures that there is an alignment of resources to support system goals. Data is pulled from multiple sources which includes but is not limited to MAP, PASS, EOC, HSAP, SAT, ACT, report cards, graduation rate, dropout rate, and surveys (parent/teacher/student). This data provides accountability ratings from the state, growth ratings from the state, MAP analysis, EOC analysis, PASS analysis, and HSAP analysis.

Data from these assessment programs are used to identify students who have not mastered the standards and to design specific interventions for them. Analyzing student performance at the individual student and school level provides the information needed to identify areas of deficiency and make needed adjustments to the instructional program in order to improve student achievement. Within individual classrooms, teachers use multiple sources of data to determine how instruction might best be differentiated to meet the needs of students and/or to determine when re-teaching is needed.

RTI data is used to identify at risk students struggling with academic and/or behavioral needs. Once identified, these students receive daily interventions, and their progress is closely monitored. Data is continuously reviewed by the administration, and faculty and staff every nine weeks to determine appropriate decisions for the individual child. The superintendent and district level administrators conduct on-site RTI meetings twice a year at each school to monitor areas of gain and needed improvement.

4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

Spartanburg County School District One focuses on using data to impact teaching and learning at all levels. The use of data begins with digital record keeping that allows teachers, principals, and district curriculum leaders to access data on student performance. The district uses Enrich for data warehousing. Enrich contains all of the testing information for each student in the district in one location (i.e. PASS, PACT, EOC, HSAP, SAT). Teachers use Enrich to gather information on the achievement level of their students and include the analysis in their Long Range Planning and ADEPT Performance Standards. Principals and district administrators use Enrich to identify instructional needs of their students or to identify longitudinal trends. New teachers receive training in the use of Enrich as part of a yearlong district Induction Teacher class.

Students in first through ninth grade must take the Measure of Academic Performance (MAP) test at least twice per year in Reading and Math (fall and spring). MAP is a nationally normed computerized test that teachers use to assist in determining the instructional level of their students, areas of strengths and weaknesses and growth over time. Teachers can access the MAP scores of their students via Enrich (previously mentioned) or through the Northwest Evaluation Association (NWEA) website. School instructional coaches work with teachers during

grade level meetings, department plannings, faculty meetings, and one-on-one to assist in interpreting the MAP results of their students.

Teachers discuss the results of their students Palmetto Assessment of State Standards (PASS) and End of Course Examination Program (EOCEP) with their principal during goal setting conferences prior to the beginning of the school year. The principal assists the teacher in understanding the test results, identifying instructional trends, and developing goals to address areas of concern. The teachers review their goals periodically throughout the year with the principal and update their goals based on data that reflects a change in student performance.

The district Response to Intervention (RtI) process relies heavily on student performance data. Each school in the district identifies students of concern at the beginning of the school year based on multiple data points (i.e. PASS, EOCEP, HSAP, MAP, class performance, socioeconomic, and behavioral,). Once the students of concern are identified, the school presents the data to the district with proposed strategies designed to increase success of each student. The intervention is tracked throughout the year as the students of concern move within tiers of intervention. Data is collected by the teacher, school, and district on the success of all students. Twice during the academic year, the school presents the collected data on the students of concerns to the district and discusses the success of the interventions. Teachers, instructional coaches, principals, and district administrators are involved in the data collection, analysis, and discussions.

The district conducts detailed test analysis during the summer months from the Palmetto Assessment of State Standards (PASS), End of Course Examination Program (EOCEP), High School Assessment Program (HSAP), and Measures of Academic Performance (MAP). The district generates school level analysis of the results of the PASS, EOC, and MAP by grade level, subject, and teacher. The results of the district analyses are shared with the principals during summer leadership training. The data are used to set goals for the coming year.

Training is critical for data analysis. Principals are trained in the collection and use of data to analyze the instructional needs of their students. Their training continues through breakout meetings with the district curriculum coordinators (elementary and secondary), one on one training sessions with the Coordinator of Accountability, and district-wide staff development designed to assist the principal in supporting the teacher in the use and understanding of achievement data. School Test Coordinators receive training prior to the administration of any standardized test. Tracking assures an efficient process and an appropriate test setting for all students. Test Coordinators are responsible for training school personnel and proctors, and for monitoring the test administrations. They must stay abreast of current testing alternatives and accommodations and clearly communicate these options to school personnel. They serve as a key resource within the school when questions arise concerning the administration of tests and modifications and settings which may be used.

Overall Assessment:

Operational: The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.

Standard 5. Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: Human Resources. In fulfillment of this standard, the system:

5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities:

Operational

Evidence Provided:

Agendas, minutes, decisions for district and school level IEP meetings

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules: District, School, Extra-Curricular; Transportation

Staff Handbooks

Staff schedules and assignments

Student Handbook

5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience):

Operational

Evidence Provided:

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

District staff are actively engaged in discussions that have resulted from their professional development experience

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Professional development plan

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

INDICATORS: Financial Resources. In fulfillment of this standard, the system:

5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures:

Operational

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

INDICATORS: Physical Resources. In fulfillment of this standard, the system:

5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment:

Operational

Evidence Provided:

All district-wide facilities are properly maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum includes attention to cleanliness and safety

District staff are involved in developing and implementing safety policies

District support staff are knowledgeable about safety policies

District-wide environment is clean and safe

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders:

Operational

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment:

Operational

Evidence Provided:

Appropriate district staff affirm their knowledge of the plan for physical asset maintenance and replacement

Physical assets plan: short-term and long-range

Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.

5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals:

Operational

Evidence Provided:

District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure

Policies and procedures for maintaining and improving technology infrastructure: hardware and software

Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

Stakeholders are knowledgeable about policies regarding appropriate internet access

INDICATORS: Support Systems. In fulfillment of this standard, the system:

5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students:

Operational

Evidence Provided:

Advisory plan and program

Alternative Education Program

District monitors instruction for special needs inclusion

District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students

District provides guidelines for Response To Intervention program and is demonstrated at classroom level

IEP: committee, minutes, calendar, agenda, sign-in sheets

Individualized Development Plans

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Special Needs Department/Committee

Staff affirm their use of instructional strategies that support special needs inclusion

Staffing of Counseling and Guidance programs

Stakeholder survey data supporting special needs programs

Stakeholders affirm their support for the district's special needs programs

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

5.12 Provides student support services coordinated with the school, home, and community:

Operational

Evidence Provided:

Career Preparation Department/Committee

Community based programs

Curriculum for Career Preparation

District staff affirm that they receive regular training opportunities to support student behavior

District staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Job Placement program

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Professional development: calendar, topics

Staff assigned to career preparation programs

Stakeholders are supportive of community-based programs to support student engagement

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

Focus Questions:

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

Spartanburg County School District One has a well-established process for the recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff.

Recruitment efforts for teachers and certified teacher assistants involve working very closely in partnership with several local colleges and universities with teacher preparation programs. Through clinical and directed teaching

placements, Spartanburg County School District One is able to recruit and screen many capable applicants. Currently, we partner with North Greenville University, Furman University, University of South Carolina-Upstate, Converse College, and Wofford College. Other colleges that have placed pre-service teachers are Gardner Webb University, Limestone College, and Liberty University. Recruiting visits to colleges across the state do not occur as frequently as in the past, primarily because of the budget constraints for travel and the cut in available teaching positions; however, we regularly recruit at Benedict College, South Carolina State University, and Allen University, *Historically Black Colleges in South Carolina*, as part of our commitment to recruit and hire minority teachers. We also work very closely with the personnel directors in neighboring districts to share information about qualified applicants and fill special vacancies such as long-term leaves and areas difficult to fill.

Vacant professional positions are posted on the Spartanburg County School District One Human Resources web page, posted on CERRA (Center for Educator Recruitment, Recruitment, and Advancement). Occasionally, but not often, we post vacancies in local papers. Vacancies for non-certified positions are also posted on the district web page. Word-of-mouth and the reputation of Spartanburg County School District One as a quality school system with an excellent programs ensures that we receive many applications seeking employment from across the state and country.

All new employees, including teachers, attend a day of “new employee orientation” the first week of August. During this orientation, new employees are informed of policies and procedures, the vision and mission of District One Schools, and an introduction to the District One office staff. Technology orientation and professional expectations for all employees are communicated during this meeting. A full suite of training from SafeSchools that includes sexual harassment, Code of Conduct, safety in the workplace, and OSHA regulations is part of the training for all new employees.

Induction teachers and experienced teachers new to the district are assigned a “buddy” mentor. Additionally, induction teachers and all new teachers from out of state are assigned a formal mentor as prescribed by the South Carolina ADEPT program. These mentors work with the induction teachers on a series of assignments and help them with requirements during the induction year. Induction teachers are given additional support through a three hour graduate course offered off-campus through Converse College. This course, “The Induction Teacher—Theory to Practice”, provides support and resources to help with issues typically experienced by new teachers and teachers new to South Carolina’s evaluation system.

Teacher assistants, bus drivers, cafeteria employees, custodians, and other specialized new employees such as nurses, gifted and talented teachers, special education teachers, athletic coaches, and others are provided with additional orientation and training to their programs and procedures.

Staffing is allocated to accomplish the mission and goals of Spartanburg County School District One. Intensive personnel planning with the superintendent, district office coordinators, and principals is held to determine personnel needs for each school and each grade level. Program needs such as Gifted and Talented, Special Education, English as a Second Language, and Fine Arts are examined to determine the staffing needs in order to maintain a quality program of instruction in all areas. Baseline classroom size is closely monitored, and enrollment at each school is examined to make sure that the class size is optimal. When grade level enrollments have to be equalized and require the reassignment of staff, much planning and discussion goes into the decisions that are made.

Spartanburg County School District One is continuously seeking out qualified professionals. This is accomplished through the screening and interview process. As part of the process, the Coordinator of Personnel interviews prospective applicants for all positions, including certified, administrative, and support, on a regular basis in order to have an established pool of screened prospects. The Coordinator of Personnel also interviews substitute teacher applicants as part of the screening process for substituting in District One. In the case where the vacancy is for a

position such as speech language therapist, nurse, and special education teacher, the Coordinator of Special Services assists in screening of applicants. The Coordinator of Personnel works very closely with the Supervisor of Custodial Services and the Director of Transportation to screen and interview prospective custodial staff and bus drivers. In short, all administrators and district staff work diligently to ensure the best teacher-school match.

The interview process is a multistep procedure. First, when a vacancy for a position in a school occurs, the vacancy is posted on the district web site. Secondly, candidates for open positions are screened by the Director of Personnel, and a list of qualified applicants is given to the principal of the school. Next, the principal interviews the available candidates and makes a recommendation to the superintendent for the hiring of new staff. Subsequently, the superintendent personally interviews all prospective candidates in Spartanburg County School District One before they are recommended to the Board of Trustees to be approved for hire. We believe this practice establishes a professional bond between the superintendent and new employees and supports the culture and mission of the district in providing a “quality, student-centered education” for our students.

Spartanburg County School District One uses several other processes to ensure each employee will embrace the district’s high level of employee expectations. Once a pool of applicants has been screened for elementary, middle, and high school, the Coordinator of Personnel hosts “Round Robin Interviews” where the pool of applicants is interviewed individually by groups of principals. Principals are then able to identify several applicants whom they would like to interview in more depth for potential openings or long-term leaves. An additional component to the process is to have our certified teacher assistants who are being considered for teaching positions to teach a “mini-lesson” for the principals and district coordinators. In recent years, many of the teacher assistants who have been hired in the district are certified teachers; therefore, as a result, many of our most recent hires for teaching positions have been former teacher assistants in the district.

A specific goal of the district is to maintain manageable class sizes, which has been difficult in light of recent budget limitations. There are several ways we have protected small class sizes. One way to keep classes balanced is to reassign current, qualified professionals to positions left vacant by normal attrition. We have also reassigned math and science coaches to the classroom and reassigned staff from one building to another as needed. Teachers also have the ability to request a transfer, which is honored whenever possible according to board policy.

The District Strategic Plan is used to guide district and school level professional development and provides a seamless process from the district level to the work of the teacher. Principals are evaluated formally every three years using the South Carolina Program for *Assisting, Developing, and Evaluating Principals (PADEPT)*. All principals are required to prepare a “Principal’s Professional Development Plan”, which must include achievement goals tied to the school and district strategic plan. All certified teachers are formally evaluated every five years as part of the certificate renewal process and can be evaluated yearly at the discretion of the principal. Teachers develop goals that are aligned with the school’s strategic plan. Induction teachers are formally evaluated their second year of teaching (Annual Formal One Year). The teacher evaluation system used is SAFE-T (*Summative ADEPT Formal Evaluation of Classroom-based Teachers*) for certified teachers. Library media specialists, guidance counselors, and speech language therapists are evaluated every five years concurrently with certificate renewal with ADEPT (*Assisting, Developing, and Evaluating Professional Teaching*).

In order to provide performance feedback for all employees, evaluations for have been developed for all job categories. District office coordinators, teacher assistants, and administrative assistants are evaluated annually using a performance–growth model instrument. The evaluations for the district office coordinators and district-level administrative assistants began in 2010, and teacher assistants at the school level were phased in over the 2010-2011 school year with full the implementation in 2011-2012. Administrative assistant evaluations at the school level will be implemented in 2011-2012. It should be noted that custodians have been evaluated since 2002. Custodial staff is evaluated using a monthly “custodial inspection checklist” and a “grade” is assigned to the custodial staff at each school. Custodians eagerly await this checklist and take great pride in achieving high

marks during their inspection. Areas that receive lower marks are targeted for improvement and additional training in cleaning procedures and use of materials if needed.

To properly prepare new building administrators for administration, the district is proactive in finding and providing appropriate training. New principals attend the State Department of Education Induction Program during their first year as a building principal. New assistant principals attend a SDE assistant principals' induction program as well as a Spartanburg County Assistant Principals Institute directed by former Superintendent Dr. James "Buddy" Jennings in cooperation with the seven districts of the county. Each principal has had or will have the opportunity to participate in the South Carolina Department of Education's *School Leadership Executive Institute*. As part of this program, principals also attend the *Center for Creative Leadership* in Greensboro, NC, where they are assisted with a personal and professional growth plan, again tied to the PADEPT Principals' Professional Growth Plan and reflecting school and district initiatives. Principals have opportunities for school-specific training with Dr. Jennings, who works with the district in the areas of administrative leadership and professional growth.

Spartanburg County School District One has also developed a professional growth program for assistant principals and for teacher leaders who aspire to be administrators. The series of classes covers a variety of practical and theoretical topics and provides hands-on experience for current and potential administrators. For those teachers who are interested in obtaining their administrative degree, The Spartanburg County Potential Administrators' Academy is offered at Converse College and leads to administrative certification. The Academy is supported by the seven school districts in Spartanburg County.

Spartanburg County School District One understands the need for strategic planning and guides the development of plans to train professionals in the latest technology, instructional strategies, and research-based best practices. Schools begin by examining multiple factors, such as performance data, faculty surveys, individual school initiatives, EOC parent surveys, School Improvement Council reports, School Board recommendations, SREB (*High Schools that Work and Making Middle Grades Work*) guidelines, and district initiatives as outlined in the District Strategic plan. Each principal facilitates the development of their school's professional development plan for the coming school year. The plans must include a timeline, method of evaluating effectiveness, and district strategic plan alignment. Stakeholders, such as leadership councils, faculty council, and/or School Improvement Councils, review the plans and offer input. After a complete review, the administration submits the professional development plan to the Assistant Superintendent for Curriculum and Instruction for review and approval. District coordinators in each area collaborate throughout the process to ensure alignment with other initiatives and provide support where needed. Technology training is also an important part of the plan and is included as a component. Staff development is conducted by district personnel, school administration, instructional coaches, media specialists, teachers, and outside presenters. Timelines provide a sustained focus and time for reflection upon practice. Strategic plan goals ensure that staff development is aligned both vertically and horizontally. A staff development calendar of events occurring across the district is streamed to all schools on the "Week at a Glance" and is posted on "the Wire". Teachers and staff are encouraged and invited to attend training in schools across the district that meets their particular needs and the needs of their students.

Training for support staff occurs is ongoing. District office administrative assistants participate in a series of workshops around topics that will enable them to perform their roles more effectively and expand their skills. Teacher assistants participate in a series of workshops facilitated by classroom teachers and instructional coaches. These workshops are designed around best practices in literacy and effective strategies for working with children of diverse abilities. Bus drivers and custodial staff also participate in regular in-service designed to keep them abreast of regulations and procedures in their respective areas.

The most powerful incentive for retention of staff in Spartanburg County School District One Schools is the

success of the district in numerous areas. The culture of the continuous improvement undergirds the growth of all individuals, and creates a collegial climate where positive, professional relationships are cultivated and maintained. The 2010 South Carolina District Report Card reported a staff turn-over rate of 5.9%, which includes retirements, and a teacher attendance rate of 96.6 %, which includes long-term leave. Based on these statistics, it is clear that employees want to work in Spartanburg County School District One. There are many reasons employees want to remain a part of Spartanburg County School District One. Leadership opportunities, pertinent professional development opportunities, free graduate courses and renewal credit courses, and benefit enhancements are just a few of the incentives Spartanburg County School District One provides employees. It is also important to note that the district has established salary scales for all employees and positions that are competitive with the other six Spartanburg County school districts.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?

The State of South Carolina and *Government Auditing Standards* issued by the Comptroller General of the United States provides clear guidelines for maintaining financial accounts. Spartanburg County School District One follows these guidelines carefully. Annual audit reports are available for review. The audit report for the year ending June 30, 2011, is an unqualified report by an independent certified public accounting firm indicating no questioned costs in any audited area. This indicates that Spartanburg County School District One is in compliance with fiscal practices and procedures for local, state, and federal requirements. The Coordinator of Business provides strong leadership in the management of budgets and in maintaining clear and appropriate financial accounting procedures. The accounting firm of McAbee, Talbert, Halliday and Company provides professional services to District One Schools.

The budgetary planning process is ongoing. The Coordinator of Business works collaboratively with each department and the Office of the Superintendent to establish budgetary needs in preparation for each fiscal year. The Coordinator of Business works very closely with the Spartanburg County Auditor's Office and State Department of Education Fiscal System to maintain an accurate projection of available funds. Beginning in mid-February, personnel and staffing planning meetings are held with district coordinators and principals to determine staffing and budgetary needs for the next school year. The Coordinator of Operations assists in planning for budgetary needs as it relates to capital improvements and regular maintenance needs. The Board of Trustees Finance Committee meets regularly with the superintendent to determine priorities. Student enrollment projections and staffing needs are monitored through the third quarter of each school year. The final district budget is presented and voted on by the full Board of Trustees in June of each year. Recently, the budgeting process has been precarious due to the decrease in state and local revenues and the unpredictability of the South Carolina Legislature to pass a budget in a timely manner to allow school districts to finalize a budget. District leadership, especially the superintendent, have communicated often and openly with all staff to make them aware of the budget situation in our district and state.

Spartanburg County School District One utilizes the software accounting system *SmartFusion* by CSI Outfitters, Inc. This accounting software integrates fund ledger, payroll, accounts payable, purchasing, human resources, and budgeting. The same system is also used on the school level for purchasing, absentee and substitute reporting, and to generate school level reports. The Professional Certified Staff data system that operates in conjunction with the SC State Department of Education allows the district to manage position codes, salaries, and certification.

Spartanburg County School District One is a mindful steward of finances. Total revenues for 2010-2011 were \$41,013,536 excluding debt service, food service and capital project funds. From federal sources, we received approximately 10.07% of revenue. State sources supplied 64.24% of our funding and local sources contributed 24.29%. The percentage of expenditures was as follows: 65.4% instruction, 9.89% instructional support, 10.6% school administration and support, and 12.79% operations and maintenance. The per pupil expenditure for 2010-

2011 was \$7,942 for District One Schools. The school district maintains and monitors a balance sheet that describes the overall financial condition of the system. Debt service and lines of credit are managed in such ways as to assure that fiscal responsibility remains under the control of the District. Monthly reports are provided to the Board of Trustees, the superintendent, administrators, and principals.

The district is proactive in applying for grants, special programs, and available funds from a variety of sources to provide the financial resources to fulfill our vision and mission. These funds are used to provide programs that supplement and enhance the instructional program. Some of these grants include a federal grant to improve HSAP passage rates for special education students, grants from the Mary Black Foundation to provide for K-4 kindergarten programs for disadvantaged children, a federal grant, Teaching American History, to improve curriculum for American History standards, federal grants from the US Department of Agriculture for farm-to-school programs, and grants for computers and fitness equipment in elementary schools.

Spartanburg County School District One is dedicated to providing the best facilities and instructional spaces possible for students and staff, recognizing that clean, safe, friendly, and inviting schools/campuses are necessary if students are to flourish and prosper in the learning environment. Spartanburg County School District One has several procedures in place to ensure that our schools are places that are conducive to learning. It is important that our visitors, parents and students feel welcome in all of the schools. Our “Red Carpet School” expectation makes those who visit our schools feel welcome and comfortable. The Red Carpet Award started with a state program that recognized schools that had outstanding customer service and communication with the community; however, due to budget cuts at the state level, it has been suspended for several years. Despite the fact that the state no longer awards schools for being “red carpet”, Spartanburg County School District One strongly believes in the standard practices of the program and has continued it within our district. Clean buildings are a part of our Red Carpet standards; therefore, we are committed to ensuring our students and teachers have clean building to learn and work. The district custodial and maintenance staff are extremely diligent in making sure that their buildings are freshly cleaned each day. The custodial department undergoes regular monthly inspections and a report is generated which is closely monitored by the building principal and the Custodial Team Leader. Similarly, the district grounds crew takes great pride in grooming the playgrounds, athletic playing fields, and landscape plantings. An internet communication system, Big Web Apps, ensures any need for maintenance, custodial, and technology repairs are addressed promptly. Moreover, inspection requirements for various equipment including elevators, boilers, kitchen equipment, and other required inspections is closely monitored. The HVAC systems are on a regular filter change rotation and schedule. Facility needs are monitored through a semi-annual operations project list, monthly operations update reports to the superintendent, a summer projects calendar developed in collaboration with principals, and a QZAB projects list and records. Required inspections of playground equipment, protective surfaces, and play areas are a part of the operations that are monitored regularly.

In addition to the construction of two new high schools, the district has recently completed a long-range building plan that include improvements, additions, and upgrades at all schools. Upgrades at each school over the life of the building program have included fine arts classrooms, guidance and nurse offices, additional computer labs, and energy-efficient systems. Additions to the facilities and course offerings are underway at Swofford Career Center and will allow the Center to serve more students and keep current with employment trends and needs in our area. It should also be noted that the long-range building plan took into consideration the projected growth in the northern section of Spartanburg County and ensures that our facilities are adequate to absorb this growth in future years.

3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

In addition to a safe and clean environment, Spartanburg County School District One ensures, supports, and monitors resources and support services to meet the any additional needs of students and staff.

Health:

The District employs ten registered nurses to serve the medical needs of our students. The Coordinator of Special Programs oversees the nurses with a lead nurse facilitating training and DHEC (Department of Health and Environmental Control) regulations. Four contracted physical and occupational therapists work with special needs students as well as one hearing-handicapped teacher. Six speech language therapists work with children in our schools as well as serving children who are identified before school age as needing services. The psychological and emotional needs of our students are met by the services of two full-time psychologists, who assist in screening students for possible placement in special education as well as serving as consultants for teachers of students who are at being served in Response to Intervention programs. A partnership with the Spartanburg Area Mental Health Center provides three school-based mental health counselors who work with students in the school setting. These school-based counselors and Spartanburg Area Mental Health counselors are available to the district in the event of a crisis.

Spartanburg County School District One follows the guidelines of the South Carolina Student Health and Fitness Act and the South Carolina Comprehensive Health Education Law. Both these statutes focus on a K-12 coordinated health program that incorporates physical education/activity, nutritional guidelines for food service and vending, health and reproductive health education, and character education. Partnerships with Spartanburg Regional Health System and Blue Cross/Blue Shield of South Carolina provide employee worksite procedures such health and wellness screenings, Mobile Mammography Clinic, and flu shots. The district has also partnered with South Carolina DHEC to make available H1N1 influenza immunizations available in our schools. To encourage healthy lifestyles, many schools have begun student running and walking clubs, among them are several “Girls on the Run” clubs that are sponsored in part by the Spartanburg Partners for Active Living Coalition and the Mary Black Foundation. District physical education teachers participated in SPARK (Sports, Play, and Active Recreation for Kids) training provided by the Mary Black Foundation to enhance physical education instruction. The Mary Black Foundation provided curricular materials, staff development training, and support for this program which focuses on the overall wellness of children.

Counseling:

Spartanburg County School District One guidance curriculum is modeled after the South Carolina Career Guidance Model which follows ASCA guidelines and expectations. It is a comprehensive guidance model beginning in kindergarten and going through grade twelve, with a focus on three areas: learning to live, learning to learn, and learning to work. The comprehensive developmental guidance and counseling program components organize the work of counselors into four major components: guidance curriculum, individual planning, responsive services, and system support. The guidance curriculum is of particular importance in that it emphasizes decision making, self-understanding, career development, and the improvement of study skills. The guidance curriculum for District One Schools includes character education, anti-bullying curriculum, and education about the dangers of alcohol, tobacco, and other drugs. Internet safety is also taught through the guidance department with assistance from the district technology department and media specialists.

Spartanburg County School District One has full time guidance counselors in every school. In addition to certification in guidance and counseling, all counselors have the Global Career Development Facilitator Certificate or are currently attaining this certification. Additionally, two Career Development Facilitators serve Landrum Middle School and Mabry Middle School.

The effectiveness of the school guidance program is monitored by school principal and the school counselor using South Carolina Career Guidance Model surveys and needs assessments. Additionally, responses on the student and parent survey for the South Carolina School Report Card are used to evaluate the effectiveness of guidance programs in maintaining safe schools.

Nutrition:

All Spartanburg County School District One schools follow federal guidelines for the National School Breakfast and Lunch Program. To ensure complete compliance with the federal guidelines, Chartwells Food Service provides meals for students in the district and employs a registered dietician who develops and evaluates meals. In addition, the Food Services Director and staff analyze menus using nutrition software and have an increased focus on specific menus analysis in an effort to reduce sodium and fat content while increasing fiber content. The amount of fried foods has been reduced and replaced with baked choices. A wider variety of healthy options that focus on lower sodium and fat content are also provided. While vending machines at the middle and high school are a school-based decision, a national requirement of eliminating all full-sugar sodas in school vending machines and providing healthier choices is encouraged.

To ensure that each nutritional need is met, several measures are in place. All students are eligible for Universal Free Breakfast. Special dietary concerns are addressed in cooperation with the school nurse, food services manager, and parents. Menus are posted on the district and school websites for parents to review. Parents may also check lunch balances and pay for meals electronically. The processing of free and reduced lunch applications is handled centrally at the district office and can directly certify the applications and match enrollment in various programs (i.e. food stamps, social services, DSS) to assist families who may qualify for free or reduced lunch but have not submitted an application. The district food service department participates in the Farm to School Locally Grown Program which provides produce from local farms for cafeterias. The Youth Advisory Committee's *Fresh From the Garden Classroom Nutrition Lessons* and *Simply Good* are educational programs made available to students and teachers by Chartwells. Spartanburg County School District One is proud that The Food and Nutrition Service Southeast Regional Administration recognized five elementary schools in Spartanburg County School District One for meeting USDA's Healthier U. S. School Challenge at high levels. Campobello-Gramling Elementary, Holly Springs-Motlow Elementary, Inman Elementary, New Prospect Elementary and O.P. Earle Elementary were recognized for their efforts as *Bronze Level Schools*.

Safety:

Safety is one of the major priorities of Spartanburg County School District One. The district has developed a comprehensive system to ensure the safety and well-being of students and staff. In addition, procedures are in place to ensure the day-to-day security of our campuses. Video cameras are placed strategically inside and outside the schools as well as on school buses. Outside doors are locked and keyless access is available in some schools. All visitors are required to sign in and receive visitor badges and some schools utilize a computerized system which scans and records the visitor's driver's license. All employees and staff are required to wear ID badges at all times. All volunteers, regardless of the type of volunteer activity, go through a background check by SLED (South Carolina Law Enforcement Division) and the National Sexual Offenders list. Additionally, the Spartanburg County Sheriff's Department notifies all school principals of sexual offenders living within proximity of the school and maintains a website with information about sexual predators/offenders.

School Resource Officers (SRO) are placed at each high school, the career center, and middle schools and share responsibilities for each elementary school. School Resource Officers, who are supplied in a partnership with the Spartanburg County Sheriff's Department, assist in traffic control, make truancy and home visits, assist in coordination with agencies such as DJJ (Department of Juvenile Justice) and DSS (Department of Social Services). Resource officers also teach safety and awareness classes and *Alive at 25*.

The District Emergency Plan and school-level emergency plans cover procedures and responsibilities for a number of emergency events including weather, natural disasters, bomb threats, and intruders. Each school conducts emergency drills and practices for fire, tornado, bomb, intruder, and earthquake and maintains records of such drills. The district office has assignments in place for each district coordinator in the event that a school

emergency requires additional supervision and assistance. Schools are equipped with crisis response kits that include information and materials to “grab and go” in the case of an emergency. The district Coordinator of Guidance maintains an extensive crisis response crate that includes all materials and supplies, as well as procedures and protocol, to use in a traumatic event such as the death or serious illness of a student or staff member.

Partnerships with local and community police departments, emergency responders, and fire departments are in place to assist with evacuation of students and emergency response. Several local churches serve as safe shelters for school children and staff in the event that schools have to be evacuated and students and staff moved off campus to safe sites. The Spartanburg County Emergency Management Office (EMO) maintains close communication with district staff in the event of weather emergencies or threatening conditions. Alerts from EMO, Duke Energy, and the National Weather Service are communicated to principals and other school staff. Lighting detectors are in place at each athletic field and weather conditions, including heat and thunderstorms are monitored during athletic practices and games. The district “Snow Patrol” procedures outline protocol for dismissal of school during winter weather events. Information about weather-related cancellations and dismissals is communicated to parents via the District website, School Messenger, and by local media who cooperate with the school districts.

A variety of training takes place to ensure the safety of our students and staff. All guidance counselors, district office coordinators, nurses, administrators, School Resource Officers, and key school staff have been trained in the national program, “Stewards of Children—Darkness to Light”, which heightens awareness of sexual predators in schools and steps to take to prevent the abuse of children in school. Key school staff, including administrators, has been trained in *CPI Nonviolent Crisis Intervention*, a program to provide for the care, welfare, safety, and security of everyone involved in a crisis situation. Athletic coaches, nurses, bus drivers, special education teachers, and key staff have been trained in CPR and first aid. Automatic Electronic Defibrulators (AEDS) are in middle and high schools and specific first-responders have been trained in the use of AEDS.

Transportation:

Safe transportation of all Spartanburg County School District One students has been enhanced in recent years through increased route efficiency, safety equipment, and training. Spartanburg County School District One, in cooperation with the South Carolina State Department of Education, operates a fleet of school buses for the many needs of students in the district. The district also maintains a fleet of activity buses for use in school field trips, athletic events, fine arts events, and other needs of students and staff.

All school routes have been evaluated for efficiency in regards to time that students spend on the bus and efficient operation of the school bus, including fuel consumption and use of personnel. GPS systems installed on each bus allow the transportation supervisor to know the location of each bus and maintain an accurate record of the bus travel time. Video cameras and other safety equipment are standard on each bus and allow the drivers to maintain the safety and security of students at all times. Some special needs buses are equipped with aides to assist in the supervision and safe transport of students with disabilities. Churches and fire departments have been identified and secured for students on buses as “safe havens” in case of any emergency situation that may occur during a route. Bus evacuation drills are held twice yearly. All bus drivers, supervisors, and administrators have district-provided cell phones that are programmed with all necessary numbers. Drivers attend a minimum of 10 hours of bus specific in-service annually and their driving skills are evaluated in accordance with state and federal regulations. The district employs two state certified driver-trainers who assist in regular training and in-service for bus drivers.

Special Service Needs:

Spartanburg County School District One provides for children with special learning needs in a variety of ways, including special education services, gifted and talented education, pre-kindergarten developmental programs, English as a Second Language, career and technology education, alternative and virtual education, and targeted assistance (Response to Intervention). Additionally, Head Start programs are housed in several school and district locations in partnership with Spartanburg Community Action. Two therapeutic behavioral classes funded by the Mary Black Foundation provide pre-school education and parent education for preschool at risk children and their families.

Spartanburg County is home to several specialized schools for exceptional children that Spartanburg County School District One students attend according to their needs. The South Carolina School for the Deaf and Blind, located in Spartanburg, serves visually and/or auditorially handicapped students. The McCarthy-Teszler School serves severely disabled students on the Spartanburg campus. Several satellite programs of this school allow students to remain in their home school/district and receive needed services. South Carolina Vocational Rehabilitation provides services to special needs students in the Life Credential Diploma program by assisting with job placements, workability skills, and case management.

The Spartanburg County School District One Gifted and Talented Education(EXCEL) program begins with initial screening in grade two with students being served in gifted programs beginning in grade three, continuing through grade six. At the middle school and high school, academically talented students are served through the Honors and Advanced Placement programs. Additionally, selected academically talented students have the opportunity to apply to and attend the Spartanburg County Scholars Academy, which allows talented high schools students to attend The University of South Carolina-Upstate and earn college credits while dually enrolled in high school. Other dual enrollment programs with local colleges allow highly motivated and academically-advanced students to take college credit courses.

The seven school districts of Spartanburg County partner to offer students additional school options. The newest option is the Spartanburg County Virtual School which began in 2011. This school allows students whose needs are better served through a virtual setting to remain enrolled in their home school. The program is closely monitored for effectiveness and accountability by the home school district and students must meet certain criteria to attend. Whitlock Flex Center (formerly known as The Spartanburg County Alternative School) is another partnership among the seven school districts that caters to the special needs of learners who benefit from an alternative school setting. Adult education centers cater to students who need to attain the GED and are located in close proximity to the district. Spartanburg County School District One monitors the effectiveness of the programs and support systems listed above through several processes. Needs assessment committee meetings and stakeholder surveys are used to evaluate parent satisfaction. Regular meetings are held with the teachers and program coordinators for ESOL, pre-k programs, and gifted and talented. Data regarding the effectiveness of specialized programs is carefully analyzed and disaggregated and student goals are developed based on the data.

Collaboration and Partnerships with Other Agencies to Support the Instructional Program and Address Needs of Students:

Spartanburg County School District One actively seeks and works collaboratively with a number of area agencies and funding partners to provide support services and assistance to meet the needs of students. The list below provides details about our partnerships.

The Mary Black Foundation has partnered with the district for many years to provide funding for preschool children with disability classes which includes a social worker/parent educator. The Mary Black Foundation awarded O.P. Earle Elementary School with the first ProjectFit America Outdoor Fitness Area and Heart-Healthy curriculum in South Carolina. Other collaborative efforts with the Mary Black Foundation include funding

through Spartanburg Partners for Active Living grants to support the Girls on the Run programs and walking/fitness trails in Landrum that are utilized by students and staff.

The United Way of the Piedmont works with the district to provide the Boys and Girls Club at O.P. Earle Elementary School and works closely with the school administration to align activities with academics and social needs of students.

Spartanburg County School District One District One has enjoyed a long and productive partnership with **Spartanburg County Parks and Recreation**. Several playing fields have been constructed in partnership with the county and allow for school and community youth teams to use them. After-school recreation/homework centers are operated in four elementary schools. Programs for students and adults are offered at several schools after hours operating as recreation centers through Spartanburg County Parks and Recreation and offer an array of activities including fitness and dance.

Spartanburg County Parks and Recreation provides after-school programs, summer programs, and recreational activities in school facilities and playing fields.

The Spartanburg County Foundation's Citizen Scholars Program, matches community mentors with students who are in a cohort group from grade five through graduation. This program and the mentors provide extensive support and learning opportunities in partnership with schools to equip each Citizen Scholar to attend college and earn scholarship money. Spartanburg County School District One's first group of Citizen Scholars, thirteen in all, will graduate in May 2012.

The district has entered into a collaborative partnership with the **Town of Inman** to pursue grant funding from **The Mary Black Foundation, federal sources, Safe Routes To School, and Department of Transportation** funds to establish the Rail-Trail and Walkable Inman projects. Three Inman area schools received funding in the total amount of \$400,000 for Safe Routes to Schools as part of the federal DOT program. The program is being implemented in conjunction with the other projects in Inman described that positively affect the quality of life for students and residents. Spartanburg County School District One school campuses and property will be part of the final walking/biking trails.

The Spartanburg County Truancy Court was established in 2007 to address the issue of student attendance in all seven county school districts. Truancy Court is a level between school intervention for truancy and Family Court. In Truancy Court, students and their families are given stipulations and expectations for attending school. If these findings by Truancy Court are not followed, then an automatic referral to Family Court is made. This program has enormous success and is responsible improving the attendance of many children with chronic truancy issues and preventing new situations from occurring.

The School District partners with the **South Carolina Alcohol and Drug Abuse Commission (SADAC)** through referrals for services including drug screening through Truancy Court, home-based instruction for discipline issues when warranted, and abuse counseling for students who have been identified with substance-abuse issues.

In addition to the above, local civic clubs have sponsored literacy activities such as Book Buddies with the Inman Rotary, provided dictionaries for third graders, and served as career speakers. Rotarians also serve as mentors in several schools and sponsor Interact at Landrum High School. The Lions Club of Inman has worked diligently to provide vision screening events, glasses, and medical exams for students. The club also partnered with Inman Elementary School to provide refurbished computers for children in primary through third grades.

Overall Assessment:

Operational: The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

Standard 6. Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Policies regarding credit for service learning

Policies regarding suggestions, grievances

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

6.2 Uses system-wide strategies to listen to and communicate with stakeholders:

Operational

Evidence Provided:

Calendars, agendas, minutes of parent meetings

District Improvement Committee: agendas, minutes, membership

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

Stakeholders affirm they have variety of opportunities to be formally involved in life of district

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system:

Operational

Evidence Provided:

Advisory Committees

Calendar, agendas, minutes, committee membership

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Operational

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parents and students are informed and involved in developing individualized learning plans for students

Parents and students are informed and involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

6.5 Provides information that is meaningful and useful to stakeholders:

Operational

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

Focus Questions:

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

Spartanburg County School District One is a student-centered school district and realizes the critical importance of open, clear, and effective communication with its constituents. The superintendent places great emphasis on the need to maintain close relationships between our schools, communities, and government and public agencies. The superintendent is proactive, seeking opportunities to communicate with all stakeholders involved in the business of Spartanburg County School District One schools. He has spoken to church groups, civic organizations, Men's Prayer Breakfasts, School Improvement Councils, PTO groups, and booster organizations. These speaking engagements have given the stakeholders an opportunity to hear the superintendent's vision for the school district and his plans for the future of the school district. The superintendent does "car duty" during alternating times at each school so that parents have another opportunity to see him in action and interact with him. He operates under an "open door policy" and is willing to meet on issues relating to the work of the school system.

In addition, he meets regularly with the District One Teachers of the Year in each school to get their input on issues of concern to educators.

The district and school leaders have close partnerships with the municipalities and communities in our area such as the Spartanburg County Sheriff's Department and local law enforcement agencies. This network of support extends to local fire departments and emergency responders. They also have close partnerships and interaction with civic organizations in the community. Administrators on all levels are encouraged and expected to participate in local civic clubs such as Rotary and Lions where networking opportunities let them share information with stakeholders and solicit information. District leaders are active members of The Spartanburg Area Chamber of Commerce and the local affiliates, Landrum Chamber of Commerce, Inman Chamber of Commerce, and the Foothills Chamber Board (affiliate of the Greater Spartanburg Area Chamber). Since the economic growth and success of a community is directly related to the quality of the local school system, the administration works very closely with the local Chambers and the Spartanburg Chamber on common initiatives such as workforce development, high school graduation rate, college and post-secondary attainment. District administrators serve as liaisons to these agencies or serve on boards that allow for the exchange of information and collaboration. These relationships form a foundation of an "open-door" policy of communication which begins at the top and filters through the schools.

Our goal is to be responsive to parental and stakeholder concerns at every possible level. We strive to respond to parent and stakeholder concerns promptly and effectively in order to cultivate a high level of trust with our stakeholders. Data from the parent, student, and teacher surveys that are a part of the South Carolina School Report Card are analyzed as another indicator of school effectiveness. Many business owners are members of local School Improvement Councils and the Swofford Career Center Advisory Board. Through this outlet, they are able to share their insight and perspective with school principals and leaders. Through these partnerships and collaborations, the needs of the community and greater Spartanburg area are communicated to district leadership and networks to exchange information are fostered.

School board meetings are another venue used to communicate with stakeholders. The meetings are publicized in the local papers and on the district-web site and several local weekly papers routinely cover the board meetings in order to communicate to stakeholders about the work of the district. Parents are invited to attend each board meeting to see their children and others recognized for a variety of accomplishments. Another item of each board meeting is a "School Good News Report" which features a school, often having students participate in the program as well as teachers and staff. Two board meetings are held in schools, one in September and one in April, in order to be more accessible to local communities. Board minutes are posted on the district web site. Financial transactions are posted on the district website so that stakeholders have access to information about how funding is allocated and spent. District policy allows for community and stakeholder participation at board meetings if they desire.

Opportunities for stakeholders to serve in various capacities and participate in the work of the district help to foster strong relationships. There are numerous opportunities for stakeholders and school personnel to work together. For example, stakeholders participate on School Improvement Councils, PTO boards and committees, Booster Clubs, and the Autism Advisory Committee; as well as mentors, literacy partners, and volunteers. Each school has procedures in place for volunteers to serve as mentors, classroom volunteers, field trip chaperones, and with general help. Many business people in the area assist as mentors for Senior Projects, present at Career Days and career fairs, and allow students to participate in job shadowing. School counselors and volunteer coordinators at each school work with businesses and parents in their community to identify stakeholders who are willing to share their expertise and experience with students.

2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

The district has many avenues that are used to communicate information to stakeholders about the effectiveness of the district as a whole and its schools. Schools regularly communicate with stakeholders through technology and media. All schools have award-winning webpages that provide regular updates on school events. To make access readily available, school calendars are linked to the websites. *The Week At a Glance*, a district-wide electronic bulletin board, is posted in the offices or lobbies of each school where visitors may see all the activities for the district available to everyone for the week. Stakeholders will also find links to teacher webpages and online classroom newsletters through the district internet. Stakeholders have access to their students' grades and assignment information through Parent Portal. Schools also offer home access for the program *Study Island* and USATestPrep This allows students to work on grade level, assessment-driven assignments. Schools have a *Phone Messenger System* that allows a phone and/or email message to be sent out to all numbers in the system notifying the school community of important meetings, events, or communicating emergency information. The District One Public Information Department assists schools in releasing information about activities and events at the school and district-level to media outlets serving the area. School marquees feature important dates and information for stakeholders. These are updated regularly. The Public Information Department maintains an up-to-date list of accomplishments of students, staff, and schools on the district webpage.

Schools also communicate with stakeholders through face to face meetings. Elementary and middle schools host family reading, science, and math nights. In the early grades, programs such as *Connecting the Links* address the transition from kindergarten to first grade. As students near the end of their elementary and middle school years, schools hold orientations. This allows stakeholders to become familiar with facilities, meet staff, and be introduced to the policies and procedures of the new school. Stakeholders are regularly invited to attend IGP, IEP, and academic conference meetings to review student progress. Schools hold PTO meetings and provide opportunities for stakeholders to serve on School Improvement Councils, Booster Clubs (Athletic and Band) and attend Title I Parents Meetings. A district-wide Needs Assessment Committee that addresses topics relative to Title III, IDEA, Safe and Drug Free Schools, and Title One meets yearly and is made up of teachers, parents, SIC, PTO, and business people. A Comprehensive Health Education Committee meets to review programs and curriculum in the area of comprehensive health education and is made up of health care providers, clergy, students, parents, and teachers.

Schools communicate with stakeholders through written communication. Stakeholders are given copies of school and district report cards. School agendas list the policies and procedures for each school. Teachers communicate classroom expectations through study guides, syllabi, student work that is sent home, newsletters, progress reports, and report cards. All important events are publicized through flyers and sent home with students.

Communication with stakeholders about student performance is communicated in many ways and in the timeliest manner possible. Parents make use of PowerSchool's Parent Portal for daily feedback, daily tracking of attendance and tardies, assignments, and grades. Student performance is communicated through progress reports every four and half weeks, report cards each nine weeks, and parent-teacher conferences at regular intervals and as needed. Individual Graduation Plan (IGP) conferences are conducted yearly with the student, parent(s) and guidance counselor in an effort to determine the student's correct course schedule for grades 8-12. High schools host scholarship nights and College Career Days.

Schools share student performance data with their PTO and SIC committees, as well as civic organizations that include businesses, parents, and community members. For example in 2011, schools presented a video about overall student achievement in District One. Teachers viewed the video as a motivational kick off for the new year on the first day back at school and parents were able to see the video at the Fall Open House. District and school level websites keep stakeholders informed of all assessments and the results. The district website has a link to the South Carolina Department of Education where the district and individual school yearly report cards are posted. *Focus*, the district's annual report, is made available to the District One community and disseminated

electronically to households, businesses, and other community members. This report contains student assessment data as well as district and school goals. Students assist in communicating information about performance by completing their own goal-setting sheets at the beginning of each year which they share with their parents throughout the year as they record academic growth. *The District One Dynamics*, published quarterly, is an electronic magazine which focuses on different topics of interest to stakeholders and shares successes of the district. Updates on student achievement and how progress is being made are presented regularly at Board meetings and shared with the community through local media outlets. Schools communicate with parents and the community in a variety of ways. Weekly reports sent home, grade-level and class newsletters, the *Student Agenda*, school websites, Parent Portal, parent-teacher conferences, family nights, and Open House are just a few examples. Communication with teachers and staff about student performance is conveyed through *the Wire*, Response to Intervention meetings with school and district staff, data walls, and electronic data portfolios.

Overall Assessment:

Operational: The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.

Standard 7. Commitment to Continuous Improvement

STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):
Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in a specific program that supports continuous improvement

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

Stakeholder survey (satisfaction) data

State/Federal Accountability Plan

7.2 Engages stakeholders in the processes of continuous improvement:

Highly Functional

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Policies, procedures for district and school improvement committee work

Stakeholder survey data demonstrating stakeholder involvement in district and school improvement

Stakeholders affirm their involvement in continuous improvement process

7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning:

Operational

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

District staff affirm their understanding of the impact of programs that support student learning

District staff demonstrate capacity for providing methodologies to increase student performance

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plans demonstrate alignment with district vision, purpose

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in district-wide facilities

7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels:

Operational

Evidence Provided:

District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

District staff meetings regularly use data to inform their discussions and decisions

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals:

Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

7.6 Monitors and communicates the results of improvement efforts to stakeholders:

Highly Functional

Evidence Provided:

Annual Report

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

Stakeholders affirm receipt of district communication regarding improvement efforts

7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement :
Operational

Evidence Provided:

District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions

District Labor Agreement includes language protecting school improvement planning time

Evaluation of effectiveness of continuous improvement plan and process

Stakeholders affirm knowledge of an evaluation of the district's improvement efforts

7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide:
Operational

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District staff affirm that time is allocated for improvement planning, implementation, and monitoring

Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring

7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts:
Operational

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District expectations and guidelines for all schools and departments to engage in a continuous improvement process

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

Focus Questions:

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.

The development of the District Strategic Plan is the result of extensive analysis of district and school data, effective school strategies, and reflection on current practices. District and school professional development plans support strategies for continuing and improving student achievement. The district's action plan and school level plans foster a culture of unified understanding and commitment toward goals and expectations. The strategic planning process at both the district and school level serves as the foundation for the district's continuous plan for improvement and stakeholders at both the district and school level are engaged in this process. Planning teams

review the plan in order to analyze all data that correlates with student achievement, school climate, community involvement, human resources, fiscal responsibility, and effective communications. The team members also focus on research that supports district and schools goals and strategies in order to draw conclusions and make recommendations for revisions of the plan. All schools develop a School Renewal Plan aligned to student achievement. The school renewal plans are submitted to the superintendent and assistant superintendent for feedback and review. The district and school plans are updated and revised as current data are available.

The district instructional coordinators work collaboratively with principals, teachers, and instructional coaches to assist with continuous improvement. Staff development is based on specific needs identified by the schools' administrative teams and is provided to administrators and schools. Staff development focuses on research-based and proven strategies that support instruction and the School Renewal Plan.

The district and schools share a clear mission, vision, goals, values, beliefs, and philosophy about learning which guides continuous systemic improvement. The district mission "...to provide a quality, student-centered education" is displayed prominently in all schools, at district facilities, on the website, in all district publications and in the annual Report to the Community.

Technology coordinators provide staff development for extracting data and this data is reviewed in the fall and spring of each school year. Data interpretation and sound decision-making are collaborative efforts between administration and schools. Disaggregated student data is provided to all schools by the superintendent via the district technology department. This data is used by all schools to evaluate instructional practices of individual teachers, grade level teaching teams, and specialized content areas. All data are readily available to administrators and teachers through Enrich, which provides a vertical academic profile for each student from Pre-kindergarten through twelfth grade.

Each department has a specific focus to ensure that continuous improvements are identified and maintained over time. The Office of Operations maintains buildings that are clean, safe, and inviting. The Office of Finance works with the district office staff and principals to ensure that appropriate programs and resources are funded. The Office of Technology works to ensure that each school has the appropriate technological resources to promote student learning. The goals of the Office of Personnel are to recruit, hire, and retain the most highly qualified staff member for each available position. These goals ensure the best and most talented staff members are working for Spartanburg County School District One. District Office and school-level personnel work collaboratively to implement instructional strategies and best practices that support continuous improvement.

2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

Spartanburg County School District One has a comprehensive improvement plan that is aligned with the system's mission, vision, beliefs, and goals which supports teaching and learning. The superintendent, assistant superintendents, district administrators, along with the Board of Trustees, develop measurable objectives and strategies that provide direction for school improvement initiatives.

School improvement efforts begin with a data-driven approach for instructional planning at both the district and school level. Using the most current data available, district and school level personnel analyze assessments to establish patterns and trends throughout Spartanburg District One, as well as to identify individual school needs among subgroups of students. From the analysis, school goals are established to align with the District Action Plan.

The superintendent and assistant superintendents meet several times throughout the year with district

administrators, school level administrators, school level teams, and departments to discuss the progress of each school's goals and the instructional decisions made as they relate to the shared expectations and vision for student learning. School goals are continuously reviewed for alignment with the goals and strategies outlined in the District Action Renewal Plan for the effectiveness in identifying each school's needs. Staff members from the district and school levels collaborate to research instructional practices that provide a focus for staff development to enhance student learning. The progress of each school is shared regularly through monthly board meetings, district cabinet meetings with the superintendent, principal meetings, and grade band specific meetings with district coordinators.

Every classroom teacher is expected to develop a Long Range Plan (LRP), based on national and state standards, which includes student demographic information to ensure that effective instructional practices maximize the learning of individual students. Teachers administer formal and informal assessments regularly to determine whether students are learning and mastering the standards.

Through data and progress monitoring, individual student learning and behavioral needs are identified in grades K-12, using a comprehensive intervention model, Response to Intervention (RtI). Student goals are developed with the collaboration of administration, grade-level teachers, special services teachers, assistance teams, mental health counselors, school nurses, instructional coaches, and parents. Student learning needs are addressed through differentiated instruction, re-teaching, after school tutoring, and comprehensive remediation.

In addition to the collective efforts of Spartanburg District One schools and stakeholders, a county-wide network has been created to support Spartanburg County district improvement initiatives. The assistant superintendent attends Curriculum and Instruction meetings monthly with other assistant superintendents throughout Spartanburg County to share improvement initiatives for student learning. The superintendent and assistant superintendent for Curriculum and Instruction also participate in monthly meetings with other superintendents and assistants for instruction throughout the county and state to share current information regarding policies, procedures, issues, and state governance as it relates to the local school districts. Special Education Directors meet to discuss instructional strategies, accommodations, and modifications for students receiving special services. Instructional coaches receive monthly training through the state to receive information regarding current research-based strategies and practices.

Spartanburg District One recognizes that a student's environment, safety, and health contribute to the learning needs of students. Therefore, ancillary staff members such as nurses, mental health counselors, cafeteria staff, bus drivers, and custodial staff are all vital to the learning needs of students in District One. Meetings and training occur regularly with all staff members to ensure the best procedures and practices are in place to provide our students with clean and secure facilities, transportation safety, physical and psychological services, and meal choice items that will enhance students' readiness to learn upon entering the classroom.

3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

The process used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals begins in early February of every school year in District One Schools. District and school administration begin this process through brainstorming sessions that include a thorough analysis of longitudinal student achievement data, stakeholder needs assessment results, and research on new and innovative technologies and best practices.

The results of these brainstorming sessions become the impetus for the development and revision of the District's Strategic Plan goal areas of student achievement, teacher quality, and school climate. Development of the district's and schools' professional staff development plans for the next school year align goals and strategies in

the Strategic Plan with the district wide staff development plan for the upcoming school year. Staff development models include the South Carolina Reading Initiative (SCRI) and Reading Recovery. The state of South Carolina has identified literacy, especially in early grades, as a priority for all schools. Elementary, ESOL, and special education teachers in District One School receive staff development in the teaching of reading by becoming trained Reading Recovery Instructors. This process ensures the implementation of reading across the content areas and also targets at-risk populations who may struggle with phonemic awareness, phonics, fluency, vocabulary, and/or comprehension. Math and Science units implemented in elementary and middle school, as well as specific courses in the high school, provide the content for decisions in regards to staff development needs in these areas. Again, analysis of student performance, long and short range plans, and teacher performance are considered as staff development is designed to meet the needs of teachers in these areas of instruction. Special area teachers are provided staff development and technical assistance based on needs identified through needs assessment and five-year fine arts program plans and the 3 year plan for Gifted and Talented Programs implementation. Guidance and counseling five-year plans are the framework for staff development for guidance counselors K-12. Technology is integrated into staff development at the district and school level that leads from conceptual to hands-on training which leads to the effective and efficient use of software as a medium for instruction.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

Leadership ensures the improvement plan is implemented, monitored, achieved, and communicated to stakeholders through frequent on-site professional development with teachers, administrators, and coaches. During these on-site staff developments an atmosphere of collaboration is fostered. Administrators and coaches serve as facilitators as teachers monitor, evaluate, and modify instruction as needed. Using the Professional Learning Communities model, staff identifies research based best practices and implements those practices based on identified areas of emphasis for student achievement, teacher quality, and school climate. All schools have designated times on their year-long calendar when the improvement plan is monitored and revised as needed. These settings include entire faculty sessions, grade level sessions, subject/content area sessions, special area sessions, RtI sessions, and Assistance team sessions. Though named differently at the district and school level, these events all share a common goal: monitoring, analysis, reflection, and revision of processes to ensure continuous improvement in the areas of student achievement, teacher quality, and school climate.

Revisions and conclusions that impact implementation and monitoring are communicated to all stakeholders via summaries of meetings, newsletters, SIC agenda items for discussion, and strategies in the Strategic Plan.

Overall Assessment:

Operational: The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

QA Methods

1. What processes does the district use to monitor and document improvement?

District One Schools uses a myriad of processes to monitor and document improvement. These processes begin with annual collaborations on the effectiveness of systems, operations, policies and governance, curriculum and instruction, pupil services, and personnel at the district level. Frequent staff development opportunities that involve district and school administration, as well as faculty and staff of all schools are aligned with the district and school strategic plans which are updated yearly. Each principal meets with district administration to discuss areas of concern in regards to improvement. Goals, objectives and strategies for improvement are developed at this time. The superintendent shares with district cabinet members and building administrators his objectives and targets which are fully aligned with the School Board goals for continuous improvement. In turn, administrators use the superintendent's goals to foster stakeholder (faculty, staff, and school improvement council members) participation in the creation of school-based improvement plans. The school level plans are then utilized by teachers to develop classroom goals which are in alignment with the overall school goals. School improvement leadership teams at each school monitor and measure achievement of school goals.

2. How does the district provide meaningful feedback and support to its schools and across the district?

Each school complies with accreditation standards and reports compliance to the Coordinator of Accreditation at the district office. Assistant Superintendents and Coordinators of Programs monitor compliance within their areas of responsibility. Any areas of concern are addressed as needed through various planning and monitoring processes within the district.

Data from all assessments, ranging from the teacher created level to those mandated to measure achievement of Annual Yearly Progress (AYP) according to the No Child Left Behind Act, are monitored, analyzed, and used continuously for establishing teaching and learning goals. Results of improvement efforts are reported to stakeholders within and outside the district through written communications such as state report cards and the District's Focus which is a report to parents and stakeholders.

Information and data generated at the school level is shared with the district level through scheduled meetings and reports. At the beginning of the school year, the superintendent and each principal hold goal-setting meetings to allow for conversations to ensure each school has identified data driven goals for the school year. The principals meet with teachers individually to discuss test data and identify goals for the school year. If warranted, building level improvement plans are developed at this time as well.

Twice a year RtI meetings are held at every school. The leadership team at each school facilitates the process and the information is shared with the superintendent and the district's leadership team. Improving student achievement is the ultimate goal. Feedback from the district administration provides additional strategies, support and monitoring mechanism to assist in meeting goals established for individual students. Twice a month (at a minimum) meetings are held to include district and school administrative team members. Led by the

superintendent, these meetings are held to discuss and share important agenda items and ensure open lines of communication. A summer leadership training provides professional growth among the school and district leadership and facilitates teamwork and unity. Schools update school profiles, review goals and analyze results for school improvement annually. The district keeps abreast of progress, challenges and successes to best plan for the continued advancement of student achievement and maintenance of 100 percent fully accredited schools.

3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?

District One Schools uses a strategic plan process to ensure that the AdvancED standards are met by all the schools and district as a whole. Strategic areas provide a “road map” for the planning process, which engages stakeholders in the collaborative development of detailed Action Plans for the following areas: Teacher and Administrator Quality, School Climate, Student Achievement, and District Priority.

In August of 2006, District One Schools was approved as a candidate for District Accreditation. This process aligned with the District’s goals of continued improvement. The official visit occurred on March 18-21, 2007. The committee identified three recommendations at the end of the visit. The recommendations were: implement a program to inform all instructional personnel about the need for the process of vertical curricular planning in their respective curricular area; clearly communicate the process of monitoring school improvement efforts and school – level standard’s compliance as a part of the District Accreditation process; and maintain a diligent stance in the monitoring of activities of agencies that greatly influence the future of the system but over which the district has limited or no control.

Examples of processes implemented to ensure these recommendations are a constant focus are:

- RtI process including transfer of folders and information on students and principals from other schools attending conferences and meetings.
- Transition team meetings between elementary and middle; middle and high; and in some instances high and post secondary.
- Budget meetings in schools by Superintendent
- Classroom visits (every class) by Superintendent and feedback on instruction by Superintendent, District Office Administration and School Administration

A review of the strategic plan will occur at least four times a year. By revisiting the plan on a frequent basis, all stakeholders are continuously focused on the AdvancED standards and how the standards align with district and schools strategic and action plans. These processes allow for constant monitoring of schools’ progress towards meeting standard in all areas of accreditation.

4. How does the district regularly collect, use, and communicate results?

Commitment to continuous improvement is one of the district’s priorities. The necessity of using data to make decision is a given, and the school district’s leadership team works to integrate the various operating processes

into a highly functional district-wide system. Parents, students, teachers, and administrators, business and industry partners, college and university stakeholders, taxpayers, and total community receive assessment information about District One Schools regularly through a variety of written, spoken, and electronic communications.

Data on students ' tests and data on measures for achieving Annual Yearly Progress (AYP) are monitored, analyzed, and used continuously for establishing teaching/learning goals. Results of improvement efforts are reported to stakeholders within and outside of the school district on a regular basis. Different methods of communication are strategically implemented to reach a variety of audiences and to ensure public access to information.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

These major trends emerged after reflecting upon the seven standards.

- Clear instructional focus on quality student-centered achievement.
- A tradition of excellence and innovation that is a collaboration of stakeholders in the schools, district, and the community.
- The Board of Trustees and Superintendent provide continuous leadership and support.
- Formative and summative data analysis that identifies the instructional needs of the student, provides an accurate representation of student growth, and aids in the decision making process in the classroom, school, and district.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

In Spartanburg County School District One, the greatest strength has been and will continue to be its students. The community's expectation for a strong, productive education for all of our students is very important. All personnel take pride in our district. They are unwilling to accept standards below what is possible for all students as we create a quality, student-centered district.

Other areas of strength include:

- Leadership from the Board of Trustees.
- Leadership from the Superintendent.
- Leadership from the district administrators, and school administrators.
- Outstanding, well-prepared, caring, and highly qualified teachers.
- Supportive parents and community.
- Quality student achievement.
- A safe and nurturing environment in our schools.
- Technology that supports teaching, learning, and school operations.
- Facilities and grounds which promote a positive environment.
- Excellent extra-curricular programming.
- Fiscal responsibility and stewardship of district funds.

What would you consider to be your school system's greatest challenges?

- Inadequate funding to meet all of our budgetary needs due to uncertain financial support from the State Department of Education and the Legislature.
- Continuing to close the achievement gap, with emphasis on the achievement of special education students,

English Second Language students, and at-risk students.

- Providing additional programs to extend enrichment opportunities for all students, including Gifted and Talented programs, Fine Arts programs, and instructional support programs.
- Continuing our efforts to maintain low student teacher classroom ratios.
- Continuing to plan for the transition of administrators at the district and school level as well as continually employing highly qualified teachers.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

- Through the standards review process, the district will continue to improve its system for providing information and seeking feedback from all stakeholders.
- The report will give us a fresh appraisal of our total district and will help us refine and target areas of concern.
- The report will reaffirm our evaluation of strengths and weaknesses.
- The continuous improvement planning process was enhanced and will help us sustain our goals K-12.

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision & Purpose				
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders				✓
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support				✓
1.3 Identifies system-wide goals and measures to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the system, its students, and the community				✓
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services				✓
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance & Leadership				
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system				✓
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Implements policies and procedures that provide for the orientation and training of the governing board			✓	
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources				✓
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations			✓	
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations				✓
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness				✓
2.9 Creates and supports collaborative networks of stakeholders to support system programs			✓	
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals				✓
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership				✓
2.12 Assesses and addresses community expectations and stakeholder satisfaction			✓	
2.13 Implements an evaluation system that provides for the professional growth of all personnel			✓	
3. Teaching & Learning				
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills			✓	
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels				✓
3.4 Supports instruction that is research-based and reflective of best practice			✓	
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment			✓	
3.8 Supports the implementation of interventions to help students meet expectations for student learning			✓	
3.9 Maintains a system-wide climate that supports student learning			✓	
3.10 Ensures that curriculum is reviewed and revised at regular intervals			✓	
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			✓	
4. Documenting & Using Results				
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free			✓	
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of				

teaching and learning				✓
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance			✓	
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			✓	
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness				✓
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence				✓
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
5. Resource & Support Systems				
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities			✓	
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)			✓	
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff			✓	
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable			✓	
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement			✓	
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures			✓	
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment			✓	
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders			✓	
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment			✓	
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals			✓	
5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students			✓	
5.12 Provides student support services coordinated with the school, home, and community			✓	
6. Stakeholder Communications & Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Uses system-wide strategies to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information that is meaningful and useful to stakeholders			✓	
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement				✓
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			✓	
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels			✓	
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals			✓	
7.6 Monitors and communicates the results of improvement efforts to stakeholders				✓
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	
7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide			✓	
7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts			✓	