

Executive Summary of School System Profile

Steeped in a tradition of academic excellence, School District Five of Lexington and Richland Counties has earned a reputation as one of the top school districts in South Carolina and one of the finest in the nation. District Five offers an educational program that challenges and stimulates thinking and problem solving and fosters superior achievement. The comprehensive educational program focuses on both academic and personal success for all students at all ability levels from early childhood education through grade 12, including adult and community education programs.

Located just 10 miles northwest of Columbia, the state's capital, the district includes the northwestern portion of Richland County and the northern section of Lexington County. We have a total of twenty schools, with twelve elementary schools, four middle schools, three high schools and an Alternative Academy. The district serves more than 16,600 students that live within the boundaries. Nine of the schools have been named National Blue Ribbon Schools of Excellence, with 2 of the high schools receiving the award twice. Also, six of the schools have earned the Palmetto's Finest Award, South Carolina's highest recognition for schools of excellence.

MISSION, VISION, GOALS

The mission of our district, in partnership with the community, is to provide challenging curricula with high expectations for learning that develop productive citizens who can solve problems and contribute to a global society. As a community we envision that School District Five will empower all students to meet or exceed expectations for academic, social, and emotional growth and success, that we will provide opportunities for students to develop creative and critical problem-solving skills, as innovative learners, to meet dynamic global changes, and that we will maximize our use of resources through collaborative partnerships with our community, our business and education partners. District Five's students will be prepared to pursue excellence for tomorrow's challenges; hence, our motto *Pursuing Excellence for Tomorrow's Challenges*.

School District Five's fundamental values are best described in the following beliefs.

- Students are the primary focus of all decisions.
- Every person has the right to a safe, supportive and respectful environment.
- Education creates possibilities.

- All adults in the community are responsible for supporting quality education.
- Self-discipline, commitment, and hard work contribute to success.
- Trust is essential for a successful educational community.
- All members of the community are valued and have inherent worth.
- Excellence in learning is directly related to excellence in teaching.
- Academic growth is enhanced when students are actively engaged in rigorous, relevant learning.
- Each staff member is responsible for uncovering the potential of every student through positive relationships that foster student learning.
- Communication between home and school enhances learning.

The district has set forth the following goals developed from the mission, vision, and beliefs.

1. We will maintain a safe, supportive, nurturing environment that is conducive to working and learning.
2. We will provide challenging curricula with high expectations for learning.
3. We will develop productive citizens who can solve problems and contribute to a global society.
4. We will recruit, hire, and retain a highly effective, diverse staff who understands what students need to succeed in a competitive, global work place.
5. We will maximize the school district's resources of time, expertise, and finances.

PROGRAMS AND SERVICES

School District Five offers an array of programs and services for its stakeholders, while meeting the diverse needs of the students. The extensive curriculum includes a variety of programs for all students, including gifted and talented, career and technology, special education, college preparatory, preschool and early childhood, parenting, at-risk, "over age," magnet, single gender, International Baccalaureate (IB), Advanced Placement, reading and math intervention, English for Speakers of Other Languages (ESOL), dual credit, middle college, performing and visual arts, physical education and athletics, extra-curricular, virtual school and credit recovery, transition, and adult education courses. Each school in the district houses state-of-the-art computer labs and other technologies that enhance student engagement and improve academic achievement.

The Office of Instructional Services supports District Five schools and its staff members to ensure continuous improvement in teaching and learning. The fundamental purpose of the Office of Instruction is to define and identify best practices and support, train, coach, and observe the District Five staff in those practices that ensure student success. Staff members in areas such as special services, student services, accountability and technology services, professional development, academic assistance, career and technical education, adult education, fine arts, gifted education, parenting and early childhood, join with content coordinators and instructional specialists to provide training, resources, and guidance to schools. Extensive support is provided for teachers and administrators in research based methods and strategies to improve learning.

As an integral part of continuous improvement, leadership teams comprised of content coordinators and teachers meet in content-specific sessions regularly throughout the year to develop and/or revise resource guides, instructional materials, instructional strategies, and assessments. These teams are responsible for identifying opportunities for enhancing teaching and learning in School District Five. Elementary and secondary planning sessions are held monthly with administrators and instructional staff to plan, monitor, and evaluate programs and initiatives. Additionally, members of the district's Office of Instruction participate in bi-monthly meetings to plan, evaluate, and coordinate programs within the district. Using this scaffolding of teacher and administrative leadership, School District Five focuses on continuous improvement.

The Office of Instruction supports on-going, comprehensive professional development opportunities that are aligned with the goals of the district's strategic plan. Funding is provided for professional growth in all content areas with a focus on teaching and learning. Courses are offered to teachers and administrators for certificate renewal and/or graduate credit. Resources are provided to facilitate the development of a variety of classroom assessments consistent with formative and summative evaluations. This initiative is fundamental to the district's commitment to data-driven decision making.

A core component of School District Five's professional development program is the cohort model for professional learning communities (PLC). This concept systematically embeds collaboration in the routine practices of the school and provides the structure and parameters to ensure that the collaboration focuses on improving the learning of both students and adults. There are three ideas that represent the core principles of professional learning communities: ensuring that students learn, sustaining a culture of collaboration, and focusing on results (DuFour, 2005). The goals of the cohorts are to improve student learning through:

- data driven instructional decisions
- student engagement in learning
- literacy across the curriculum
- research based curriculum design.

The cohort model is also designed to foster a culture of collaboration and to differentiate staff development to meet the needs of each group of teachers and each individual teacher within that group. The goals established by teacher cohorts are linked to the goals-based evaluation component of the state model for teacher evaluation (ADEPT).

In addition to other opportunities for professional development, School District Five encourages participation in the professional growth opportunities offered through the National Board certification process. The district awards an annual stipend of \$5,000 to National Board Certified Teachers. There are currently 320 NBCTs in School District Five.

School District Five offers a number of programs for academically and artistically gifted students. The goal of these programs in School District Five is to maximize the potential of gifted and talented students by providing programs and services that match the unique characteristics and needs of these students. The following programs are part of our gifted education program.

Students who have been identified as academically gifted in grade three are served in an academically gifted program (AGP) in a resource model classroom once a week. Students in grade four are served in an AGP content class for reading and/or math instruction or in an AGP resource classroom once a week. Students in grade five are served in the area of their strength in an AGP content class for reading and/or math instruction daily. Both the content model and the resource room model offer intensive activities geared toward advanced learning in the curriculum through the state core curriculum standards and beyond with state-mandated standards for gifted and talented students.

Students in grades six through eight are served through honors classes in English/language arts and mathematics and, in some schools, students participate in honors science and honors social studies classes. These subjects are accelerated and taught with greater rigor, depth, and complexity.

Academically gifted and talented students in grades nine through twelve may participate in honors classes or Advanced Placement courses in the content areas of English, mathematics, science, social studies, world languages, and fine arts. Opportunities are also available in the magnet programs, International Baccalaureate (IB) and Science, Technology, Engineering, Math (STEM).

Artistically gifted elementary students in grade five may audition for the district honors choir and/or Tri District Arts Consortium (TriDAC), a 3-week summer program for artistically gifted and talented students. Artistically gifted and talented students in middle school may participate in a variety of honors classes that occur during and/or after school. Honors programs are available in visual arts, chorus, drama, orchestra, and band. Students in grades six through eight may also audition for TriDAC. High school students may audition for a variety of programs for those who are artistically gifted and talented, including visual arts, chorus, drama, orchestra, and band. Students may also participate in Advanced Placement visual arts and music theory classes.

Through a magnet program, School District Five provides quality educational opportunities for all students in an environment that enhances students' educational success and increases the educational choices available to parents and students in our schools. The following are the goals for our magnet program.

- Expand educational choices for students.
- Set high expectations for all students to improve their achievement.
- Prepare students for further education and the world of work through the use of theme based learning.
- Develop positive school climates with academic emphasis.
- Provide real-world and hands-on experiences within a specific theme.
- Promote diversity within our schools.
- Offer unique opportunities for in-depth experiences and study in specific areas of interest.

School District Five currently supports two elementary magnet programs. These programs are housed at Leaphart Elementary and Harbison West Elementary, and any elementary-aged child in the district may apply for the programs. The Leaphart Engineering Arts Program (LEAP) is a whole-school magnet program for students in grades kindergarten through five that uses engineering as the tool that links science, mathematics, English language arts and social studies throughout the curriculum. Any district student who is in kindergarten through grade four may apply to participate in LEAP. Applications are entered into a random lottery. The Escolares Academy at Harbison West Elementary is a full-day magnet program for academically gifted students in grades two through four. The program gives gifted students the opportunity to learn, grow and develop problem solving skills at the highest level. Any district student, who will be in grades two through four and meets the gifted and talented program requirements mandated by the state of South Carolina, may participate in the program. Applicants are admitted in rank order based on their performance on a weighted profile that includes aptitude scores from a nationally normed aptitude test, as well as reading and math achievement scores.

At the high school level a variety of magnet programs are offered. Any student in the district may apply to participate in these programs. The STEM (Science, Technology, Engineering, Math) School of Study, an honors program at Dutch Fork High School, is designed to accelerate learning experiences for students who are academically gifted in science and mathematics and have an interest in a science or mathematics related major and career. Upon completion of the STEM program, students are highly qualified to compete for admission in the most rigorous and competitive university programs. The International Baccalaureate program, offered at Irmo High School, aims to develop inquiring and knowledgeable students who will help to create a better and more peaceful world through intercultural understanding and respect. Students must select courses within their junior and senior years that incorporate classes from each of the six main subject areas. Students wishing to enroll in the Diploma Programme make a two-year commitment to complete all requirements set forth by the state of South Carolina and by the International Baccalaureate Organization.

At the middle school level a single gender program is offered at CrossRoads Middle School. Approximately 85% of the students participate in single gender classes in the four core content areas of math, science, language arts, and social studies. Students may opt out of the single gender program as all four content areas are also offered in mixed gender classes.

Within the Office of Instructional Services, Special Services provides leadership in the planning and improvement of services for students with disabilities in School District Five by supervising and coordinating the district's special education program. As of December 2009, the district serves 2,350 students with disabilities, in full compliance with the requirements of the Individuals With Disabilities Education Improvement Act of 2004 (IDEA '04). Special Services facilitates the areas of psychological services, related services, health services, and Section 504 of the Rehabilitation Act of 1973.

School District Five participates in Child Find by offering district-wide screenings for preschool children and other community-based referrals. School-based activities include dissemination of information to identify and locate children with disabilities to district/school staff and parents. School-based screenings are scheduled for vision, hearing, speech, and health needs. Additionally referrals for learning and behavioral needs are addressed through screenings and interventions by the Student Assistance Team (SAT) at each school. When alternative interventions to address educational problems are not effective, a referral may be made for evaluation under IDEA '04 to determine eligibility for special education services.

One intervention implemented by School District Five for students prior to referral for special services is Response to Intervention, RTI. As a part of this plan, students receive additional interventions at the classroom level (Tier 1), or in Tier 2 or 3. Tiers 2 and 3 are differentiated by size of group, frequency of intervention, and amount of time devoted to the intervention services. Generally Tier 2 usually refers to small groups while Tier 3 refers to individual services.

School District 5 has implemented Tier 2 Reading Intervention. One reading interventionist was hired for each elementary school to work with small groups in grades K-5. Additionally, Reading Recovery teachers work with students individually and in small groups for reading intervention.

School District Five offers various models for special education services including itinerant, resource, self-contained, consultation, indirect, and direct services based on each student's specific need. The district has experienced an increase in the number of students identified and served through special education. Much of this growth has been in the preschool and autism programs. The district currently has 11.5 classes serving preschool students who are developmentally delayed.

For students that qualify in one or more of the 14 categories of disability recognized by the state of South Carolina, the district provides specially designed instruction, at no cost to the parents, to meet the unique needs of students with disabilities. Eligibility and need for special education services are determined by a multi-disciplinary team. If a student is found to qualify for services in special education, those specific services are outlined in an Individualized Education Program. The academic and functional performance of each individual student is considered when proposing and implementing special education services. Master teachers, autism specialists, job coaches, transition specialists, and inclusion specialists all serve as supports to special education teachers and paraprofessionals. Eligibility for and placement into special education programs adheres strictly to federal legislation requiring IEPs.

Recognizing the need to provide scaffolding for students in need of academic assistance, School District Five supports programs that identify, monitor, and support at-risk students. Local, state, and federal funding is utilized to support these programs. Federally-funded programs include Title I, Title II, and Title V. Title V was funded only for the 2008-09 school year and future funding has yet to be decided. State funding comes through the following categories: Students at Risk of School Failure, Reading, K-5 Lottery Enhancement Funds, 6-8 Lottery Enhancement Funds, and South Carolina Coalition for Math and Science.

Currently the following schools are served through the Title I program:

- HWES 67.76% F/R Lunch Schoolwide Program
- SOES 59.80% F/R Lunch Schoolwide Program
- HECES 51.26% F/R Lunch Schoolwide Program
- LES 47.35% F/R Lunch Schoolwide Program
- DFES 44.62% F/R Lunch Targeted Assistance
- NRES 39.63% F/R Lunch Targeted Assistance
- **District F/R Lunch Average, as of March 2009: 27.63%**

In these schools Title I funding provides for math and science coaches, math and reading interventionists, and Reading Recovery teachers.

Title II funds focus on preparing, training, and recruiting high-quality teachers and principals. In School District Five, these funds provide stipends for teachers and administrators to attend conferences and develop curriculum. The funds are also used to provide sustained professional development training and courses.

State funding in the category of Students at Risk of School Failure supports middle school summer school and reduced class size for grade one. This fund also helps support the Alternative Academy for Success, parenting/family literacy, instructional coaches, and academic assistance classes to aid students in preparing for the High School Assessment Program (HSAP).

State funding in the category of Reading supports reading initiatives and professional development opportunities that teach teachers how to teach reading at all levels across all content areas. School District Five currently has 24 Reading Recovery teachers in our 12 elementary schools, with full implementation under national guidelines.

State lottery enhancement funds are used to support coaches in the core academic content areas for Kindergarten through grade eight. South Carolina's Coalition for Mathematics and Science (SCCMS), in partnership with State Department of Education's Mathematics and Science Unit (MSU), provides partial funding for instructional coaches at the middle school level.

Local funds support Literacy Groups, the sister program to Reading Recovery[®]. Reading Recovery teachers work with individual students for one-half of the day and with literacy groups the second one-half of the day.

The Adult Education program of School District Five offers a selection of courses prepared especially for the adult citizen. The program offers the following selection of classes prepared especially for the adult (clients must be at least 17 years old and no longer enrolled in high school): high school diploma, high school equivalency (GED), WorkKeys preparation, HSAP remediation, basic

literacy, and English for Speakers of Other Languages (ESOL). Classes are offered during day and evening hours in order to be more accessible to the adult learner. In addition, software is provided to participants as an additional resource. The program also provides a career transition specialist who is available to assist all participants in setting academic and career goals along with connecting the participants to resources.

In addition, the Adult Education program collaborates with the ESOL and family literacy district programs to ensure families of PreK-12 students are aware of academic opportunities offered through the program. Projects, such as an ESOL breakfast for adults within the community and a C.O.R.E. Expo, are hosted by the above three programs throughout the year. The C.O.R.E Expo is a night when inspirational speakers, family educators, career and employment services, military recruiters, local post-secondary registrars, and other vendors are on hand to provide information on additional resources for adults.

The Adult Education program also collaborates with WorkForce Development, the Department of Commerce, and Midlands Technical College. The collaboration has resulted in joint grant awards to provide additional funding for WIA clients to receive financial assistance to help participants in pursuing a High School Diploma/GED, career opportunities, and post-secondary instruction.

At the 2009 State Department "Celebrating Your Successes" awards program, District Five's Adult Education Program received numerous awards which included the following: Palmetto Performers Award (given to the districts that awarded the highest number of high school credentials), Carolina Success Award (awarded for exceeding the federal performance measures in all ABE and ASE categories), Career Readiness Award (given to the districts that issued the highest numbers of Career Readiness Certificates), Correctional Education – Career Readiness Certificate (awarded for having the highest number of certificates in corrections), Palmetto Masters Award (received for exceeding the federal GED first attempt pass rate of 66 %), and the Palmetto Trend- Setters (received for exceeding the overall federal GED pass rate of 69%). District Five was number one in the state for having the highest overall GED pass rate of 85%.

Career and Technical Education (CTE) courses help students in grades 6-12 fulfill their working potential and achieve their educational goals. Academic subject matter taught with relevance to the real world, often called contextual learning, provides content that is both challenging and relevant. CTE provides students with employability skills ranging from craft-specific expertise to workplace ethics. CTE also assists in fully developing a future workforce through educational pathways that help students explore their interests and develop a career focus.

School District Five is currently serving over 3,000 students in career and technical programs throughout the district.

School District Five has a commitment to CTE programs as evidenced by the inclusion of a stand-alone career and technology center included in the recent bond referendum. This state of the art facility will add six new programs (welding, manufacturing, chain supply/logistics, steel erection construction, culinary arts and HVAC) and expand the health science, pre-engineering, and information technology programs. This facility should be opened no later than the fall of 2013.

Currently School District Five offers CTE programs at each high school in the district. Eighteen of the 35 career majors offered in the district are primarily CTE-based content. Several programs offer state and national certifications. The district is planning to expand the number of certifications available and currently has programs actively seeking these certifications.

Career Development Facilitators (CDFs) are employed at each secondary school to assist students in career exploration and planning. The CDFs use a variety of assessment instruments to aid students in their career decision making, creating with students and parents Individual Graduation Plans beginning in grade eight and reviewing and/or revising the plans each year of high school. CDFs also plan and implement career fairs and job shadowing opportunities for students.

School District Five enjoys a statewide reputation for leadership in the field of early childhood education. The district is strongly committed to meeting the diverse needs of its youngest students and is home to an array of high quality programs serving children from birth through age eight.

Early Childhood in School District Five consists of Child Development (CD-Four Year Olds), kindergarten (Five Year Olds), and grades one and two. Each program's foundation is built upon the South Carolina State Standards with a combination of the following curricula and philosophies: High/Scope, Creative Curriculum, Project Approach/Inquiry, *Everyday Math* and research based best practices in early childhood programs. The early childhood coordinator provides staff development on all learning domains to School District Five's early childhood staff as well as child care directors and workers within our community.

Child Development (CD) is a voluntary program offered by the State of South Carolina for children who are four on or before September 1 of that year. Children are screened using information from the parents and DIAL-3 Screening Instrument to determine the most "at risk" students. There are a limited number of spaces for each of the nine sites (limited to 20 per class by state law) and

children must qualify to be accepted. Five of the nine sites are accredited with the National Association for the Education of the Young Child (NAEYC).

Additionally, the early childhood staff works closely with the parenting and family literacy staff. Parent educators help support parents of children who qualify for the child development program but are unable to attend. The early childhood staff provides training for parents in the following areas: discipline, developmental stages, and developmentally appropriate practices.

The mission of Parenting and Family Literacy Services is to provide education and support to families with children before birth to kindergarten entry in School District Five of Lexington and Richland Counties, preparing them to be their children's best and most important teacher while equipping children for school entry and lifelong success. The parenting staff works:

- to provide parents with developmental information about their preschool children and help parents plan for upcoming stages of development
- to encourage parents to be fully participating partners in their child's education, beginning at birth and continuing throughout the child's school years
- to share age-appropriate activities with families to promote development, family fun and learning
- to share information about effective, research-based parenting
- to partner with schools in our district to assist children and their families in making the transition to public school
- to partner with community agencies to provide all families with the resources they need to raise healthy children who are ready to learn
- to assess children for developmental milestones (intellectual, language, social-emotional and motor)
- to provide vision, hearing, and dental screenings, and
- to verify up-to-date immunizations to ensure children are healthy and ready for school

The chart below details School District Five's parenting initiatives.

Parents as Teachers	This is a parent education and family support program that serves families throughout pregnancy until their child enters kindergarten, usually age 5. Care givers learn to be their children's first and most important teacher during parent and child together time. Twice a month home visits are made to families enrolled in parents as teachers. In addition, families participating in parents as teachers receive an assessment that measures their growth in parenting skills. The assessment is called KIPS (Keys to Interactive Parenting Skills).
Young Parents as Teachers	This student program provides parent education and support to teens in the district's high schools who are pregnant or parenting.
Wonderful Ones	This is a parent-led opportunity for care givers to play with their child while interacting with other care givers of one year olds. Children learn to play with children their own age.
Time for Twos	In this program, children are allowed to explore and learn how to interact with other children.
ESOL Family Nights	This program is designed to increase parental involvement as well as family literacy for our ESOL families.
Developmental Screenings	Preschool children aged (birth to age 5) are assessed for a child's overall development as well as health, hearing, and vision using Denver, PPVT, and Dial 3.

Parenting and Family Literacy Services collaborate with adult education to provide additional resource information in an effort to break the cycle of poverty. A monitoring system is in place to track commonly served clients. A preschool part-time social worker position has been created this school year to address the psycho-social needs for preschool children and their families.

The English for Speakers of Other Languages (ESOL) Program in School District Five serves students who have a primary or home language other than English and are English Language Learners. Currently the program serves over 400 students representing 22 nationalities, with eight teachers serving students in all schools. The program focuses on the four domains of speaking, listening, reading, and writing. The goal of ESOL is to teach the English language through

the content. In addition to the daily program, the program hosts ESOL family nights 6 times a year at Seven Oaks Elementary School. The purpose of these nights is to increase parental involvement as well as family literacy. The families leave each family night with a book, to help create an in home library. The culminating activity in February is an international dinner, to share and celebrate the district's diverse cultures. In collaboration with the adult education and parenting programs, an ESOL breakfast was held at the district office, providing community resources such as Richland County Public Library, Lexington County Public Library, local police departments, and census administrators to the ESOL families.

In recognition of the diverse needs of the community, School District Five employs nine social workers serving the 20 schools. Each social worker has an average monthly caseload of 60 families. School social workers are trained to assess students' social/emotional needs as well as family and community factors interfering with learning. Providing the vital link between school, home and community agencies, social workers obtain needed therapeutic and/or community services for students and families. In addition to providing resources to families, social workers provide psycho-social assessments, individual and group counseling, crisis intervention, classroom presentations, and consultation and case management services to address the increasingly complex needs of students and/or their families. Social workers facilitate student groups such as positive decision-making, anger management, children of divorce, grief/loss, and self-esteem to improve coping skills.

The school social workers work directly with the supervisor of student services as a liaison to homeless students and families. They also work within the district to address truancy and attendance issues. In addition, they attend student assistance team and IEP meetings, assist families through the truancy mediation process, teach parenting classes and work with parent support groups.

The School District Five Library Media Program provides resources for life long learning and is essential in supporting the mission and vision of District Five. The mission of the media centers is to serve students, teachers, administrators and staff by providing resources that support the curricula and meet the informational and recreational needs of all patrons. The media centers host author visits, support reading and book clubs, and participate in a variety of book awards programs. Media centers also connect students with authors through both school and virtual visits. All media specialists collaborate with teachers, helping them to integrate technology into their lessons and providing resources to enhance classroom effectiveness.

Creating an environment conducive to student learning is a major goal of School District Five. The supervisor of Student Personnel Services establishes and supervises a district-wide system of student behavioral expectations. This system is designed to help eliminate problems that interfere with student learning. Responsibilities for this initiative include establishing and enforcing a standard discipline code and developing alternative programs for at-risk students. In conjunction with local, community-based organizations, School District Five has developed mentoring programs for at-risk students. Included in the mentoring opportunity is a ropes course event that emphasizes team building and leadership skills. Additionally, a referral system for students and their families has been established to assist during crisis situations.

School District Five continues to address issues related to students who are homeless. The social work and the district transportation staffs assist with homeless student enrollment, medical needs, instructional supplies, medical and dental issues, and transportation to and from school.

School District Five's health services staff offers students, faculty and staff members access to health screening, referrals, and follow-up services. School nurses in each school provide assessment of acute illness and injuries as well as chronic condition management during the school day. Nurses administer prescribed medication and medical treatments.

School District Five believes that a major factor in student achievement is nutrition. The district understands that good nutrition promotes the well-being of children. The Department of Food Services embraces the mission of providing well-balanced meals during each school day. This includes providing nutritious breakfasts and lunches in all 20 District Five schools, following federal regulations for food preparation and balanced meals.

Providing safe and timely transportation for the students of School District Five is a priority. The transportation department is responsible for developing and executing School District Five's transportation program in accordance with applicable state and federal laws and the policies of School District Five. The transportation staff prepares bus routes, conducts bus driver training for school bus drivers, and assigns consequences for violations of the Student Behavior Code for student misbehavior when the violation occurs at the school bus stop or while on a school bus or other district vehicle. Additionally, the transportation department's activity program supports the sports and extracurricular programs with a fleet of 16 activity buses. Recently the transportation department developed a bus safety training program to teach elementary level students safe load, unloading and evacuation procedures. This program was featured on WIS-TV (NBC affiliate) Morning Show during National School Bus Safety Week.

School District Five has been the recipient of several state and federal grants. The following list of grants continues to impact our community and instructional programs within our school system.

Safe and Drug-Free Schools and Communities

The purpose of the SDFSCA is to support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and communities; and are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that promotes student academic achievement.

Services for Homeless Children and Youths

This grant provides education and training to the parents of homeless children and youths concerning the rights of and resources available to such children and youths.

Individuals with Disabilities Education Improvement Act IDEA

The goal of the Recovery and Intensive Intervention Program (RIIP) is to reduce the number of in-school and out-of-school suspensions, and provide special needs and at-risk students with a model, mentor, and a support person who works directly with the parent and classroom teacher to better meet the student's behavioral and/or emotional needs.

Drug Free Communities Grant

The Community Roundtable (CRT) of School District Five of Lexington and Richland Counties was awarded a Five-Year Drug-Free Communities Grant. The funds will be used to continue the efforts of the Community Roundtable to prevent youth risk behavior, including the use of alcohol, tobacco and other drugs. With the help of CRT and its members, over the last four years, students report a reduction in 30-day use of: tobacco down 44%, alcohol down 25%, binge drinking down 26%, marijuana down 34% and other drugs down 32%.

High School At-Risk Student Intervention Grants

These grants for Chapin, Dutch Fork and Irmo High Schools are designed to increase the percentage of students who graduate by identifying students who are at-risk of dropping out of school or being poorly prepared to proceed to the next level of education or to the workforce and assisting them by implementing programs to meet the needs of those students.

Smaller Learning Communities Award

Project SUCCESS' goal is to prepare all students to succeed in postsecondary education and careers without need for remediation. The partner schools will implement various personalization strategies, career development initiatives, and strategies to enable students who enter high school significantly below grade level to catch up and attain proficiency by the end of the 10th grade. To ensure that students can succeed in college, we will also work together to ensure proper student support services (such as tutoring) and a coherent sequence of rigorous coursework, including Advanced Placement, honors, IB, and dual enrollment.

21st Century Learning Community Centers

- **Irmo Middle Award** - The New Horizons Program, in partnership with the Boys and Girls Club of the Midlands (BGCM), Lexington/Richland Five and other supporters is a sustainable "family resource center" model for students and families. The program addresses the needs of working families through an after-school program for children (Mon-Fri), and adult learning programs that emphasize education, enrichment, character development, and service. Approximately 30 seventh and eighth graders participate in the New Horizons Program at Irmo Middle School. The grant funds an after-school program operating five days a week from 3:30pm-6:30pm hosted by the BGCM.
- **Leaphart Elementary Award** – Leaphart Elementary was awarded the Challenging Horizons Program in partnership with the University of South Carolina. Approximately 40 third, fourth, and fifth graders participate in the Challenging Horizons Program at Leaphart Elementary. The grant funds an after-school program operating four days a week from 2:45-5:45. The framework on the proposed after-school program is the Challenging Horizons Program, which uses state-of-the-art behavioral and educational methods to assist students. The Challenging Horizons Program has received national recognition as an innovative program.

Teaching American History Grant Award

A consortium consisting of School District Five of Lexington and Richland Counties and School District of Newberry County partners with the University of South Carolina to deliver the Reading, Writing, and Reasoning in American History Project. The partnership provides professional development for more than 50 teachers from grades 3, 4, 5, 8, and 11 (the grades in which American History is taught) enabling them to advance their expertise in traditional American history content, improve essential elements of teaching to higher standards, and to develop and implement literacy strategies when teaching American history. Participants also receive a stipend and up to 30 graduate credits from USC.

Arts Curricular Strategic Planning

The goal of the SCDE's 2009–10 Arts Curricular Strategic Planning or Special Project (SP/SP) grant is to improve student achievement by funding quality educational programs in the arts—dance, music, theatre, the visual arts, or any combination of these areas—to promote the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards.

The Office of Information Technology Services provides School District Five with timely and cost effective access to instructional and operational technology and creates technology enriched interactive schools that prepare students to be successful in a technologically advanced society. Currently the district has a ratio of 1 to 3 for computers to students.

School District Five believes that technology is an essential element to the teaching and learning process. Accordingly, the district has established and operates a District Technology Training Center and offers courses on the use of technology and integration of technological tools into the instructional process. School District Five believes technology should be a personal and professional growth area for all educators and feels that participation in technology courses is in keeping with the mission statement and strategic plan of the district. The Technology Training Center offers both graduate and recertification courses for certified personnel employed as a teacher or administrator. In addition, the center offers a variety of technology workshops to support teaching and learning for support staff, administrators and substitute teachers.

DEMOGRAPHICS

School District Five encompasses a land area of approximately 196 square miles, encompassing portions of both Lexington and Richland Counties. The school district consists of the northern portion of Lexington County lying north of Lake Murray and the Saluda River and the northwestern portion of Richland County lying south of the Broad River. The population of this area is approximately 120,810. Primarily a residential suburb located to the northwest of the city of Columbia, the capital of South Carolina, the district serves approximately 43,426 households and includes the towns of Irmo and Chapin. The average household income ranges from \$36,182 in the southern portion of the district to \$65,183 in the Chapin area. The ethnicity of the district's population is as follows:

- Caucasian – 70%
- African American – 27%
- Hispanic – 2%
- Asian – 1%
- Other - <1%.

The median age of the community ranges from 31 years in the southern portion to 43 years in the Chapin area. The school district has three attendance areas: Chapin, Dutch Fork, and Irmo. With a student population of 16,643 and approximately 2500 employees, School District Five operates a total of twelve elementary schools, four middle schools, three high schools, and one alternative school. The ethnicity of the student population closely mirrors that of the community and is as follows:

- Caucasian – 65%
- African American – 28%
- Hispanic – 2%
- Asian – 3%
- Other - <2%.

The district serves students from four subsidized apartment complexes, all located in the Irmo cluster. The current free and reduced lunch population is 29%. Six of the twelve elementary schools are Title I schools. Approximately 33% of the district's students are state identified gifted and talented and 12 % artistically gifted. Approximately 14% of the student population receive special education services. The graduation rate is 85% and the dropout rate is less than 3%. The percent of students pursuing post secondary education is approximately 90%.

STUDENT PERFORMANCE

A comprehensive assessment program is offered in School District Five, extending the testing services mandated by the state. Students have consistently scored above state and national standards on all achievement tests. The primary purpose of the testing program is to utilize the results to plan for continuous improvement. Data are also used to identify and assist all students with specific academic needs and to evaluate instructional effectiveness.

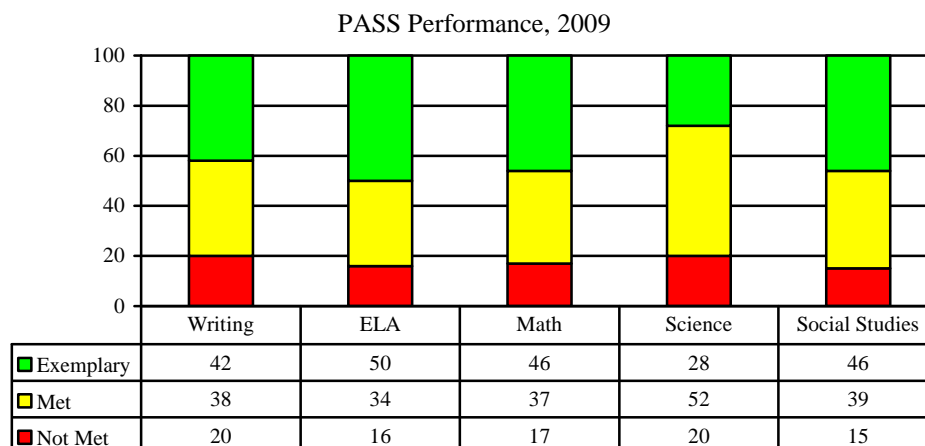
Palmetto Assessment of State Standards (PASS)

The PASS was given for the first time in Spring 2009 statewide to all students in grades three through eight. The tests are aligned to the South Carolina curriculum standards and assess student achievement in English Language Arts (Writing and ELA), mathematics, science, and social studies. The writing test was given in March and the ELA, mathematics, science and social studies tests were given in May. All PASS tests are multiple-choice questions. The writing test has an additional composition on a given topic item. The PASS replaced the Palmetto Challenge Achievement Test (PACT), which was last administered in the spring of 2008.

Three performance levels were established to reflect the knowledge and skills exhibited by students on the PASS:

- **Exemplary:** The student has demonstrated exemplary performance in meeting the grade level standard.
- **Met:** The student met the grade level standard.
- **Not Met:** The student did not meet the grade level standard.

Since the PASS was developed to measure our state curriculum standards, no national comparisons are available. School District Five scores can be compared with South Carolina statewide results and with the scores of other school districts around the state. [Note: State results have not been released and all PASS results are under state embargo at the time of this writing.]The chart below shows the percentage of students in each of the performance levels for each PASS test in 2009.



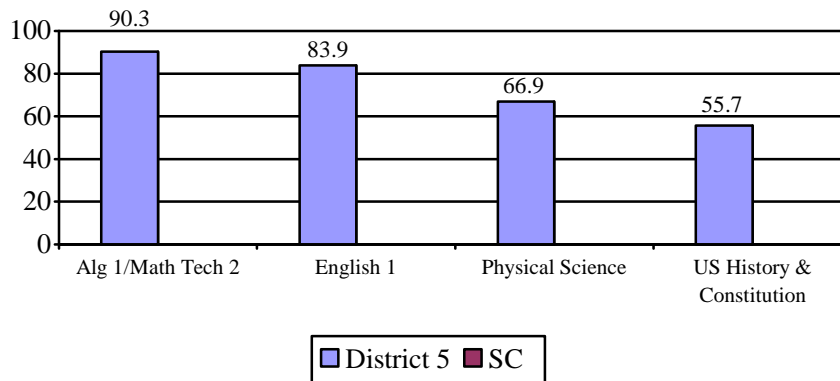
End of Course Examination Program (EOCEP)

The EOCEP in South Carolina began in the 2002-03 school year as per the Education Accountability Act of 1998. The Algebra 1/Mathematics for the Technologies 2 exam was administered for the first time during the 2002-03 school year. English 1, Physical Science, and Biology 1/Applied Biology 2 exams were administered for the first time during the 2003-04 school year. The U.S. History and Constitution field test was administered in 2005-06, 2006-07, and 2007-08. The U.S. History and Constitution operational test was administered for the first time in 2008-2009. The Biology 1/Applied Biology 2 will replace the Physical Science test in the future.

All students who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught must take the appropriate tests. The EOCEP exam has 50 to 60 multiple-choice items, depending upon the subject, and counts 20% of a student's final course grade. The exam grade is based on the State Uniform Grading Scale; i.e., A: 93 -100; B: 85 – 92; C: 77 – 84; D: 70 – 76; F: below 69.

In 2008-09, School District Five students took EOCEP exams in the fall, spring and the summer. The Algebra 1/Math Tech 2 exam was administered to 1,550 students and 90.3% of these students scored a D or better on the test. A total of 1,386 students took English 1, and 83.9% of these students tested scored a D or better. Physical Science was administered to 1,440 students and 66.9% of these students scored a D or better. The U.S. History and Constitution exam was administered to 1,297 students and 55.7% of these students scored a D or better on the test. Note: State level results are not available at the time of this writing.

Spring 2008-09 End-of-Course Examinations: Percentage of D or better



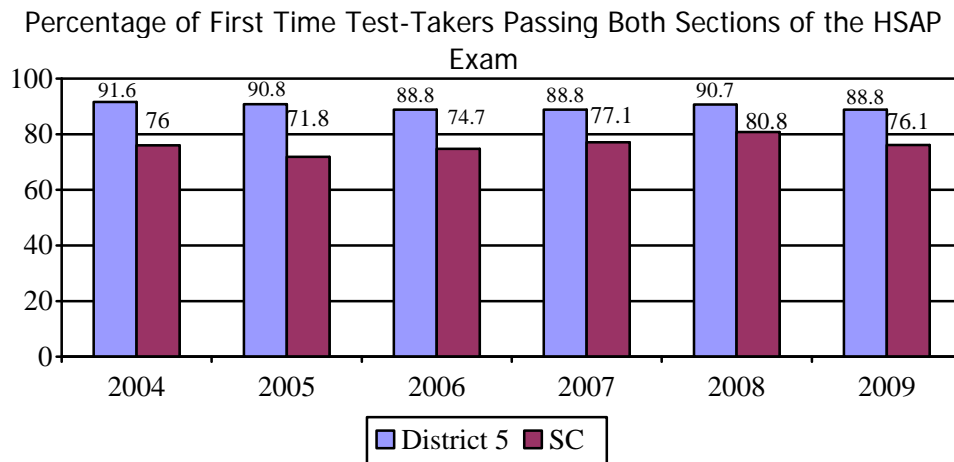
High School Assessment Program (HSAP)

The HSAP in South Carolina began in 2004 as a high school graduation requirement and replaced the Basic Skills Assessment Program (BSAP). Based on the South Carolina curriculum standards, HSAP consists of two tests, one in English language arts (ELA) and one in mathematics, and evaluates what students are expected to know and be able to accomplish in each subject.

South Carolina law mandates that all public school students pass an exit examination as one requirement for receiving a high school diploma. Beginning with the graduating class of 2006, a student must pass both the HSAP ELA and mathematics tests in order to fulfill the exit examination requirement. The test also meets federal requirements specified in the *No Child Left Behind Act* of 2002. Students typically take the test for the first time in the spring of their second year of high school. Each test has four achievement levels: 1, 2, 3, and 4. A student must score at level 2 or higher on each test to meet the graduation requirement. Students who score at level 1 on either test are scheduled to retake it at the next administration. The test is administered in the fall and spring, and a summer administration is available for graduating students.

Because the HSAP tests were developed and implemented in South Carolina, no national comparisons are available. School District Five test results can be compared with the state, other districts, and with previous District Five results.

Test results are typically reported in terms of the percentage of students who pass the test(s) on their first attempt. In the spring of 2009, 88.8% of the District Five students who took the test for the first time passed both sections. A total of 92.5% passed the ELA section, and 91.4% passed the math. State Results for 2009 are provided below.



The SAT

The SAT provides a measure of the critical thinking skills students need for academic success in college. The test has three sections: critical reading, mathematics, and writing.

School District Five results can be compared with national results, with South Carolina statewide results, and with other school districts within the state. Among students in School District Five's Class of 2009, 793 students attempted the SAT at least once. These students achieved an average score of 503 on the critical reading section, 528 on the math section, and 488 on the writing section. The combined average was 1,519.

In School District Five, about 69 percent of the members of the Class of 2009 attempted the SAT at least once. The SAT participation rate in South Carolina was 67 percent. Nationally, this figure was 46 percent. School District Five's percentage of SAT takers decreased by 3 percent this year.

Across the United States, students averaged 501 on the critical reading section, 515 on the math section, and 493 on the writing section. The National average composite score was 1,509. School District Five scored above the national average on the critical reading section (two points), and on the math section (13 points), but scored below the national average on the writing section (five points). Overall, School District Five scored 10 points above the national average for the composite score.

The South Carolina average score was 486 for the critical reading section, 496 for the math section, and 470 for the writing section. The average composite score was 1,452. School District Five's averages surpassed South Carolina's scores by 17 points on the critical reading section, by 32 points on the math section, and by 18 points on the writing section, for a total difference of 67 points for the composite score. School District Five had the fourth highest average composite score in South Carolina.

	District 5		S.C.		U.S.	
	2008	2009	2008	2009	2008	2009
% Tested	72	69	61	67	45	46
		-3		+6		+1
Critical Reading	510	503	488	486	502	501
		-7		-2		-1
Math	531	528	497	496	515	515
		-3		-1		0
Writing	496	488	476	470	494	493
		-8		-6		-1
Composite	1,537	1,519	1,461	1,452	1,511	1,509
		-18		-9		-2

The ACT

The ACT Assessment is a national college admission examination that consists of tests in English, mathematics, reading, and science reasoning. ACT results are accepted by virtually all U.S. colleges and universities. The questions on the ACT are related to what students have learned in high school courses in English, mathematics, and science. The score range for ACT is 1-36.

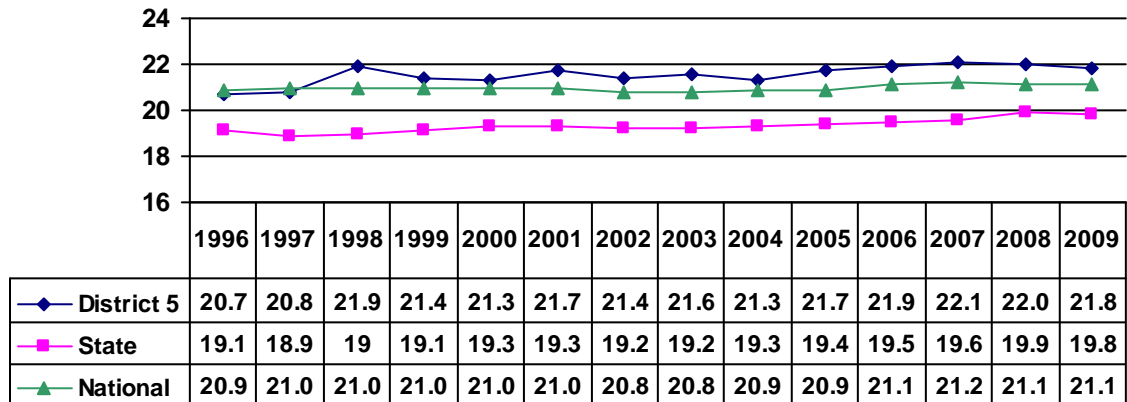
In School District Five, about 52% of the members of the Class of 2009 attempted the ACT at least once during their sophomore, junior, or senior years and received an average composite score of 21.8. In South Carolina, the average composite score was 19.8 for the 18,691 tested students who graduated in 2009. The average composite score of the 1,480,469 students in the nation who graduated in 2009 and had taken the ACT during their sophomore, junior, or senior years was 21.1.

ACT Results for District Five Compared with Results for the State and the Nation

	Number of Students		English		Math		Reading		Science Reasoning		Composite	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	566	602	21.4	20.9	22.6	22.5	22.3	21.7	21.5	21.6	22.0	21.8
State	16,521	18,691	19.2	19.2	20.1	20.0	20.0	19.9	19.7	19.8	19.9	19.8
Nation	1,421,941	1,480,469	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

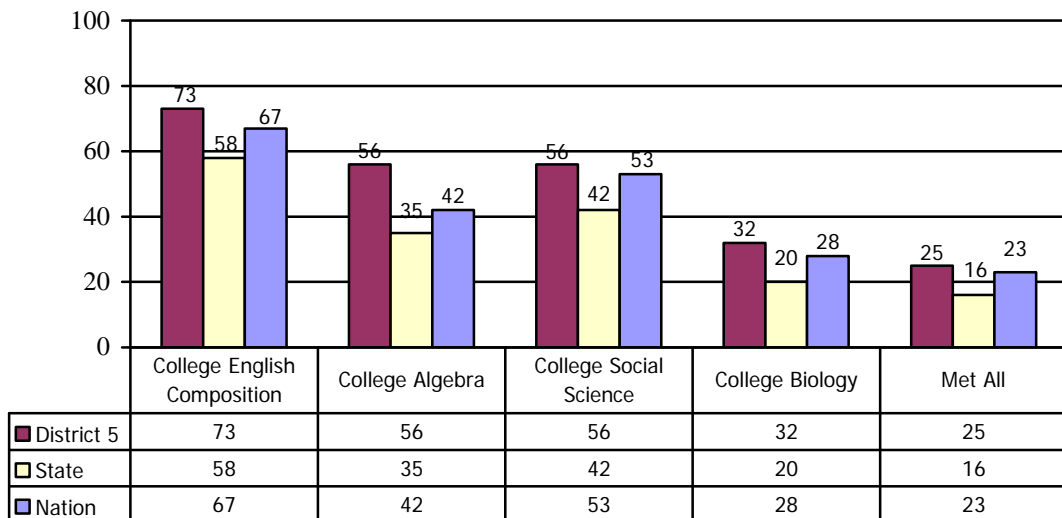
Compared with last year, School District Five's composite score decreased by 0.2 points. The state composite score decreased by 0.1 points and the national composite remained the same. In 2009, School District Five's composite score was 2.0 points above the state average and 0.8 points above the national average.

Average ACT Composite Scores: 1996-2009



The ACT has developed College Readiness Benchmarks for each subtest. Students who reach these benchmark scores have a high probability of earning a "C" or higher, and a 50/50 chance of earning a "B" or higher in credit bearing first-year college courses.

Percentage of ACT-Tested Students Identified as College Ready in 2009

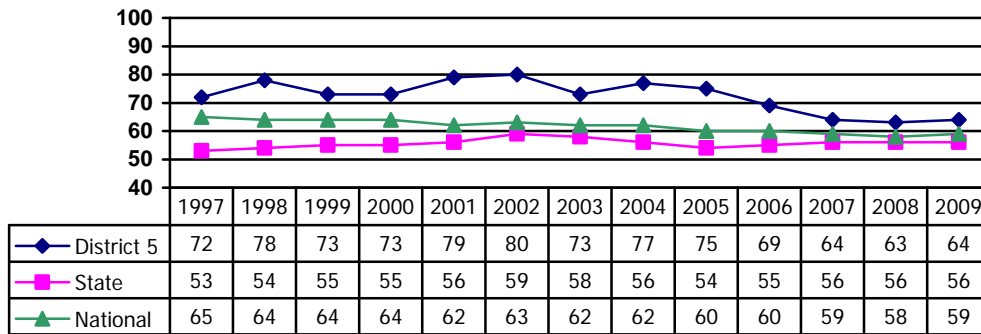


Advanced Placement Exams

In 2009, School District Five students attempted AP examinations in 22 different subjects. English Language & Composition had the most test takers (326) followed by English Literature (275) and United States History (268 students.) In 2009, 1,018 students in School District Five attempted a total of 2,125 AP exams. A total of 1,361 exams (64%) resulted in a score of three or higher, qualifying the students for college credit/advanced placement. The passing rate increased one percentage point from 63% to 64%.

In 2009, 59% of U.S. students scored three or higher compared to 56% of SC public school students. The percentage of School District Five students who scored three or higher was five percentage points above the national figure and eight percentage points above the state.

The percentage of scores at three or higher reached its highest in 2002. Sharp increases occurred in 1997, 1998, and 2001, when School District Five gained by eight, six, and six percentage points respectively over the previous year.



The percentage of AP test takers continues to increase. In 2009, forty-one percent of students in grades ten through twelve took at least one AP test, a four percentage point increase over the previous year. *

	# Students	# Exams	% 3 or above
1998	440	908	78%
1999	591	1088	73%
2000	599	1071	73%
2001	567	957	79%
2002	610	1090	80%
2003	616	1113	73%
2004	634	1136	77%
2005	682	1340	75%
2006	762	1481	69%
2007	879	1744	64%
2008	892	1,914	63%
2009	1,018	2,125	64%

Measures of Academic Progress (MAP)

MAP tests are computer adaptive tests developed by the Northwest Evaluation Association (NWEA) that are aligned to state academic standards and provide the instructional level for the student. The test measures students' academic progress through an equal-interval growth measure, the RIT scale. NWEA conducts regular state alignment studies to specify the RIT scale score that corresponds to the proficient levels on the state accountability tests.

All students in grades two through nine take the reading and math tests in the fall and spring. Schools also have the option of administering the language and/or science tests and can also administer all tests in the winter. Other students (e.g. those who have not passed the HSAP test) can also take the test.

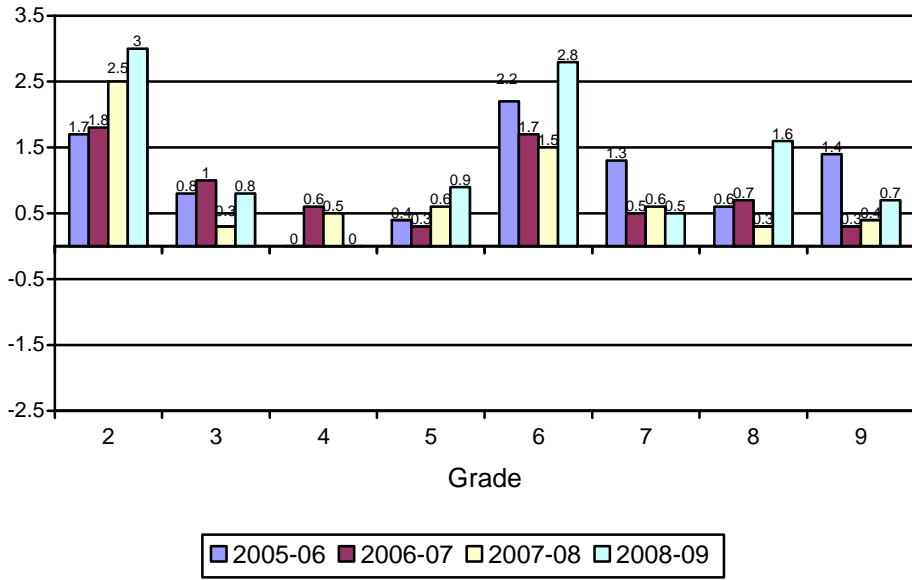
The students' scores are available immediately after the test. Teacher level rosters and summaries are available online the next day. Norm group percentile and expected growth information is included in the analysis. In addition, the Dynamic Reporting Suite includes projected performance which gives teachers both an idea of how students in his or her classes are projected to perform on the state tests as well as the distribution of students by quartile.

NWEA also offers a continuum of learning called DesCartes that identifies the skills and concepts tested by MAP at ten point RIT ranges. This provides a tool for teachers to guide instruction by indicating "where" the student is on a learning continuum and what skills must be learned in order to show growth. DesCartes gives meaning to the RIT scores, facilitates grouping for instruction, and assists with selecting appropriate instructional materials and developing curriculum.

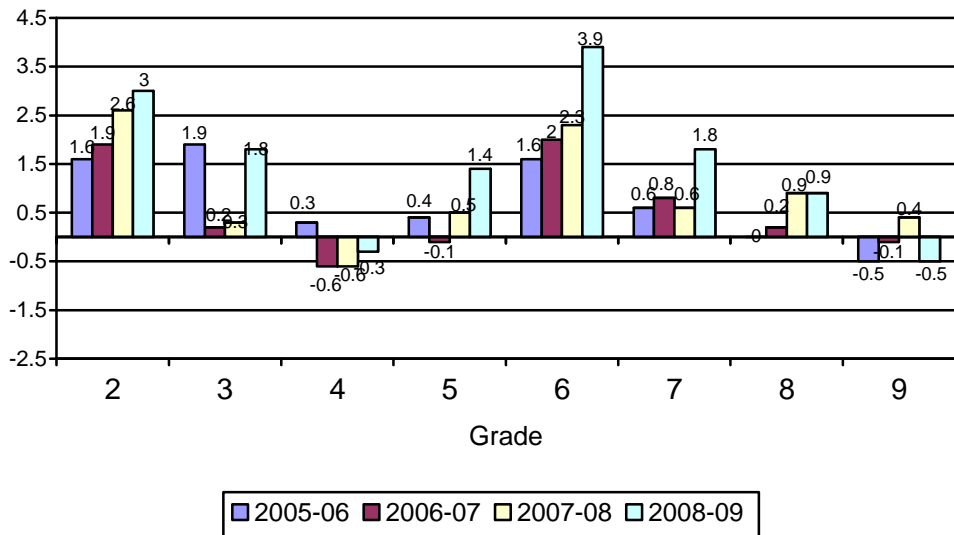
School District Five also uses Virtual Comparison Group (VCG) analysis to look at growth trends at the student, class, school, and district level. VCG provides a growth index for a student based on the performance of students with the same key demographic characteristics. A positive index indicates the student's fall to spring academic growth was higher than the average of similar students. Class level information is used by principals at spring teacher conferences. School and district level information is used by principals and district administrators to provide feedback on the effectiveness of instructional programs.

MAP VCG Results 2006-2009

Reading



Math



TRENDS AND ISSUES

Pursuing excellence for tomorrow's challenges requires that School District Five adapt current practices, adopt new ideas and reconsider some traditional viewpoints. School District Five is challenged by its shifting student population (both geographically and demographically), by increasingly complex social issues, and by an increasing poverty rate while at the same time experiencing decreasing financial support from state revenues. The district strives to integrate the latest technology into the classrooms and to operate in a data rich world that requires decision making based on current data.

Pursuing excellence requires that every decision conforms to the district's mission, vision, and goals. While the mission and purpose remain constant, vision and goals must be regularly reviewed and revised because tomorrow's challenges are continually shifting.

Striving to promote a culture of ownership and a sense of participation in decision making is an ongoing process in School District Five. To integrate the perspective of all stakeholders, the district must continue to support and facilitate a variety of advisory groups. Guided by the principles of professional learning communities, the governance and leadership must continue to develop and support this model of professional development for the district staff.

Education creates possibilities and accordingly, all decisions associated with teaching and learning have students as the central focus. The district continues to focus on the use of best practices in the teaching and learning of critical and creative thinking skills. The district continues to work towards vertical alignment of the curriculum with significant progress being achieved at the transition grade levels. In order to prepare students to be productive global citizens, the district continues to emphasize the value of diversity. In the district's effort to engage students in learning, access to and support of technology remains a high priority.

No longer are decisions based solely on what staff think is best for students. The district continues to invest significant resources into the development of databases and formative assessments that provide substantial information used to guide decision making. Systemic protocols are being implemented to evaluate the effectiveness of curriculum and instructional practices.

To maximize teaching and learning, the district continues to systematically evaluate professional development opportunities provided to faculty and staff. The National Council of Staff Development Survey is given twice a year to measure the effectiveness of both school and district professional growth opportunities offered to teachers and administrators. With the passage of a bond referendum in 2008, the district is in the process of renovating older facilities and building new facilities to accommodate current and projected growth. To improve coordination between home and school for student support,

the district continues to develop and implement programs and activities to address this critical need.

To effectively communicate expectations for excellence in learning, the district continues to develop and incorporate the use of district, school, and teacher web pages, the Parent Portal[®] component of Power School[®], social networking sites such as Facebook and Twitter, school newsletters, and a global telephone notification system, ConnectEd. Relationships are fundamental for student success, and School District Five is working diligently to create trusting relationships where expectations are communicated clearly.

STRENGTHS

School District Five has a long history of excellence across multiple measures and has been recognized as a leader in South Carolina in academics, athletics, and the arts. The district has been able to achieve this level of success by ensuring that students are the primary focus of all decisions. The commitment to limit class size is noteworthy. Believing that academic growth is enhanced when students are actively engaged in rigorous and relevant learning, School District Five continually examines curriculum to guarantee that learning for each student is differentiated and challenging. The district has comprehensive programs for academically gifted students including magnet programs, a wide-ranging Advanced Placement program, and an International Baccalaureate[®] program. A sizeable number of district students participate in the SAT and ACT testing programs. School District Five has an extensive fine and performing arts program with opportunities for students to participate in visual arts, with orchestra and chorus beginning in grade five, and band, drama, and dance at later grades. The district's dedication to developing global, productive citizens is evidenced by a significant investment in a world language program at the elementary and secondary level. Commitment to active and authentic learning is substantiated by the district's extensive support for teaching inquiry processes in science and social studies. The district has a highly respected special education program that facilitates student learning by providing the most appropriate inclusive environment for each student with special educational needs. Every high school in School District Five has an effective at-risk program designed to help students avoid exiting high school before completion of diploma requirements. The district's technology plan supports the acquisition of the most current technology resources possible for students and teachers. A significant system for electronic communication such as the use of Web pages, parent portals, email, networking sites is in place. In addition to award winning athletic teams, School District Five provides a wide variety of additional extra-curricular opportunities for students.

School District Five believes that excellence in learning is directly related to excellence in teaching. To guide instruction for continuous improvement, the

district utilizes data to set high expectations and to identify practices that promote student growth. The district staff is experienced, dedicated, highly skilled, and committed to continuous improvement. To recruit and retain an effective staff, the district provides compensation for teachers and administrators that is among the best in the state. The district also provides a substantial stipend for National Board Certified teachers and has an extensive professional development program for teachers and support staff. School District Five is characterized by progressive leadership that develops positive working partnerships between the Board of Trustees, district office personnel, and school personnel.

Effective management of resources is a strength of the district that lessens the impact of cost increases and budget reductions. The district enjoys fiscal autonomy and adequate financial support from the community. Additional revenue is received through a successful grant writing program.

School District Five believes that every person has the right to a safe, supportive, and respectful environment. Evidence of this belief is the district's new building plan to accommodate growth and update older facilities. A coordinator for safety and security works to reinforce the district's commitment to safety. Additionally, every school has at least one nurse, and many have school resource officers. The district Student Behavior Code provides consistent and effective behavioral expectations for students across the district.

Believing that every person in the community is responsible for supporting quality education, School District Five has developed strong community partnerships that include parents, businesses, the faith community, and institutions of higher education. The district's inclusive decision making process is demonstrated by the large number of advisory groups that meet regularly to share ideas and concerns. School District Five employees are committed to pursuing excellence by working together with students, parents, and the community.

NEEDS

Commitment to challenging curricula with high expectations for all students requires that School District Five focus on a number of important initiatives. One of these initiatives is a study of the need for change in the organization of the instructional day to determine the most effective structure that will promote higher achievement for all students. Efforts to narrow the achievement gap must continue. Efforts to provide a more rigorous curriculum for all students and to address curriculum in honors and Advanced Placement classes is a high priority. Addressing vertical alignment in the world languages program is an important initiative. The district must work to overcome challenges in the special education programs such as appropriate placements for students, staffing needs, and demands on regular education teachers. The emphasis on career readiness must be increased so that our students will be

productive, global citizens. In addition the district must increase the offerings of career and technology education classes that meet the needs of students.

There is a need to increase representation of minorities in the district's teaching and administrative staff in order to provide a diversity of successful adult role models and to reflect the demographics of the district. The district is challenged to develop programs addressing the growing epidemic of obesity in school age children as well as the prevention and cessation of risky behaviors such as alcohol and drug use. The school readiness program must strive to decrease the number of students who are not ready to learn when they begin school. The need to improve district infrastructure such as renovation of older facilities and the construction of new facilities to accommodate growth, as well as the need to replace aging school buses is ever-present and ongoing. Challenged by the rapid pace of technological innovation, the district strives to improve access and support of technology.

To increase the support of quality education among all adults in the community, the district must provide a customer friendly, service oriented, and transparent environment. This will maximize the use of resources, promote parent involvement, and build trust among all stakeholders in order to help bring special interest groups to consensus on the district vision and goals. Methods and activities to enhance communication with all stakeholders must be implemented to accomplish these goals.

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 Rubric: 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.

Definitions of Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
1.1	Establishes a vision for the system in collaboration with its stakeholders				X
1.2	Communicates the system's vision and purpose to build stakeholder understanding and support				X
1.3	Identifies system-wide goals and measures to advance the vision				X
1.4	Develops and continuously maintains a profile of the system, its students, and the community				X
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			X	

1.6	Reviews its vision and purpose systematically and revises them when appropriate			X	
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INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
1.1	Mission Statement visible throughout the district	Artifact	X
1.1	Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission	Artifact	X
1.1	Strategic Plans include mission	Artifact	X
1.1	Other:	Artifact	
1.1	Stakeholders are knowledgeable about vision, mission	Practice	X
1.1	Vision, mission statements include all elements of stakeholder inclusion	Practice	X
1.1	Stakeholder perception data used to develop mission	Practice	X
1.1	Leadership demonstrates stakeholder support	Practice	X
1.1	Other:	Practice	
1.2	Newsletters include vision, mission	Artifact	
1.2	Signage includes vision, mission	Artifact	X
1.2	Handbooks include vision, mission	Artifact	X
1.2	Website/page includes vision, mission	Artifact	X
1.2	Other:	Artifact	
1.2	Stakeholders are knowledgeable about vision, mission	Practice	X
1.2	Meetings incorporate elements of vision, mission	Practice	X
1.2	Other:	Practice	
1.3	Strategic Plan includes vision, mission	Artifact	X
1.3	District Improvement Plan includes vision, mission	Artifact	X
1.3	Goals that are data-driven and measurable	Artifact	X
1.3	Goals distributed through publications and communication	Artifact	X
1.3	Other:	Artifact	
1.3	Strategic planning incorporates vision, mission	Practice	X
1.3	District and school improvement planning incorporates vision, mission	Practice	X
1.3	Stakeholders demonstrate involvement in and knowledge of goal setting	Practice	X

1.3	Other:	Practice	
1.4	Annual Report	Artifact	X
1.4	Publications, brochures, handbooks	Artifact	X
1.4	Newsletters, articles	Artifact	X
1.4	District Improvement Plan	Artifact	X
1.4	Community-based data	Artifact	X
1.4	Other:	Artifact	
1.4	Stakeholders demonstrate knowledge of District profile	Practice	X
1.4	District profile is used during staff meetings	Practice	X
1.4	District profile is used during parent/community meetings	Practice	X
1.4	Other:	Practice	
1.5	Strategic Plan demonstrates alignment of vision, mission and teaching and learning	Artifact	X
1.5	Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning	Artifact	X
1.5	District Curriculum demonstrates alignment with vision, mission	Artifact	X
1.5	District Improvement Plan demonstrates alignment of vision, mission with teaching and learning	Artifact	X
1.5	Policies on lesson plan development and deployment demonstrate alignment with vision, mission	Artifact	X
1.5	Student report cards demonstrate alignment with vision, mission	Artifact	X
1.5	Other:	Artifact	
1.5	Policies on instructional practices demonstrate alignment with vision, mission	Practice	X
1.5	District and school improvement planning demonstrates alignment with vision, mission	Practice	X
1.5	Extra -curricular activities incorporate vision, mission	Practice	X
1.5	Other:	Practice	
1.6	Strategic Plan demonstrates review	Artifact	X
1.6	Agendas, minutes for strategic planning demonstrate review	Artifact	X
1.6	Other:	Artifact	
1.6	Strategic planning process demonstrates review by stakeholders	Practice	X
1.6	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

Knowledge and commitment to the vision of School District Five was fostered by the inclusion of many stakeholders in its development. The current vision statement was drafted originally by a committee of school, district, and community representatives who met over a two-day period and reached consensus on the plan in the fall of 2008. This draft was then shared with the instructional leadership of all schools and with the district instructional staff. The plan was then returned to committee for refining. A second draft statement was taken to the schools for input from both teachers and the community, represented by the School Improvement Council and/or the Parent Teacher Organization at each school. A final draft of the vision statement was approved by the school board on October 12, 2009.

Understanding of the vision of School District Five will be achieved through consistent communication of the message "Pursuing Excellence for Tomorrow's Challenges," which is posted on the wall of the district office for all visitors to see. The district mission statement is also posted on the wall of the board room along with the district's statement of beliefs. Each school has also posted the district mission statement in a prominent place. Additionally, the vision statement is featured on the district Web site and is included in the high school course catalog. The mission and vision statements will also be included in the student discipline handbook and all communication from the district office will include the district's vision. Schools developed their own vision and mission statements after a thorough review of the district vision and mission, and each school's vision complements that of the district.

The school community and its stakeholders understand and are committed to the vision because it is a reiteration of the long standing commitment of the School District Five community to excellence and innovation. This statement also reflects the commitment of the high school community to the ideals of *High Schools That Work*, as well as to the Advanced Placement and International Baccalaureate programs that foster excellence. Additionally, commitment to this vision can be seen every day in classrooms across the district as teachers provide rigorous and engaging lessons and prepare students to be readers, writers, and thinkers who can meet the challenges of the future. Knowledge of, as a result of its prominent display, and reference to School District Five's vision statement will help build commitment among 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?

Information about the school system and its programs and services is updated frequently on the district Web site that reports to both the community and to the system. Each school also maintains a Web page that describes its services and programs. South Carolina maintains a record of the state report cards that communicate information about each school and its performance. Included on the state report cards is a narrative description of the programs and services available at each school written by the principal. School District Five's Web site has included a link to the state report cards since 2001.

Each school communicates regularly with parents about the programs and services available through student handbooks and parent newsletters. If particular services are required by students, the school will communicate with parents to advise them of those services. Social workers also make home contacts to inform parents of available services. Course offerings are shared through a district course catalog which is sent home with every rising 9th – 12th grade student. The catalog is also posted on the district Web site. The local community is informed about district services through the Community Roundtable, publications created by Office of Community Services, a variety of media sources, the district Web site, and through contacts with various community organizations.

Within the system, employees are kept abreast of developments in programs through the weekly publication of the *Focus on Five* which includes "Board Briefs" that informs members of the system about school board actions. Communication is also maintained about services, programs, and performance through regular meetings of Faculty Advisory, Support Staff Advisory and Parent Advisory, Student Advisory, Senior Citizens Advisory, and CTE Community Advisory committees. School performance information is maintained through Testview (the data warehouse), Connect Ed (district-wide calling system), and the Parent Portal within Power School which makes information about class and individual student progress available to teachers and administrators.

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

The Board of Trustees, the Superintendent and other leaders of District Five of Lexington and Richland Counties ensure that all staff are “Pursuing Excellence for Tomorrow’s Challenges.” The board allocates district funds based on the vision and goals established by the district community. The mission of School District Five of Lexington and Richland Counties, in partnership with the community, is to provide challenging curricula with high expectations for learning that develop productive citizens who can solve problems and contribute to a global society. Consequently, students are the primary focus of all board decisions. The mission statement, vision, and plan for each school reflect the district’s vision, mission and beliefs. To that end, the Superintendent and the Chief Instructional Officer plan a leadership summit each June to focus school and district leadership on the mission of the district. Monthly meetings are held for principals and district administrators with the purpose of revisiting and reinforcing the vision, purpose, and goals for the schools. In addition, elementary and secondary planning meetings are scheduled monthly for all principals and assistant principals throughout the school year. A middle school curricular council and a high school curricular council meet regularly to discuss the rigorous instruction and high level curricula expected of all schools.

Data collection and evaluation is the primary process used to ensure that the system’s vision, purpose, and goals for high expectations for learning guide the work of the schools. Data is collected from a variety of sources including Measurements of Academic Progress (MAP) testing, the state summative assessments (PASS, HSAP, and End-of-Course Examination Program), ACT, PSAT, SAT, and the Dominic assessment in reading. This data guides instruction and is reviewed regularly with teachers so that students’ needs are identified and addressed.

The instructional team meets regularly under the direction of the Chief Instructional Officer to evaluate student data and identify curricular strengths and weaknesses. The instructional team then works together to ensure that teachers have the training, support, and resources to promote student achievement. We believe that excellence in learning is directly related to excellence in teaching; therefore, professional development sessions are planned to meet observed needs and address any weaknesses in the curricula. Instructional specialists meet with vertical collaborative teams of elementary teachers to ensure that curriculum is aligned to state standards and to high expectations for student achievement. Content coordinators hold monthly meetings of leadership teams of secondary department chairs and lead teachers to coordinate curricula both vertically and horizontally. Principals also hold regular meetings of their department heads and/or lead teachers to assess achievement and to evaluate curricula. Department heads and lead teachers meet with other teachers to discuss curricular needs and teachers meet in common planning sessions to ensure curricular equity. Teachers at all levels meet monthly in cohorts and professional learning communities at their schools to enhance their professional skills. The Superintendent, the Chief Instructional Officer, Content Coordinators, and Instructional Specialists visit classrooms regularly to ensure that students are being challenged with rigorous curricula and engaging instruction.

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 vision and purpose of the system is reviewed regularly to ensure that they are current and rooted in the system's expectation for student learning. District leadership, principals, and teachers, attend conferences to remain current with research and best practices. High Schools are part of the *High Schools That Work* initiative and revise their programs and services regularly to meet the research based priorities of *HSTW*. Content Coordinators and Instructional Specialists read and discuss educational journals and recent publications in order to stay current. The Superintendent and the leadership of the district require that each member of the instructional team and each principal establish goals annually that reflect current research as well as the goals of the system. As part of the state evaluation system, ADEPT, teachers develop professional goals aligned to district expectations and meet monthly in cohort study groups. Plans submitted for Southern Association of Colleges and Schools accreditation are reviewed annually and revised regularly to reflect current research and community expectations. Community input is solicited through surveys of parents, teachers and students to ensure that current needs are being met. High school student liaison groups meet with principals and with the superintendent so that this perspective is included in the regular review of goals and purposes. The School Board reviews board policy to ensure that it is also current.

Overall Assessment for Vision & Purpose

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school system has not committed to a shared purpose and direction. The system has little or no evidence that expectations for student learning are aligned with the system's vision with little support by system and school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance, system and school effectiveness. The vision has little influence on allocations of time and human, material, and fiscal resources.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school system has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The system is developing expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance, system and school effectiveness but the process is not fully in place. The vision has some influence on allocations of time and human, material, and fiscal resources.</p>
<input type="checkbox"/>	<p>Operational</p>	<p>The school system has committed 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 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.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>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.</p>

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 Rubric: 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.

Definitions of Indicators Rubric

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		Not Evident	Emerging	Operational	Highly Functional
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				X
2.2	Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system				X

2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations				X
2.4	Implements policies and procedures that provide for the orientation and training of the governing board				X
2.5	Builds public support, secures sufficient resources, and acts as a steward of the system's resources				X
2.6	Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				X
2.7	Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations				X
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				X
2.9	Creates and supports collaborative networks of stakeholders to support system programs				X
2.10	Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals				X
2.11	Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			X	
2.12	Assesses and addresses community expectations and stakeholder satisfaction				X
2.13	Implements an evaluation system that provides for the professional growth of all personnel			X	

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
2.1	Governance Policy handbooks: board, district, school	Artifact	X
2.1	District-wide Staff and/or student handbooks	Artifact	X
2.1	Organizational chart	Artifact	X
2.1	Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer	Artifact	X
2.1	Local, state, and federal policy handbooks	Artifact	X
2.1	Agendas, minutes of governing authority meetings	Artifact	X
2.1	Other:	Artifact	

2.1	Staff and students affirm their understanding of emergency and operational procedures	Practice	X
2.1	Governing authority affirms understanding of their role in the operation of the school/district	Practice	X
2.1	Stakeholders affirm understanding of operational procedures	Practice	X
2.1	Students and staff affirm their understanding of discipline policies and due process	Practice	X
2.1	Other:	Practice	
2.2	Governing Board Policies demonstrate leadership prerogatives	Artifact	X
2.2	Organizational chart	Artifact	X
2.2	Policies demonstrate protocols for remediation and due process	Artifact	X
2.2	Succession plan demonstrates leadership transitions	Artifact	
2.2	Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined	Artifact	X
2.2	Other:	Artifact	
2.2	District staff are knowledgeable about leadership prerogatives	Practice	X
2.2	District staff are knowledgeable about organizational chart	Practice	X
2.2	District staff demonstrate knowledge about due process	Practice	X
2.2	Other:	Practice	
2.3	Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED	Artifact	X
2.3	Documentation of utilization of all requirement elements of curriculum standards	Artifact	X
2.3	Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX	Artifact	X
2.3	Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions	Artifact	X
2.3	Documentation of adherence to ethical business practices	Artifact	X
2.3	Other:	Artifact	
2.3	District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance	Practice	X
2.3	Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures	Practice	X
2.3	Stakeholders affirm compliance with ethical business practices	Practice	X
2.3	Stakeholders are involved in the establishment and monitoring of adherence to all regulations	Practice	X
2.3	District staff are knowledgeable about curriculum standards	Practice	X

2.3	District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process	Practice	X
2.3	Other:	Practice	
2.4	Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined	Artifact	X
2.4	Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined	Artifact	X
2.4	Policies and procedures for governing board training and orientation	Artifact	X
2.4	Other:	Artifact	
2.4	District staff and governing board members affirm their participation in orientation and training	Practice	X
2.4	District staff and governing board members affirm their knowledge of governing board policies and procedures	Practice	X
2.4	Other:	Practice	
2.5	Documentation of adherence to ethical business practices	Artifact	X
2.5	Policies and procedures for fiscal planning: short-term and long-range	Artifact	X
2.5	Other:	Artifact	
2.5	Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures	Practice	X
2.5	Stakeholders affirm compliance with ethical business practices	Practice	X
2.5	Other:	Practice	
2.6	Documentation of resolutions of any complaints	Artifact	X
2.6	Documentation of access to legal counsel	Artifact	X
2.6	Other:	Artifact	
2.6	District staff are knowledgeable about access to legal counsel	Practice	X
2.6	District staff are knowledgeable about due process and complaint resolution	Practice	X
2.6	Staff and students affirm their involvement in the accreditation process	Practice	X
2.6	Other:	Practice	
2.7	Policies and procedures for protecting assets and financial resources	Artifact	X
2.7	Policies and procedures for investments	Artifact	X
2.7	Other:	Artifact	

2.7	District staff affirm knowledge and support for the district's fiscal responsibility	Practice	X
2.7	District staff affirm knowledge of district's insurance carrier, policies, and procedures	Practice	X
2.7	Other:	Practice	
2.8	Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.	Artifact	X
2.8	District Staff meetings: agenda, minutes, decision points	Artifact	X
2.8	Advisory Committee: agenda, minutes	Artifact	X
2.8	Record of student performance data analysis	Artifact	X
2.8	Student database management system	Artifact	X
2.8	Student performance database for formative assessments	Artifact	X
2.8	Other:	Artifact	
2.8	Student performance data are used during district staff meetings	Practice	X
2.8	Student performance data are used for extra-curricular planning	Practice	X
2.8	District staff affirm the use of student performance and organizational effectiveness data for planning	Practice	X
2.8	Staff and students affirm their involvement in the accreditation process	Practice	X
2.8	Other:	Practice	
2.9	Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities	Artifact	X
2.9	Policies for staff/student leadership opportunities outside the district environment	Artifact	
2.9	Website provides forum for feedback and dialogue	Artifact	X
2.9	Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities	Artifact	X
2.9	Accreditation team members are representative of staff and students	Artifact	X
2.9	Calendar, agendas, minutes of stakeholder meetings	Artifact	X
2.9	Record of co-curricular organizations and activities: calendars, membership, sponsors	Artifact	X
2.9	Committee members are representative of all stakeholder groups	Artifact	X
2.9	Parent/community compacts	Artifact	
2.9	Record of Advisory Committees: calendars, membership, minutes	Artifact	X
2.9	Stakeholder survey data	Artifact	X

2.9	Other:	Artifact	
2.9	Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations	Practice	X
2.9	Stakeholders affirm a sense of belonging and engagement	Practice	X
2.9	Stakeholders affirm their involvement in a district-wide decision-making process	Practice	X
2.9	Stakeholders affirm their involvement on committees	Practice	X
2.9	Stakeholders affirm their involvement in the accreditation process	Practice	X
2.9	Other:	Practice	
2.10	Policies demonstrate established student performance targets, measures, and strategies	Artifact	X
2.10	Guidelines outline expectations for instructional standards	Artifact	X
2.10	Guidelines outline expectations for student performance	Artifact	X
2.10	Organizational chart reflects allocation of support for student performance targets	Artifact	X
2.10	Budget reflects allocation of support for student performance targets	Artifact	X
2.10	Other:	Artifact	
2.10	District staff are knowledgeable about student performance targets	Practice	X
2.10	District staff are knowledgeable about the alignment of resources to support student performance	Practice	X
2.10	District-wide walk-about demonstrate monitoring of instructional practices	Practice	X
2.10	Other:	Practice	
2.11	Calendar, agendas, minutes of stakeholder meetings	Artifact	X
2.11	Committee members are representative of all stakeholder groups	Artifact	X
2.11	Parent/community compacts	Artifact	
2.11	Accreditation team members are representative of stakeholder groups	Artifact	X
2.11	Other:	Artifact	
2.11	Stakeholders affirm their involvement in a district-wide decision-making process	Practice	X
2.11	Stakeholders affirm their involvement on committees	Practice	X

2.11	Policies and procedures established for the inclusion of all stakeholders into appropriate district-wide decision making processes	Practice	X
2.11	Other:	Practice	
2.12	Record of Advisory Committees: calendars, membership, minutes	Artifact	X
2.12	Stakeholder survey data	Artifact	X
2.12	Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities	Artifact	X
2.12	Other:	Artifact	
2.12	District staff are knowledgeable about the results of a community satisfaction survey	Practice	X
2.12	Stakeholders affirm their satisfaction with their level of involvement	Practice	
2.12	Other:	Practice	
2.13	Policies demonstrate evaluation criteria, timelines, and termination processes	Artifact	X
2.13	Documentation of salary schedules	Artifact	X
2.13	Handbooks demonstrate staff evaluation system	Artifact	X
2.13	Policies demonstrate professional growth opportunities	Artifact	X
2.13	Professional development plan for all staff	Artifact	X
2.13	New staff orientation materials	Artifact	X
2.13	Other:	Artifact	
2.13	District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated	Practice	X
2.13	District staff are knowledgeable about access to and participation in a professional growth program	Practice	X
2.13	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

The process for establishing, communicating, and implementing policies and procedures for effective operation of the system and its schools begins with district office staff providing information regarding policies to the administration and staff at the schools. Policies are developed to ensure compliance with applicable local, state, and federal laws and are based on sample policies provided by the South Carolina School Boards Association. These policies are established through a process that involves a variety of committees and teams including elementary and secondary planning meetings with principals, high school curricular council meetings, student advisory committees, faculty advisory committees, school leadership teams, program improvement committees, School Improvement Councils, and vertical collaborative teams. Parents and community members serve on committees that develop policies. School personnel provide feedback and suggestions for improving the proposed policies to the district office staff. Policies are revised based on this feedback and presented to the School Board, composed of seven elected members. The school board then votes to approve the policies. Once the policies are approved, they are publicly communicated via emails, newsletters and staff meetings. Each school has two copies of the policy manuals located in the media center and front office. Board policies are also available to the public on the district Web site. Procedures are also established through input from the above mentioned stakeholders. Procedures are approved by district leadership and communicated to the schools and community. All staff are required to implement policies and procedures and are provided professional development and training when needed.

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

The system's leadership team evaluates system effectiveness and its impact on student performance by adhering to the required protocol for federal and state regulations and legislation. Schools participate in a variety of formative and summative local, state, and national assessments. Data from these accountability programs are systematically analyzed to determine the impact on student achievement. The district responds to the information provided by designing and recommending instructional opportunities to meet the needs of students. Recommendations for changes based on data are developed and recommended to the Superintendent and his cabinet. Data regarding attendance and discipline are also analyzed and addressed. Current students, post graduate students, and parents are surveyed to provide information that inform school and district decisions to determine the effectiveness of programs. System leadership utilizes information from external reviews such as SACS reviews, High Schools That Work Technical Assistance Visits, and Raising the Bar Evaluations, as well as feedback from state and national award programs (National Blue Ribbon, Palmetto's Finest, Exemplary Writing, etc.).

3. What ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

System and school staffs are given opportunities to provide leadership and to contribute to the decision-making process through various avenues such as school and district leadership teams, School Improvement Councils, advisory committees, secondary curricular councils, high school curricular council, department and grade level team meetings, and cohorts study groups. Students are also given the opportunity to participate in the decision-making process through student government and student advisory groups at the school and district levels. Staff members are given the opportunity to provide input through program improvement councils, leadership teams, professional learning communities, faculty meetings, staff evaluation conferences, and surveys. Parents and students also participate in surveys. Information from these groups as well as survey data is utilized to make school and district decisions. One inservice day in the fall is devoted to parent/teacher conferences where parents can ask questions and give input concerning instructional practices.

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

The process for implementing the equitable distribution of resources by both the district and all schools is guided by our district strategic plan and aligned school renewal plans. Goals are identified in the strategic plan and resources are allocated based on greatest need.

The foundation that ensures equity of learning opportunities and support for innovation is our policy of equitable distribution of resources. Examples in the area of academic assistance designed to provide scaffolding for student learning are Reading Recovery, Soar to Success, math/science/technology/literacy coaches, support for ESOL students, at risk programs at each high school (SAIL, STING, PAWS), reading and math interventionists, class size reduction, expectations coaches, after and before school tutoring programs, job coaches, transition coaches, and Raising the Bar evaluations.

Examples of innovation are magnet programs, single gender initiative, STEM, school social workers, parenting programs, grants such as Small Learning Communities, International Baccalaureate, 4X4 graduation opportunities, APEX credit recovery, academic assistance included during the school day for high school at-risk students, support for the middle college, and innovative partnerships within the community to provide opportunities for career development for students.

Overall Assessment for Governance & Leadership

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school system has leaders who have not established or are currently establishing processes to develop the system's vision and improvement efforts. The leaders' process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school system has leaders who have established processes to develop the system's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied.</p>
<input type="checkbox"/>	<p>Operational</p>	<p>The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders 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. While these processes and conditions are being implemented, the implementation is not systemic across the system, and the results are varied.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>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.</p>

Standard 3 - Teaching & Learning

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

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 Rubric: 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.

Definitions of Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
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				X
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			X	
3.3	Ensures that system-wide curricular and instructional decisions are based on data and research at all levels				X
3.4	Supports instruction that is research-based and reflective of best practice				X

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			X	
3.6	Allocates and protects instructional time to support student learning				X
3.7	Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment			X	
3.8	Supports the implementation of interventions to help students meet expectations for student learning				X
3.9	Maintains a system-wide climate that supports student learning				X
3.10	Ensures that curriculum is reviewed and revised at regular intervals				X
3.11	Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			X	

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
3.1	Policy on credit requirements for program completion	Artifact	X
3.1	District provides guidelines for lesson plan development that include learning objectives	Artifact	
3.1	Curriculum pacing guides	Artifact	X
3.1	District-wide curriculum committee: review cycle, adoption/approval policies/criteria, membership	Artifact	X
3.1	Formative assessments: quarterlies, etc.	Artifact	X
3.1	Syllabi or course catalogues	Artifact	X
3.1	Policies on grading criteria	Artifact	X
3.1	Graphs, charts, displays of student learning goals	Artifact	X
3.1	Communication of NCLB performance targets	Artifact	X
3.1	Student Handbook outlines student learning expectations	Artifact	
3.1	District-wide master schedule; hours of instruction	Artifact	X
3.1	Special program promotion, completion requirements	Artifact	X
3.1	Individualized Development Plans	Artifact	X
3.1	Textbooks and text selection criteria are aligned to learning goals, curriculum	Artifact	X
3.1	Other:	Artifact	
3.1	District staff can articulate student learning expectations	Practice	X
3.1	Students affirm their knowledge of what is expected of them	Practice	X

3.1	Staff can articulate curriculum sequencing and grouping	Practice	X
3.1	District staff/others meet regularly to discuss student progress and remediation	Practice	X
3.1	District staff/others meetings highlight discussions of student learning expectations	Practice	X
3.1	Other:	Practice	
3.2	Course syllabi outlining criteria for student involvement	Artifact	X
3.2	Guidance on lesson plan development show how students are involved in establishing their own learning goals	Artifact	
3.2	Samples of student work	Artifact	X
3.2	Student mentoring programs	Artifact	X
3.2	Other:	Artifact	
3.2	Students affirm their involvement in their own learning	Practice	X
3.2	Student discussion groups	Practice	
3.2	Other:	Practice	
3.3	Assessment data	Artifact	X
3.3	Grade reports	Artifact	X
3.3	Course evaluations	Artifact	X
3.3	Surveys	Artifact	
3.3	Transcripts, certificates	Artifact	X
3.3	Professional development calendar and topics	Artifact	X
3.3	Other:	Artifact	
3.3	District staff/others meet to analyze data and align instruction	Practice	X
3.3	District staff/others meetings regularly include data analysis	Practice	X
3.3	District staff/others meet to review current research	Practice	X
3.3	District staff/others can identify research used to align instruction	Practice	X
3.3	Other:	Practice	
3.4	Guidance on lesson plan development	Artifact	X
3.4	Agendas, minutes of staff/grade level/department/program meetings	Artifact	X
3.4	Student portfolios	Artifact	
3.4	Cross-content curriculum guides	Artifact	X
3.4	Professional organization membership	Artifact	X
3.4	Professional development plans	Artifact	X
3.4	Other:	Artifact	

3.4	District staff/others meetings regularly include discussions about effective instructional design and delivery	Practice	X
3.4	District staff/others meet to share best practices	Practice	X
3.4	Professional learning opportunities focus on best practice instruction	Practice	X
3.4	Guidance that promotes a variety of instructional design and delivery strategies	Practice	X
3.4	Student display of project-based learning opportunities	Practice	X
3.4	Other:	Practice	
3.5	Standards-based curriculum: state and national standards	Artifact	X
3.5	Promotion, graduation criteria	Artifact	X
3.5	Graduation requirements	Artifact	X
3.5	Master schedule	Artifact	X
3.5	Curriculum includes attention to diversity	Artifact	X
3.5	Policies that reflect attention to issues of equity	Artifact	X
3.5	Other:	Artifact	
3.5	District staff are knowledgeable about state and national curriculum standards	Practice	X
3.5	Students affirm that there are opportunities to excel	Practice	X
3.5	District staff are representative of the school and community demographics	Practice	X
3.5	Other:	Practice	
3.6	Instructional calendar: days, hours	Artifact	X
3.6	Master schedule	Artifact	X
3.6	Policies and guidelines that demonstrate that all program requirements are met	Artifact	X
3.6	Policies demonstrate that substitute teachers are responsible for delivery instruction	Artifact	X
3.6	Other:	Artifact	
3.6	Staff affirm that their instructional time is protected	Practice	X
3.6	There are few instructional interruptions: PA system, visitors, etc.	Practice	X
3.6	Lesson plans are followed during teacher absence	Practice	X
3.6	Other:	Practice	
3.7	Policies and guidelines granting dual-credit, transfer of credit	Artifact	X
3.7	Articulation agreements between agencies	Artifact	X

3.7	Agendas, minutes of staff meetings indicating vertical and horizontal articulation	Artifact	X
3.7	Transition policies	Artifact	
3.7	Other:	Artifact	
3.7	District staff are knowledgeable about student learning expectations of previous and subsequent grade levels	Practice	X
3.7	Content-specific staff are knowledgeable about each other's course syllabus	Practice	X
3.7	Other:	Practice	
3.8	Schedule of opportunities, activities that support special learning needs	Artifact	X
3.8	Counseling programs: curriculum, schedules, staffing	Artifact	X
3.8	Individualized Development/Career Plans	Artifact	X
3.8	Wrap-around programs	Artifact	
3.8	Supplemental educational services: NCLB tutorial	Artifact	X
3.8	After-school programs	Artifact	X
3.8	Community-based programs	Artifact	X
3.8	Policies for student orientation, interventions, remediation	Artifact	X
3.8	Online support	Artifact	X
3.8	Other:	Artifact	
3.8	District staff affirm that there are multiple opportunities for students to get support	Practice	X
3.8	Students affirm that they have opportunities to get support for their school experience	Practice	X
3.8	Students affirm that they have opportunities to explore their interests and career options	Practice	X
3.8	Other:	Practice	
3.9	Policies for student behavior, remediation, due process, appeals	Artifact	X
3.9	Stakeholder satisfaction survey data	Artifact	X
3.9	Peer intervention programs; peer counseling	Artifact	
3.9	Stakeholder Compact: adult and student expectations	Artifact	
3.9	Reward system for positive behavior	Artifact	X
3.9	Curriculum reflects attention to issues of school climate	Artifact	X
3.9	Database of student behavioral incidents	Artifact	X
3.9	Other:	Artifact	
3.9	District staff affirm that they are involved in promoting positive school climate	Practice	X

3.9	Students affirm that they are involved in promoting positive school climate	Practice	X
3.9	Parents/community indicate that the school/district focuses on positive school/district climate	Practice	X
3.9	District staff/others meetings provide time for discussions about climate	Practice	X
3.9	Guidance on team-teaching is a regular part of the instructional program	Practice	X
3.9	Other:	Practice	
3.10	Facilities map indicating media services location	Artifact	X
3.10	Staffing chart demonstrating allocation of appropriate media staff	Artifact	X
3.10	Budget allocating appropriate funds for media services	Artifact	X
3.10	Calendar and schedule of media services to students	Artifact	X
3.10	Labor agreement that outlines media services responsibilities	Artifact	X
3.10	Other:	Artifact	
3.10	Students and staff affirm their involvement in media services program	Practice	X
3.10	District staff affirm the use of media services in the development of curriculum and instructional programs	Practice	X
3.10	Media services staff demonstrate the use media resources to support student achievement	Practice	X
3.10	Other:	Practice	
3.11	Facilities map indicating technology services/lab	Artifact	X
3.11	Staffing chart demonstrating allocation of appropriate technology staff	Artifact	X
3.11	Budget allocating appropriate funds for technology - software, hardware, and infrastructure	Artifact	X
3.11	Calendar and schedule of technology services to students	Artifact	X
3.11	Other:	Artifact	
3.11	Students and staff affirm that technology is embedded within the teaching and learning process	Practice	X
3.11	District staff affirm that technology supports their curriculum and instructional programs	Practice	X
3.11	Technology staff/services demonstrate their involvement in support of student achievement	Practice	X
3.11	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

School District Five believes that excellence in learning is directly related to excellence in teaching and that academic growth is enhanced when students are actively engaged in rigorous, relevant learning. In order to provide challenging curriculum with high expectations for student learning, the district aligns and articulates curriculum, instruction and assessment through multiple strategies.

District Five provides extensive professional learning opportunities for all certified staff including workshops, classes and institutes. All teachers participate in professional learning communities (cohorts) at the school level. Sharing of learning experience resulting from these professional development sessions is one mechanism that ensures articulation and alignment.

The Office of Instruction provides curricular materials and resources for the development of curriculum maps and/or pacing guides for each content area. The curricular materials and pacing guides are regularly reviewed by teams representing each grade level, content area, and/or school. Content coordinators and instructional specialists meet regularly with teachers, instructional coaches, assistant principals, and principals to ensure that expectations for student learning are consistent. Vertical collaborative teams (elementary) and leadership teams (secondary) meet regularly to align and articulate curriculum, instruction and assessment. The content coordinators review grading policies and expectations with leadership teams and principals. Instructional specialists, content coordinators, instructional directors, and the Chief Instructional Officer observe instruction in all schools to ensure that all students are actively engaged in rigorous, relevant learning.

The Office of Assessment in collaboration with content coordinators, instructional specialists, and teachers provides common assessment items, formative assessments and benchmark tests for each content area. Common semester and final exams are used in secondary schools to ensure that assessments are aligned with district expectations as outlined in district strategic plan. Content coordinators and district assessment experts review results from district and state assessments with principals and teachers.

District Five provides common planning weekly for high school teachers and once monthly for elementary teachers through delayed opening of high schools and early release of elementary schools. Teachers spend these common planning sessions aligning and articulating instruction and assessment. Middle schools use a variety of ways to ensure common content planning including after school monthly department meetings and regularly scheduled meetings during the day. All teachers have daily scheduled planning time.

The Office of Instruction meets regularly with middle school principals and assistant principals for instruction at middle school curriculum council (MSCC) meetings and with high school assistant principals for instruction and teacher representatives at high school curriculum council (HSCC) meetings. The purpose of these meetings is to ensure that district expectations for student learning are consistent at each school. The HSCC develops a course catalog that provides a consistent course description for students, parents and teachers for each course available for Carnegie credit.

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?

School District Five supports the implementation of research-based instruction through extensive professional development opportunities for all certified staff. The coordinator of professional development along with content coordinators *and instructional specialists* facilitates professional growth through workshops, classes, institutes, and district-wide staff development sessions. The district supports research-based innovation through the purchase of materials and funding of attendance at professional conferences and seminars.

School District Five utilizes research-based curricular materials such as Every Day Mathematics, Full-Option Science System, and Science and Technology for Children. District curriculum is based on state and national standards and is regularly reviewed with regards to developments in educational research.

School District Five has implemented several research based and innovative programs and initiatives. At the high school level a program designed to meet the needs of high achieving students focused on science, math, and technology (STEM) serves approximately 50 students at each grade level. The International Baccalaureate program serves students throughout the district. Career clusters have led to the development of innovative career and technical education programs. An extensive single gender, single grade program (6th) has been in place for several years.

At the elementary level two magnet school programs have been established, one focusing on academically gifted and talented students. The second magnet, focusing on engineering and math, and science is in the initial phase of development.

Additionally, the district employs social workers, mental health workers, and at least one nurse for every school. An extensive family literacy and parenting program is well established and highly functional.

The district has committed to making all classrooms “smart” classrooms and in addition to purchasing hardware and software provides training in the implementation of technology based strategies. All certified staff are required to demonstrate technology proficiency. Classroom Response Systems, Graphing Calculators, and Probe-ware for science labs are utilized throughout the district.

Common planning time, grade level planning, vertical collaborative teams, and leadership teams provide opportunities for teachers, content coordinators, and instructional specialists to share current research. Principals and district office staff share current research at curriculum council meetings and principals meetings. Teachers participate in professional learning teams (cohorts) to examine research based practices in depth.

Principals, content coordinators and instructional specialists as well as many teachers are members of professional organizations such as the Association for Supervision and Curriculum Development, the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Science Teachers Association and the National Council for the Social Studies. All high schools belong to High Schools That Work.

District Five expends considerable temporal and financial resources on the use of assessment data to drive instruction. The district utilizes Measures of Academic Progress ©, Dominic, CogAT, EXPLORE, PSAT, PLAN, SAT, and ACT data to identify and address individual as well as system strengths and weaknesses. Instruction is adjusted to facilitate achievement for all students.

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?

District Five ensures that all staff are prepared to implement high expectations for student learning by recruiting, hiring and retaining highly effective and diverse teachers. District Five supports teacher education programs at local institutions of higher education by providing supervising teachers for student interns. Several District Five schools host classes for university teacher preparation classes. These two practices allow the district to select among the very best new teachers. The Human Resources Office carefully screens certified teaching candidates using interviews and a teacher insight inventory conducted on-line by Gallup Incorporated. Newly certified teachers are required to participate in the district's induction program which provides support in developing highly effective teaching practices.

District Five's professional staff development plan includes five-eight hour professional development days, eight one hour district professional development sessions (cohorts) based on the principles of professional learning communities, ten one hour school professional development sessions, workshops and graduate classes throughout the school year and two-two week summer institutes. In addition, high school teachers are provided ninety minutes of common planning each week through delayed opening on Wednesdays and elementary teachers are provided three hours of common planning time seven times during the school year through early release of students. Each professional learning opportunity is focused on providing excellence in learning through rigorous and engaging instruction. The district instructional staff meets regularly with principals and teachers to ensure that the district's high expectations are implemented in every content area at each school and at every grade level. Also, district instructional staff meet twice monthly to collaborate and plan. District instructional staff regularly observe instruction in each school.

District Five provides financial support for teachers seeking honors and Advanced Placement endorsement and encourages all teachers to seek these endorsements so that strategies proven to be effective with gifted students will be incorporated in all classes. The district provides a substantial stipend for National Board Certified teachers as a mechanism to promote practices that center around reflection of instruction and learning.

Considerable resources are invested in the acquisition and analysis of student-learning data. Data analysis is discussed at principal's meetings and instructional staff meetings and used in development of professional learning opportunities.

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

School District Five has made a significant financial investment in instructional technology. The district's technology plan currently provides a 3:1 ratio of students to computers with each computer being replaced every four years. The plan also provides interactive white boards in each classroom. Interactive response systems, wireless slates, graphing calculators, and data collecting probe-ware are available and widely used throughout the district. Each school and the district office provide wireless access points. Every student and staff member is provided access to the district's network, which includes access to the Internet.

The district provides support for teachers through integration specialists (InTec) in elementary schools and technology teacher leaders (TTL) in secondary schools. The district Technology Training Center (TTC), with two educational technology integration specialists, provides graduate and recertification courses in technology integration.

District Five has made a significant investment in the development of classroom libraries in elementary schools and a commitment to updating the media center collections in secondary schools. Each media center has at least one media specialist and one media assistant. School media specialists work with teachers and students to provide access to digital and print media. Every student and staff member has access to DISCUS. Several schools offer extended media center hours to allow students access to resources before and after regular school hours.

The district provides each teacher a web-page to post information for students and parents related to instruction. The district Office of Instruction webpage provides information and resources for teachers, students and parents.

Instructional support software provides teachers with access to information that supports student learning. TestView[®] provides test data collected on each student for each standardized test taken during the student's K-12 career. Follett[®] provides teachers with information regarding media collections in all school media centers. PowerSchool[®] provides teachers, district staff and parents with information regarding student grades and attendance. Middle and high school Career Development Facilitators (CDF) use software to develop and track progress on student individualized graduation plans (IGP).

The District Technology Department works closely with the Office of Instruction to provide the latest technology and software to support instruction as well as help support when software or hardware is not functioning properly.

Overall Assessment for Teaching & Learning

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school system implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The system demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school system implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire requisite knowledge, skills, and attitudes. The system demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the system. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.</p>
<input type="checkbox"/>	<p>Operational</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>The school system implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the system. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.</p>

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 Rubric: 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.

Definitions of Indicators Rubric

- 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		Not Evident	Emerging	Operational	Highly Functional
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				X
4.2	Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning			X	

4.3	Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance			X	
4.4	Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			X	
4.5	Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness				X
4.6	Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence				X
4.7	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				X

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
4.1	Assessment system that records multiple assessments	Artifact	X
4.1	Assessment system that safeguards validity, confidentiality, identification	Artifact	X
4.1	Policies that outline targets for student performance and are aligned to state/national standards	Artifact	X
4.1	Policies that outline targets for behavioral standards: attendance, discipline	Artifact	X
4.1	Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process	Artifact	X
4.1	Database that records graduation, completion, GPA, placement, retention rates	Artifact	X
4.1	Special database for career preparation, special education, bilingual education programs	Artifact	X
4.1	Calendar of assessment activities	Artifact	X
4.1	Record of multiple assessments administered, including program-specific required assessments	Artifact	X
4.1	Policies outline administration of multiple assessments and their purpose	Artifact	X

4.1	Online assessment system	Artifact	X
4.1	Other:	Artifact	
4.1	Dedicated unit/staff for assessment and data reporting	Practice	X
4.1	Staff affirm the use of multiple measures for student performance	Practice	X
4.1	All stakeholders are knowledgeable about learning expectations and targets for student performance	Practice	X
4.1	All stakeholders are knowledgeable about behavioral standards	Practice	X
4.1	All stakeholders are knowledgeable about grading and appeals	Practice	X
4.1	District staff use data to inform policies and practice	Practice	X
4.1	Stakeholders are knowledgeable about the assessment schedule	Practice	X
4.1	Stakeholders implement multiple assessment system	Practice	X
4.1	Stakeholders are familiar with the administration and purpose of multiple assessments	Practice	X
4.1	The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles	Practice	X
4.1	Other:	Practice	
4.2	Agendas, minutes from staff meetings indicate utilization of data systems	Artifact	X
4.2	Examples of student work are prominently displayed	Artifact	X
4.2	Data graphs, charts display student performance expectations	Artifact	X
4.2	Staff Handbook outlines expectations about the use of student performance data for instructional planning	Artifact	
4.2	Criteria for evaluation of staff performance include the use of data for instructional planning	Artifact	X
4.2	Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions	Artifact	X
4.2	Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning	Artifact	X
4.2	Criteria for feedback on performance	Artifact	
4.2	Other:	Artifact	
4.2	District staff utilize assessment data for the purpose of instructional and program planning	Practice	X
4.2	Students affirm knowledge about their learning expectations	Practice	X
4.2	District staff meet regularly to discuss student work	Practice	X
4.2	District staff are knowledgeable about how to use student performance data for the purpose of instructional planning	Practice	X

4.2	District staff affirm their understanding of how data are used to evaluate their effectiveness	Practice	X
4.2	District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation	Practice	X
4.2	Other:	Practice	
4.3	Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness	Artifact	
4.3	Database that records graduation, post-graduate engagement	Artifact	
4.3	Data from community/business	Artifact	
4.3	Other:	Artifact	
4.3	District staff utilize perception data from surveys to guide program planning	Practice	X
4.3	District staff utilize business and community data to guide program planning	Practice	
4.3	Stakeholders affirm their familiarity with student performance and organizational effectiveness	Practice	X
4.3	Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted	Practice	X
4.3	Other:	Practice	
4.4	Newsletters demonstrate communication of student performance and school effectiveness	Artifact	X
4.4	Agendas, minutes from meetings where student performance and school effectiveness were highlighted	Artifact	X
4.4	Criteria that establishes student performance data as a component of parent-teacher conferences	Artifact	X
4.4	Other:	Artifact	
4.4	District staff affirm the use of various communication methods to report student performance	Practice	X
4.4	Stakeholders affirm the use of various communication methods to report student performance	Practice	X
4.4	Other:	Practice	
4.5	Reports that outline comparable data analysis - across schools, districts, states, nationally	Artifact	X
4.5	Reports that outline comparable data analysis - across programs	Artifact	X

4.5	Agenda, minutes of meetings in which comparative data were highlighted	Artifact	X
4.5	Other:	Artifact	
4.5	District staff affirm their involvement in meetings in which comparative data were highlighted	Practice	X
4.5	Other:	Practice	
4.6	Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate	Artifact	X
4.6	Data reports verify growth in student performance	Artifact	X
4.6	Data reports disaggregate student performance growth	Artifact	X
4.6	Data reports include behavioral and environmental data	Artifact	X
4.6	Other:	Artifact	
4.6	Stakeholders can speak to and support the growth data	Practice	X
4.6	District staff can identify reasons why student performance has increased/decreased	Practice	X
4.6	District staff can identify strategies for increasing student performance	Practice	X
4.6	Other:	Practice	
4.7	Policies that safeguard accuracy and security of all data	Artifact	X
4.7	Reports that satisfy local, state, and national requirements	Artifact	X
4.7	Policies that outline the conditions for safeguarding and transferring transcripts	Artifact	X
4.7	Other:	Artifact	
4.7	District staff affirm their comfort with the level of data accuracy and security	Practice	X
4.7	Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements	Practice	X
4.7	Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred	Practice	X
4.7	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

Stakeholders within the school system, analyze data at the individual, class, school, and district level and by demographic subgroups. Trend data is used to make comparisons from year-to-year as well as to look for patterns in the data for instructional strengths and needs. A teacher-friendly data warehouse incorporates eight years of longitudinal data on national, state, and district standardized assessments as well as transcript and other student information. The Office of Accountability provides data analyses and technical/statistical support when requested by any staff. Teacher-led professional learning communities provide an avenue for in-depth analysis based on strengths and weaknesses identified by standardized and classroom assessments. National assessments include EXPLORE, PLAN, ACT, PSAT and the SAT. EXPLORE is administered to all 8th grade students and all 10th graders take the PLAN and the PSAT. These results are used for career guidance, National Merit qualifying, and assisting with identifying academic strengths and weakness. The percent of students taking the SAT and/or the ACT are among the highest in the state. Students taking AP courses take the AP exams; these results are compared to course grades. State accountability tests include the Palmetto Assessment of State Standards (PASS), the High School Assessment Program- a requirement for high school diploma, and End-of-Course exams for all students taking English 1, Algebra 1, Biology1/Physical Science, and US History and Constitution. The district administers the Dominic Assessment Profile to all elementary school students. Measures of Academic Progress (MAP) tests, computer adaptive assessments aligned to state standards and designed to measure a student's zone of proximal development, are administered in the fall and spring to all second through ninth grade students in reading and mathematics. These tests also provide national percentile information and growth expectations.

Combining multiple data sources across time contributes to an understanding of the total instructional program. The longitudinal status and growth information is triangulated with standardized and classroom assessments to aid the schools with instructional planning. Assessment data is used to set school-wide, grade/content levels, class, and individual student goals. Professional Learning Communities, Program Improvement Councils, School Improvement Councils, and individual teachers review the data and help establish goals. Additionally, the instructional staff analyze the data in order to aid schools in instructional planning and differentiating instruction.

The assessment data is also used by school intervention teams. All elementary schools meet regularly throughout the school year to consider the most recent universal screening and progress monitoring data. Teams are always available to meet if there is a concern about a child's progress relative to intervention. A problem-solving protocol meeting is held in order to revise instruction.

The district continues to engage in new assessment practices and protocols to monitor progress and respond to students' needs. This year we began piloting at the secondary level the Achievement Series as a means of providing item and student level analysis for formative assessments at the school and class level. This information is used by teachers to analyze their assessments and students' mastery of state standards. A component of this pilot is District-wide quarterly common assessments in US History and Constitution classes to help prepare for the state End-of-Course exam. Additionally, elementary teachers in grades 3-5 administer a writing prompt assessment to emulate the PASS Writing Test experience. Teachers score these writing assessments using the state rubric and are asked to share the results with parents and other colleagues. Teachers work together to score their students' work as well as the work of students in other classes. This provides practice experience for students and a rich staff development opportunity for teachers.

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?

All school and district staff have access to the data warehouse which is updated nightly. Information contained in the warehouse includes transcript, discipline, attendance and demographic data. All state, national, and district-wide assessment results are loaded into the warehouse as soon as available. The system contains ready-made reports that are most used by teachers. For example, the Class Achievement Profile Report includes a teacher's class roster with two years of state assessment data, MAP information with either actual or expected growth, and class grade information. There is also a report generating interface that enables teachers and administrators to compile and analyze information of interest in a timely manner. The Office of Accountability produces a variety of reports, spreadsheets, and summaries either designed for or by the school and district staff.

Community-friendly test bulletins for national and state tests are posted on the district's web site. The South Carolina Department of Education (SCDE) publishes a School Report Card that provides school ratings; assessment, AYP and other data; and a variety of school context variables. A copy is sent to each parent and is posted on the SCDE website. This site also contains detailed AYP reports. All of the above information is also presented by the district to the public at school board meetings, news releases and community bulletins.

Parents also receive individual student reports of the standardized assessments. PowerSchool has a parent portal that allows a parent to see their child's information in the teacher's grade book. Additional student progress information is conveyed through conferences, written notes, phone calls and email.

School teams regularly hold meetings for the purpose of analyzing assessment information using data walls or notebooks to identify specific needs and targeting intervention services. At each principal's meeting, a relevant topic and supporting data are included on the agenda. For example, at a recent elementary principals' meeting, three principals presented to their colleagues how they are guiding the discussions with their grade level groups on assessment data and how these results informed instruction.

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

The district follows a continuous improvement model that creates a culture of regularly reviewing assessments and setting goals for improvement. At the district level, we look at our strengths and weaknesses based on a variety of data and allocate resources based on evidence from the data. The general consensus is that the district is rich in data sources that are both high in quality and quantity.

This continuous improvement protocol is followed at the school level as well. Examination of data is used to determine how instructional staff will be assigned and utilized. Individual teachers and content/grade level groups meet with administrators to identify the needs for the school, grade/content level, and individual students. On-going professional development is provided to insure that all instructional staff and administrators have the tools they need to plan effective instruction. Recently, the district office instructional staff has begun a project of aligning the MAP DesCartes goals strands and skills to both math and reading. Additionally, a comprehension document for the Dominic Assessment Portfolio was created to show teachers how the questions are aligned to the SC Department of Education English-Language Arts Standards (2008).

In addition to student achievement data, the staff utilizes attendance, discipline reports, and school climate data to set goals. Attendance rates are monitored constantly in order to meet state guidelines for seat time with Carnegie Units. Dropout and graduation rates are monitored and information from this analysis has been used to support the implementation of at-risk programs at the high school level.

Schools have also formed teacher cohort groups that focus on a research question that is based on the data. The participants set individual goals and develop action plans to achieve goals based on individual school and district guidelines. This information is used to generate school improvement strategies and set school-wide goals. In order to use district data to plan professional development, district-level instructional staff regularly meets to plan based on teacher self-reported needs, classroom observations, and student achievement data. The district also uses the National Staff Development Council (NSDC) survey to make decisions about professional development.

District Five uses the state ADEPT model for teacher evaluation. First year teachers are evaluated using the Induction instrument and second year teachers must satisfactorily complete the requirements of the SAFE-T evaluation instrument. All classified employees are evaluated using the Employee Performance Management System.

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?

Professional development is provided at the state, district, school, and content/grade levels. Additionally, instructional coaches, instructional specialists, instructional coordinators and school administrative staff assist individual teachers as needed or requested. District resources are available to help support the faculty and staff in utilizing the data to inform instruction.

Examples of some initiatives currently in place to support professional growth in this area are professional learning communities (*PLC*), data focused planning sessions, cohort groups, MAP Tracker, and SACs teams. All of these are designed to help teachers make data driven decisions about their instruction. PLC's specifically work with SMART goals which are not only measurable and attainable but also reflective of the current data. The data focused planning sessions are designed to help teachers create instructional plans after analysis of data. MAP Tracker is a way for teachers to plan specifically based on the MAP information and input lesson plans based on DesCartes. Cohort groups focus on data-driven decisions and instructional strategies to improve relative weaknesses and build on strengths. SACs teams are working to understand which activities will support measurable goals.

As a district, we are encouraging both short and long-term goals. In order to facilitate this, we are trying to keep the data available and visible. We do this through the utilization of data walls, referring back to SACS goals, and TestView.

The school administrators and district instructional staff work to assist in helping teachers understand and use the data that result from the wide variety of assessments used in the district. A majority of these opportunities are offered through content/grade level teams, faculty meetings, and leadership teams. Staff members are encouraged to attend local, state and national conferences when assessment sessions are offered. The district promotes and provides resources to enable administrators and teachers to attend the State Formative Assessment Conference; additionally, the district has sponsored the conference.

Overall Assessment for Documenting & Using Results

	Not Evident	The school system is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The assessment system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield 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.
	Emerging	The school system is currently using assessments that have limited alignment with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The assessment system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield 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.
X	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.
	Highly Functional	The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance 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, system and school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.

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 Rubric: 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.

Definitions of Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
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				X
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)				X

5.3	Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff			X	
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				X
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				X
5.6	Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures				X
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				X
5.8	Establishes and implements written security and crisis management plans with appropriate training for stakeholders				X
5.9	Implements processes and plans for maintaining and improving sites, facilities, and equipment			X	
5.10	Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals			X	
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				X
5.12	Provides student support services coordinated with the school, home, and community			X	

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
5.1	Personnel policies ensuring appropriate hiring practices	Artifact	X
5.1	Personnel policies ensuring certification, licensure, evaluation, training	Artifact	X
5.1	Program descriptions: Special Needs Populations	Artifact	X
5.1	Staff Handbooks	Artifact	X
5.1	Student Handbook	Artifact	X
5.1	Schedules: District, School, Extra-Curricular; Transportation	Artifact	X
5.1	Professional learning opportunities	Artifact	X
5.1	IEP: Individualized Education Plans	Artifact	X
5.1	Agendas, minutes, decisions for district and school level IEP meetings	Artifact	X
5.1	Staff schedules and assignments	Artifact	X
5.1	Other:	Artifact	
5.1	District staff can affirm that special needs students receive needed support	Practice	X
5.1	Native language usage is evident for the purpose of supporting learning	Practice	
5.1	Appropriate space is provided for special need support programs	Practice	X
5.1	Other:	Practice	
5.2	Policies regarding NCLB highly qualified teachers	Artifact	X
5.2	Personnel policies ensuring appropriate placement	Artifact	X
5.2	Personnel policies ensuring certification, licensure, evaluation, training	Artifact	X
5.2	Staff Handbook	Artifact	X
5.2	Staff schedules and assignments	Artifact	X
5.2	Professional learning opportunities	Artifact	X
5.2	Labor agreement	Artifact	X
5.2	Other:	Artifact	
5.2	Staff can affirm that they are teaching in their major area of study	Practice	X
5.2	Staffing of both administrative and teaching positions is appropriate and adequate	Practice	X
5.2	Other:	Practice	

5.3	Professional development plan	Artifact	X
5.3	Calendar, agenda, summaries of PD opportunities	Artifact	X
5.3	Evaluation of PD data	Artifact	X
5.3	Personnel policies that stipulate PD requirements	Artifact	X
5.3	Budget demonstrates appropriate allocation for PD	Artifact	X
5.3	Other:	Artifact	
5.3	District staff can affirm their involvement in professional learning opportunities	Practice	X
5.3	Staff are aware of the requirements for continuous learning	Practice	X
5.3	District staff are actively engaged in discussions that have resulted from their professional development experience	Practice	X
5.3	Staff implement effective strategies based on their professional development experience	Practice	X
5.3	District monitoring of professional development implementation	Practice	X
5.3	Other:	Practice	
5.4	Personnel policies and practices	Artifact	X
5.4	Master schedule	Artifact	X
5.4	Policies regarding NCLB highly qualified teachers	Artifact	X
5.4	Budget demonstrates appropriate allocation for staffing	Artifact	X
5.4	Other:	Artifact	
5.4	Class size indicates appropriate and effective support of student learning	Practice	X
5.4	Other:	Practice	
5.5	Annual budget - current, forecasted, fund-equity	Artifact	X
5.5	School-level budgets	Artifact	X
5.5	State and Federal program budgets for targeted support	Artifact	X
5.5	Consolidated Application (federal)	Artifact	X
5.5	Fiscal policies: use of all funding, including donations, reserves, discretionary	Artifact	X
5.5	Facilities plan - current, future	Artifact	X
5.5	Facilities protection documentation: insurance, amortization	Artifact	X
5.5	Purchasing/replacement policies: adherence to EEO	Artifact	X
5.5	Infrastructure plans: short and long range	Artifact	X
5.5	Other:	Artifact	
5.5	Space is adequate and appropriate to support student learning	Practice	X
5.5	Practices that support appropriate use of allocated funds	Practice	X

5.5	Other:	Practice	
5.6	Audit reports	Artifact	X
5.6	Organizational oversight of fiscal authority	Artifact	X
5.6	Fiscal protection plans: insurance	Artifact	X
5.6	Payroll and purchasing policies and processes	Artifact	X
5.6	Secure management of all fiscal processes	Artifact	X
5.6	Refund policies	Artifact	X
5.6	Other:	Artifact	
5.6	Practices that support appropriate use of fiscal resources	Practice	X
5.6	Other:	Practice	
5.7	Facilities maintenance reports and plans	Artifact	X
5.7	Policies and processes regarding safety	Artifact	X
5.7	Curriculum includes attention to cleanliness and safety	Artifact	X
5.7	Policies and processes related to student/staff injury	Artifact	X
5.7	HAZMAT (hazardous materials): policies and training	Artifact	X
5.7	Policies regarding dispensing prescription medications	Artifact	X
5.7	Calendar of safety drills: fire, tornado, emergency crisis	Artifact	X
5.7	State and Federal regulations regarding special program safety requirements	Artifact	X
5.7	Stakeholder survey data supporting safety	Artifact	X
5.7	Other:	Artifact	
5.7	District-wide environment is clean and safe	Practice	X
5.7	All district-wide facilities are properly maintained	Practice	X
5.7	District staff are involved in developing and implementing safety policies	Practice	X
5.7	District support staff are knowledgeable about safety policies	Practice	X
5.7	Other:	Practice	
5.8	Crisis intervention plan	Artifact	X
5.8	Crisis intervention committee	Artifact	X
5.8	Student Handbook	Artifact	X
5.8	Staff Handbook	Artifact	X
5.8	Secure record system	Artifact	X
5.8	Emergency procedures	Artifact	X
5.8	Wellness policy	Artifact	
5.8	Other:	Artifact	
5.8	District staff are involved in the crisis intervention team	Practice	X

5.8	Health support staff are available	Practice	X
5.8	District staff and students are knowledgeable about emergency procedures	Practice	X
5.8	Other:	Practice	
5.9	Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.	Artifact	X
5.9	Physical assets plan: short-term and long-range	Artifact	X
5.9	Other:	Artifact	
5.9	Appropriate district staff affirm their knowledge of the plan for physical asset maintenance and replacement	Practice	X
5.9	Other:	Practice	
5.10	Policies and procedures for maintaining and improving technology infrastructure: hardware and software	Artifact	X
5.10	Policies and procedures regarding the purchase of technology tools	Artifact	X
5.10	Policies and procedures regarding appropriate internet access	Artifact	X
5.10	Other:	Artifact	
5.10	District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure	Practice	X
5.10	Stakeholders are knowledgeable about policies regarding appropriate internet access	Practice	X
5.10	Other:	Practice	
5.11	Advisory plan and program	Artifact	X
5.11	Individualized Development Plans	Artifact	X
5.11	Staffing of Counseling and Guidance programs	Artifact	X
5.11	Student referral policies and practices	Artifact	X
5.11	Alternative Education Program	Artifact	X
5.11	Policies and procedures that are ADA and IDEA compliant	Artifact	X
5.11	Special Needs Department/Committee	Artifact	X
5.11	Master schedules demonstrating support for special needs	Artifact	X
5.11	Labor agreements demonstrating appropriate special needs staffing	Artifact	X
5.11	Stakeholder survey data supporting special needs programs	Artifact	X
5.11	Teacher certification, licensure, etc. supporting special needs	Artifact	X
5.11	Student referral process and procedures	Artifact	X
5.11	IEP: committee, minutes, calendar, agenda, sign-in sheets	Artifact	X

5.11	Professional development calendar and topics	Artifact	X
5.11	Translated materials demonstrate communication to special needs population	Artifact	X
5.11	Policies regarding use of languages other than English for district communication	Artifact	X
5.11	Other:	Artifact	
5.11	Students and staff affirm their understanding of special needs populations	Practice	X
5.11	Staff affirm their use of instructional strategies that support special needs inclusion	Practice	X
5.11	District monitors instruction for special needs inclusion	Practice	X
5.11	District provides guidelines for Response To Intervention program and is demonstrated at classroom level	Practice	X
5.11	District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students	Practice	X
5.11	Stakeholders affirm their support for the district's special needs programs	Practice	X
5.11	Other:	Practice	
5.12	Guidance and Counseling Department/Committee	Artifact	X
5.12	Curriculum for Career Preparation	Artifact	X
5.12	Career Preparation Department/Committee	Artifact	X
5.12	Orientation to Career Preparation programs	Artifact	X
5.12	Master schedule indicates availability of career preparation	Artifact	X
5.12	Enrollment data - current status, trends	Artifact	X
5.12	Professional development: calendar, topics	Artifact	X
5.12	Community based programs	Artifact	X
5.12	Job Placement program	Artifact	X
5.12	Other:	Artifact	
5.12	Staff assigned to career preparation programs	Practice	X
5.12	Students are knowledgeable about career planning programs	Practice	X
5.12	Students are enrolled in career preparation	Practice	X
5.12	District staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior	Practice	X
5.12	District staff affirm that they receive regular training opportunities to support student behavior	Practice	X
5.12	Stakeholders are supportive of community-based programs to support student engagement	Practice	X
5.12	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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?

The district schedules a well attended job fair each year in February and recruiters visit colleges. Early contracts are often given at these events. Many schools work with interns and student teachers from the various colleges and universities in our area. These combined efforts yield access to a good cadre of highly qualified candidates who can provide quality learning experiences for our students.

In accordance with state law a year-long induction program is provided for first year teachers. This includes assignment of a mentor, monthly staff development, and regular observations by school and district personnel. Incentives to retain staff include a pay scale that is one of the highest in the state, a very liberal leave policy, many recertification and graduate hours at no cost, small class size, and a supportive district staff that is open to creative endeavors. Teachers who earn National Board certification receive a salary bonus each year. Teachers take part in cohort professional development programs where they select inquiry topics derived from strategic plan and school renewal goals. They are allowed to work in the cohorts on their inquiries for more than one year if they desire to do so. Other staff development opportunities focus on research based strategies and programs. A "Growing Leaders" program is offered for aspiring administrators. In the elementary schools, administrators and teachers develop instructional programs. In the secondary schools department heads take responsibilities for development of the instructional programs in concert with their teachers.

The evaluation system for certified and support personnel is goals-based and differentiated for employees who are at various professional stages. These goals are related to the strategic plan and guide teachers' sustained professional growth.

Job placement for all staff strictly adheres to No Child Left Behind highly qualified criteria. The Office of Human Resources and principals, with input from interview teams that include teachers, make decisions about job placement for hired candidates. Great care is taken to place appropriate teachers and support personnel in all programs from preschool to grade twelve, from AP classes to special needs programs and everything between. We are fortunate to have more qualified candidates for most positions than we can hire and this helps us guarantee that usually the best can be placed where they will be most effective. Principals work with Human Resources to place employees requesting transfers or needing to transfer due to unexpected student enrollment changes.

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?

During the annual development of capital and operating budgets, many stakeholders have input. Teachers submit recommendations and requests based on their school renewal goals to principals and the principals are an integral part of the process at the district level. School Improvement Councils are also involved in requests from each building. District level employees also submit requests and give input, sometimes serving on committees with principals and community members. Meeting goals of the district strategic plan always provide the foundation for these requests.

A healthy fund balance is maintained by the district and each school receives guaranteed funding. A process for requesting additional funding in times-of-need exists for schools and district programs. Principals have the ability to allocate funds into categories as determined by schools' goals and needs. They can also transfer funds between categories if the need arises. To supplement district allocations, schools are permitted to generate local funds and spend those funds based on local decisions. Title I schools receive additional funding for specific programs to meet the academic needs of their most at-risk students.

The district grant writer, a full time position, brings in large sums for schools and for the district each year. Business partners are consistently supportive of the schools and the district. Consistently high test scores bring in Palmetto Gold and Silver funds.

Decisions to build new schools and renovate existing buildings are made as part of continuous improvement plans for the district.

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

Input from many stakeholders is used to determine provision and allocation of services to meet the needs of all students. Leadership Councils (composed of teachers and support staff) at the school and district levels are involved in the planning for use of resources. School Improvement Councils (parents and community members along with teachers and administrators) and district community teams are also involved. Community forums are held each year to solicit input from the greater community as the operation budget is being prepared. When bond referendums are proposed community meetings are held to solicit input.

All federal and state regulations are followed to provide extensive support services for students. This includes IHPs, IEPs, 504 plans, ESY programs, PACE plans, RTI protocols, use of Title I and Title 2 funds, intervention programs, and summer programs for gifted students as well as for students needing academic assistance.

The district funds at least one school nurse for every school, in addition to social workers, mental health workers, psychologists, transitional specialists, resource officers, expectation coaches (to assist students with behavior problems), and parenting programs. Content and pull out programs are available for all gifted students. District coordinators, instructional specialists and master teachers provide support for Special Needs, Early Childhood, Gifted, World Languages, Parenting, Math, ELA, Science and Social Studies.

Provision of resources is monitored with well established procedures implemented by the district Finance office. Consistent and on-going staff development is provided for bookkeepers and other clerical personnel in the schools and at the district level who manage budgets and funds. A procedures manual is updated annually and distributed to employees who manage the funds in schools and at the district level.

Overall Assessment for Resource & Support Systems

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school system has very limited 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 does not systematically employ and allocate staff members who are qualified for their assignments. The system provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school system has limited 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 generally qualified for their assignments. The school system provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.</p>
<input type="checkbox"/>	<p>Operational</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>The school system effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The system systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The system provides and fully supports ongoing, job-embedded 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.</p>

Standard 6 - Stakeholder Communications & Relationships

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

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 Rubric: 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.

Definitions of Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
6.1	Fosters collaboration with community stakeholders to support student learning				X
6.2	Uses system-wide strategies to listen to and communicate with stakeholders				X
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the system				X
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders			X	
6.5	Provides information that is meaningful and useful to stakeholders				X

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
6.1	Internship/partnership agreements with community-based business and agencies	Artifact	
6.1	Policies regarding credit for service learning	Artifact	
6.1	Agendas, minutes, calendar of parent meetings	Artifact	X
6.1	Calendar of events that promote stakeholder involvement	Artifact	X
6.1	Stakeholder survey data	Artifact	X
6.1	Policies regarding suggestions, grievances	Artifact	X
6.1	Other:	Artifact	
6.1	District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions	Practice	X
6.1	Stakeholders affirm that they are involved in many aspects of district events, activities, decisions	Practice	X
6.1	Parents and community members regularly volunteer time in district	Practice	X
6.1	Other:	Practice	
6.2	Policies regarding formal inclusion of stakeholder involvement	Artifact	X
6.2	Calendars, agendas, minutes of parent meetings	Artifact	X
6.2	Newsletters, brochures, letters, memos	Artifact	X
6.2	Web page dedicated to parents/community members	Artifact	X
6.2	Emails, phone answering system	Artifact	X
6.2	Parent - Teacher conferences schedule	Artifact	X
6.2	Steering Committee meetings: agendas, minutes, membership	Artifact	
6.2	District Improvement Committee: agendas, minutes, membership	Artifact	X
6.2	Wide variety of stakeholder communication documents/avenues	Artifact	X
6.2	Other:	Artifact	
6.2	Stakeholders affirm they have variety of opportunities to be formally involved in life of district	Practice	X
6.2	Other:	Practice	
6.3	Policies regarding volunteer involvement	Artifact	X
6.3	Calendar, agendas, minutes, committee membership	Artifact	X

6.3	Stakeholder survey data	Artifact	X
6.3	Schedule of volunteer activities	Artifact	X
6.3	Advisory Committees	Artifact	X
6.3	Other:	Artifact	
6.3	District staff affirm that they regularly include community in preparing instructional delivery activities	Practice	X
6.3	Stakeholders affirm that they are actively involved in providing expertise	Practice	X
6.3	Stakeholders affirm that their suggestions and recommendations are acted upon	Practice	X
6.3	Other:	Practice	
6.4	Regularly published newsletters to community	Artifact	X
6.4	Brochures, pamphlets	Artifact	X
6.4	Online calendar, schedule, and news/updates	Artifact	X
6.4	Parent Handbook	Artifact	X
6.4	Student Handbook	Artifact	X
6.4	Newsletters about student performance	Artifact	X
6.4	Parent -teacher conferences: calendar, procedures, participation data	Artifact	X
6.4	Parent versions of Curriculum Pacing Guides	Artifact	X
6.4	Other:	Artifact	
6.4	Parents and students are informed and involved in making course selections	Practice	X
6.4	Parents and students are informed and involved in developing individualized learning plans for students	Practice	X
6.4	Stakeholders affirm that they are knowledgeable about student learning	Practice	X
6.4	Other:	Practice	
6.5	Policies regarding reporting schedule	Artifact	X
6.5	Report cards	Artifact	X
6.5	Parent -teacher conferences: calendar, procedures, participation data	Artifact	X
6.5	Other:	Artifact	
6.5	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

School District Five of Lexington and Richland Counties' leadership ensures that the system and its school are responsive to community expectations and stakeholder satisfaction in a variety of ways. As a district, staff members identify and work closely with constituency groups, including Parents' Advisory Cabinet, District Office Advisory Committee, Safety Advisory Committee, Health Advisory Committee, Superintendent's Advisory Group, Faculty Advisory Group, Student Advisory Committee, CATE Advisory Committee, Early Childhood Advisory Committee, and Senior Citizens' Advisory Group. The district also convenes and seeks input from Policy Committees and Federal Advisory Committees, as well as the Education Foundation. Feedback, input and suggestions are gleaned from each of these important community committees. This information is used to evaluate programs and procedures in District Five and to improve the processes, as needed. The Office of Community Services provides a vital communication link between the school district and our community, and the District encourages and promotes membership in local civic organizations (Chamber of Commerce, Rotary Club, Optimist Club, etc.).

District Five leadership not only seeks and values district-level feedback on programs and processes in the district, but also listens closely to the feedback and suggestions from our elementary, middle and high school School Improvement Councils (SIC). Our district has a strong group of PAGE 5 parents whose children are involved in the Gifted and Talented programs in our schools. Our parents are very active in Booster Clubs, Athletic Councils, and are an integral part of our District Strategic Plan process. Our district is very proud of its extensive volunteer and mentoring programs, which pulls parents and community members into our schools and establishes important communication links.

2. How 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?

District Five uses multiple avenues of communication to ensure that stakeholders are familiar with the district's effectiveness and for sharing student performance results. Our district has a district-wide phone system to blast news and events to parents. We use Facebook, Twitter and our own district website to reach parents and the community. Our public relations office is exceptional and makes sure the community is aware of current events through press releases, timely news articles, and email. The district has a Parent Portal component for our Power School student data base which allows parents daily, current access to their child's academic progress. Our School Board meetings are well-attended and the community has several opportunities at each meeting to voice concerns or opinions during an Open Forum format. The District provides an annual newsletter to community members as an update of district activities and accomplishments.

District Five continues a proud tradition of keeping parents and community members up-to-date on student achievement through MAP conferences, our Focus on Five weekly newsletter, Open Houses, school marquees, parent conference nights, ESOL Family Nights, Pre-School Parent Nights, Parenting programs and SAT referrals. The district strives to involve the community in daily school life through activities such as Donuts for Dads, Muffins for Moms, Coffee with the Principal, Grandparents' Day, Parents' University Night, Fall Festivals, musical performances, Curriculum Nights.

Overall Assessment for Stakeholder Communications & Relationship

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school system has little understanding, commitment, and support of stakeholders. System personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school system has begun the process to gain the understanding, commitment, and support of stakeholders. System personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.</p>
<input type="checkbox"/>	<p>Operational</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>The school system has the understanding, commitment, and support of all stakeholders. System and school personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.</p>

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 Rubric: 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.

Definitions of Indicators Rubric

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		Not Evident	Emerging	Operational	Highly Functional
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)				X

7.2	Engages stakeholders in the processes of continuous improvement			X	
7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning				X
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				X
7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals				X
7.6	Monitors and communicates the results of improvement efforts to stakeholders				X
7.7	Evaluates and documents the effectiveness and impact of its continuous process of improvement			X	
7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide				X
7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts				X

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
7.1	Continuous Improvement Plan - district and individual schools	Artifact	X
7.1	Specific program initiatives to support continuous improvement	Artifact	X
7.1	Information/Data system	Artifact	X
7.1	Record of student performance improvement efforts	Artifact	X
7.1	State/Federal Accountability Plan	Artifact	X
7.1	Professional Development Plan: agenda, topics	Artifact	X
7.1	Stakeholder survey (satisfaction) data	Artifact	X
7.1	Graduation and retention rates	Artifact	X
7.1	Postsecondary engagement: employment, college	Artifact	
7.1	Other:	Artifact	
7.1	District staff affirm their involvement in continuous improvement committees	Practice	X
7.1	District staff affirm their involvement in a specific program that supports continuous improvement	Practice	X
7.1	Other:	Practice	

7.2	Stakeholder survey data demonstrating stakeholder involvement in district and school improvement	Artifact	X
7.2	Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement	Artifact	X
7.2	Policies, procedures for district and school improvement committee work	Artifact	X
7.2	District and School Improvement plan indicating membership of committees	Artifact	X
7.2	Parent compact	Artifact	
7.2	Other:	Artifact	
7.2	Stakeholders affirm their involvement in continuous improvement process	Practice	X
7.2	Other:	Practice	
7.3	School improvement plans demonstrate alignment with district vision, purpose	Artifact	X
7.3	Vision, purpose posted in district-wide facilities	Artifact	X
7.3	Data: student performance, stakeholder opinion are used in development of school improvement plan	Artifact	X
7.3	Student performance targets are communicated to all stakeholders	Artifact	X
7.3	Evaluation data demonstrating impact of plan and actions taken to remediate	Artifact	X
7.3	Calendar, agendas, minutes of school improvement meetings	Artifact	X
7.3	Other:	Artifact	
7.3	Staff, students affirm their understanding of student performance targets	Practice	X
7.3	District staff affirm their understanding of the impact of programs that support student learning	Practice	X
7.3	District staff demonstrate capacity for providing methodologies to increase student performance	Practice	X
7.3	Other:	Practice	
7.4	School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth	Artifact	X
7.4	District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps	Artifact	X
7.4	Other:	Artifact	
7.4	District staff affirm their involvement in evaluating the impact of instruction on student growth	Practice	X

7.4	District staff affirm that they regularly use data to inform their practices	Practice	X
7.4	District staff meetings regularly use data to inform their discussions and decisions	Practice	X
7.4	Other:	Practice	
7.5	Professional Development Plan: agenda, topics	Artifact	X
7.5	Personnel Policies that outline staff evaluation process	Artifact	X
7.5	Continuous Improvement Plan - district and individual schools	Artifact	X
7.5	Other:	Artifact	
7.5	District staff affirm their involvement in professional learning	Practice	X
7.5	Other:	Practice	
7.6	Annual Report	Artifact	X
7.6	Newsletters, brochures	Artifact	X
7.6	Parent-Teacher conferences	Artifact	X
7.6	Information/Data system	Artifact	X
7.6	Staffing assignments support monitoring and reporting of continuous improvement efforts	Artifact	X
7.6	Other:	Artifact	
7.6	Stakeholders affirm receipt of district communication regarding improvement efforts	Practice	X
7.6	District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences	Practice	X
7.6	Other:	Practice	
7.7	Evaluation of effectiveness of continuous improvement plan and process	Artifact	X
7.7	District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions	Artifact	X
7.7	District Labor Agreement includes language protecting school improvement planning time	Artifact	X
7.7	Other:	Artifact	
7.7	Stakeholders affirm knowledge of an evaluation of the district's improvement efforts	Practice	X
7.7	Other:	Practice	
7.8	Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring	Artifact	X

7.8	District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions	Artifact	X
7.8	Other:	Artifact	
7.8	District staff affirm that time is allocated for improvement planning, implementation, and monitoring	Practice	X
7.8	Other:	Practice	
7.9	District expectations and guidelines for all schools and departments to engage in a continuous improvement process	Artifact	X
7.9	District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions	Artifact	X
7.9	Other:	Artifact	
7.9	District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance	Practice	X
7.9	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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?

Continuous improvement in student achievement is fundamental to the district's goal of high achievement for all students. School District Five's Strategic Plan (2009-2014) serves as the action plan to achieve the district's vision, mission, and beliefs and to guide continuous improvement efforts throughout the system. The district's strategic plan and each school's renewal plan are updated annually to reflect identified needs based on data from a variety of national, state, and local assessments. The district goals require that every student be provided a challenging and rigorous education to promote student learning and achievement. The school renewal plans are aligned to the district's strategic plan and provide the foundation for continuous improvement. The district instructional staff meets regularly with principals and teachers to ensure that the district's high expectations are implemented in every content area.

At each school, principals and teachers collaborate to review the school renewal plans. Each school's renewal plan includes data analysis and instructional strategies to help students achieve academic success and to close achievement gaps. During the year, school leadership teams meet to discuss and revise their plans to address the needs of students as indicated by formative and summative assessments. Based on the analysis of student performance data, each school's renewal plan outlines initiatives designed to promote academic success for all students and to close achievement gaps for identified subgroups. Instructional practices and specialized programs at each school reflect the district's intent to offer learning experiences that are relevant, individualized, and rigorous. SICs, together with teachers, administrators, and district staff, discuss and revise plans based on current assessment data so that achievement levels continue to meet and exceed accountability standards.

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?

With high expectations for learning, data analysis of a variety of assessments is the primary tool used to determine if improvement goals reflect student learning needs. Student mastery of state standards is documented by student performance on the PASS test for grades three through eight, HSAP for grade 10, and end of course exams (EOCEP) for designated high school courses. Pacing guides have been developed for teaching these standards and are used to deliver instruction and target areas of need for students. In addition, benchmark testing is a key component to monitoring progress. MAP data is used to measure growth over time and identifies the instructional needs of students as they progress toward mastery of state standards. Dominic assessment is given in grades 1 – 5 to identify strengths and weakness in reading skills.

Data from all assessments is compiled and disaggregated by district and school leadership to help school teams identify student learning needs. The information is used by school leadership teams to make decisions about the academic needs of students for the upcoming year. Principals conduct meetings and conferences with teachers discussing the instructional focus and also monitor instruction through observations to ensure alignment to the district’s vision for student achievement.

Some schools maintain a data notebook and others use data walls for reflection and for tailoring the learning to meet the needs of the students. The instructional staff studies longitudinal data to identify trends that may contribute to achievement gaps and to develop plans for the various content areas. Academic assistance is provided through technology programs such as Compass Learning, APEX, before and after school tutoring programs, and reading and math intervention programs. MAP, PASS, EOCEP, and HSAP information lead to further data-driven decisions to align instructional content and practices to the vision and purpose of the district.

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 Office of Instruction provides a variety of opportunities for meaningful, researched based- professional development for administrators, teachers, and staff. Each professional learning opportunity is focused on helping teachers and administrators provide excellence in learning through rigorous and engaging instruction. Professional development has included such topics as: *Bloom's Taxonomy* in relation to state standards, data-driven decision-making, nonfiction writing in all content areas, rigor, relevance, relationships, integrating technology into the curriculum, using formative assessments to guide instruction, implementation of *Everyday Mathematics*, best practices, and differentiation of instruction. In addition, the district has implemented a model for professional learning communities. These cohorts of teachers meet monthly to discuss and research topics and practices relevant to their teaching.

Believing that highly trained leadership is essential in understanding what students need to improve performance, School District Five provides professional development for district and school administrators. A three day summer institute is held, and monthly elementary and secondary planning meetings incorporate professional development on data analysis, best practices, and effective instructional strategies. State and national conferences are funded by the district and provide opportunities for professional growth.

In order to provide the most relevant professional growth opportunities, the National Council for Staff Development Survey is administered to all teachers in the fall and again in the spring. Through classroom observations, input from principals and staff members, administrative and teacher evaluations, feedback from advisory councils and leadership teams, research and data trends, the district leadership works with school administrators to design professional development to assist schools in achieving improvement goals.

School District Five provides schools with facilitators and coaches to help implement programs that enhance student learning. In order to develop data-driven decisions at each school, the district staff also provides assistance in reviewing appropriate research. School and district staffs are required to attend professional development opportunities, and classroom observations are used to assess the degree to which learning from these sessions is incorporated into ongoing classroom practices.

The district has several strategies in place that allow each school to allocate and protect time for planning and engaging in continuous improvement. High school teachers are provided ninety minutes of common planning each week through delayed opening on Wednesdays, and elementary teachers are provided three hours of common planning time seven times during the school year through early release of students. Elementary grade level and department teams also have common planning during the school day. Middle school teachers have common planning times in grade levels and/or content areas during the school day.

The School Board sets policy and approves the budget that supports the district and the schools in accomplishing the district's mission, which is to provide a challenging education for all students. Instructional coaches, additional teaching positions, lower class size, and additional district support personnel, represent the District Five Board of Trustees' commitment to providing assistance to schools, ensuring all necessary resources are in place to meet the goals for continuous improvement.

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

School District Five requires staff at each school to collect, analyze, interpret, and utilize data to make decisions to improve instructional practices that will increase student achievement. Each school develops a renewal plan aligned with the district strategic plan to reflect the needs of the students and to include strategies to address these needs.

Principals attend district meetings on a regular basis to discuss strategies for improvement with the Superintendent and Chief Instructional Officer. At these meetings, principals identify and share the strategies that are the most effective in raising achievement. The district is involved in an external audit, *Raising the Bar*, in three Title I elementary schools to determine program effectiveness in relation to student achievement.

A number of standardized measures are used to monitor achievement as well as to inform data-driven instructional decisions. These measures include PASS, AYP, MAP, PSAT, SAT, ACT, AP, Dominic, and state EOCEP results. Information from these measures assists teachers in addressing areas of need identified by the data analysis.

Stakeholders are engaged at all levels of the system to ensure continuous, sustained improvement. To communicate and engage all stakeholders in the plan for continuous improvement a variety of strategies are utilized. Each SIC is actively involved in the school renewal planning process which includes parents, teachers, administrators, students (high school), and community members. Annually, a survey of parents (grades 4-12), teachers, and students (grades 4-12) yield data which guides the planning process. The superintendent meets regularly with stakeholders to engage in an open dialogue about the district's vision regarding student achievement. The Parent Advisory Council, the Support Advisory Council, the Student Advisory Council, and the Teacher Advisory Council receive updates from the district as well as give input.

The South Carolina Department of Education generates a district report card that reflects the achievement levels of each school in the district. It also generates a report card for every school that indicates the school's performance and how it compares to other schools in the state with similar demographics. The district's state report card is shared with stakeholders through meetings, the district website and a variety of media. Each school disseminates its report card information to their stakeholders.

Overall Assessment for Commitment to Continuous Improvement

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school system has not developed a collaborative and ongoing process for improvement that aligns the functions of the system and its schools with the expectations for student learning. The system cannot demonstrate progress in improving student performance, system and school effectiveness.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school system is developing a collaborative and ongoing process for improvement that aligns the functions of the system and its schools with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the system cannot yet demonstrate progress in improving student performance, system and school effectiveness. New improvement efforts are not informed by the results of earlier efforts through reflection and assessment of the improvement process.</p>
<input type="checkbox"/>	<p>Operational</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>The school system fully implements a collaborative and ongoing process for improvement that aligns all functions of the system and its schools with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the system demonstrates significant progress in improving student performance, system and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.</p>

Quality Assurance Methods

Provide a brief description of the school system's processes for quality assurance. Please answer the following questions in the description:

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

School District Five's process for assuring quality is based in the commitment of all community members to the district's strategic plan, which was developed and implemented through collaboration with stakeholders. The plan articulates the vision and purpose, interim and five-year goals, strategies, and activities to ensure student performance at the highest level. Monitoring of improvement in the district begins with frequent review of both the district plan and of each school's renewal plan through continuous collaboration, data analysis, and observations. District and school administrators meet to discuss progress toward agreed upon goals, strategies and activities. Principals share school data at principals' meetings, at regular meetings of school leadership teams, and at grade level and department level meetings which support the system's implementation of the plan.

School leadership teams meet and the input from these groups is used to monitor improvement efforts. Teams review collected data to determine needs and plan interventions. Common formative assessments administered across the district along with school, district, state, and national summative assessments provide data on which interventions are designed to meet student needs. School and district designed assessments along with statewide assessments also provide results to document improvements and to ensure that each school's plan of continuous improvement is highly functional. Results are then shared with the district leadership team.

The district continues to engage in new assessment practices and protocols to monitor progress and respond to students' needs. This year the Achievement Series was piloted at the secondary level as a means of providing item and student level analysis for formative assessments at the school and class level. This information is used by teachers to analyze student mastery of state standards. A component of this pilot is district-wide quarterly common assessments in US History and Constitution classes to help prepare students for the state end-of-course exam. To document the effect of programs on student performance, data collected from a comparison of fall and spring MAP results, as well as, three-year disaggregated data from PACT, HSAP, SAT, ACT, AP and state EOC tests is analyzed. Through analysis of this data, the district provides support at specific grade levels, specific subjects, and/or with specific groups of students.

Trend data is used to make comparisons from year-to-year as well as to look for patterns in the data for instructional strengths and needs. A teacher-friendly data warehouse incorporates longitudinal data on national, state, and district standardized assessments as well as transcript and other student information. The Office of Accountability provides data analyses and technical/statistical support to all schools.

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

As part of the regular collaboration within the leadership teams across the district, members of the district leadership team meet with principals, content coordinators, and instructional specialists to discuss programs available in each school, the level of implementation, and the documented relationship between student performance and the utilization of the available programs.

Combining multiple data sources across time contributes to an understanding of the total instructional program. The longitudinal status and growth information is triangulated with standardized and classroom assessments to aid the schools with instructional planning. Assessment data is used to set school-wide, grade/content levels, class, and individual student goals. Professional Learning Communities, Program Improvement Councils, School Improvement Councils, and individual teachers review the data and help establish goals. Additionally, the instructional staff analyzes the data in order to aid the school in instructional planning and differentiating instruction.

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

Stakeholders are engaged at all levels of the system to ensure that the AdvancED standards are met. Each school develops a renewal plan aligned with the district strategic plan to reflect the needs of the students and to include strategies to address these needs. The AdvancED standards are embedded throughout the plans.

A number of standardized measures are used to monitor achievement, to inform data-driven instructional decisions, and to ensure that AdvancED standards are addressed and met. Staff members at each school are required to collect, analyze, interpret, and utilize data to make decisions to improve instructional practices that will increase student achievement. These measures include PASS, AYP, MAP, PSAT, SAT, ACT, AP, Dominic, and state EOCEP results. Information from these measures assists teachers in addressing areas of need identified by the data analysis.

To communicate with and engage all stakeholders in the plan to meet all of the AdvancED standards, a variety of strategies are utilized. Each SIC is actively involved in the school renewal planning process which includes parents, teachers, administrators, students (high school), and community members. Annually, a survey of parents (grades 4-12), teachers, and students (grades 4-12) yield data which guides the planning process. The superintendent meets regularly with stakeholders to engage in an open dialogue about the district's vision regarding student achievement. The Parent Advisory Council, the Support Advisory Council, the Student Advisory Council, and the Teacher Advisory Council receive updates from the district as well as give input.

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

District Five uses multiple avenues of communication to ensure that stakeholders are familiar with the district's effectiveness and for sharing student performance results. The district has a district-wide phone system to inform parents about all breaking news and any current events taking place. We use Facebook, Twitter and the district website to reach parents and the community. The districts' public relations office ensures that the community is aware of current events through press releases, timely news articles, a weekly newsletter, and email. The district has a Parent Portal component for the Power School student data- base which allows parents daily, current access to their child's academic progress. School Board meetings are well-attended, and the community has several opportunities at each meeting to voice concerns or opinions during an Open Forum format. The district provides an annual newsletter to community members as an update of distinct activities and accomplishments.

At the school level District Five keeps parents and community members up-to-date on student achievement through assessment conferences, open houses, school marquees, parent conference nights, ESOL Family Nights, Pre-School Parent Nights, parenting programs and SAT referrals. The district strives to involve the community in daily school life through activities such as Donuts for Dads, Muffins for Moms, Coffee with the Principal, Grandparents' Day, Parents' University Night, fall festivals, musical performances, and curriculum nights, .

School and district effectiveness is analyzed through stakeholder perception surveys, school improvement councils' analysis of the individual school report card, and the annual review of the district strategic plan and school renewal plan. The district and the individual schools communicate on a regular basis to stakeholders via local school board meetings, PTO/PTA and SIC meetings, school newsletters, the district's annual calendar, parent-teacher conferences, open houses, interim pickup nights, local cable TV, and through teacher, school and district web sites.

Conclusion

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

Focus Questions

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

Striving to promote a culture of ownership and a sense of participation in decision making is an ongoing process in School District Five. To integrate the perspective of all stakeholders, the district must continue to support and facilitate a variety of advisory groups. Guided by the principles of professional learning communities, the governance and leadership must continue to develop and support this model of professional development for the district staff.

No longer are decisions based solely on what staff think is best for students. The district continues to invest significant resources into the development of databases and formative assessments that provide substantial information used to guide decision making. Systemic protocols are being implemented to evaluate the effectiveness of curriculum and instructional practices.

To maximize teaching and learning, the district continues to systematically evaluate professional development opportunities provided to faculty and staff.

2. 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?

School District Five has a long history of excellence across multiple measures and has been recognized as a leader in South Carolina in academics, athletics, and the arts. The district has been able to achieve this level of success by ensuring that students are the primary focus of all decisions. Believing that academic growth is enhanced when students are actively engaged in rigorous and relevant learning, School District Five continually examines curriculum to guarantee that learning for each student is differentiated and challenging.

All stakeholders believe that excellence in learning is directly related to excellence in teaching. To guide instruction for continuous improvement, the district utilizes data to set high expectations and to identify practices that promote student growth. The district staff is experienced, dedicated, highly skilled, and committed to continuous improvement. To recruit and retain an effective staff, the district provides compensation for teachers and administrators that is among the best in the state. The district also provides a substantial stipend for National Board Certified teachers and has an extensive professional development program for teachers and support staff. School District Five is characterized by progressive leadership that develops positive working partnerships between the Board of Trustees, district office personnel, and school personnel.

Believing that every person in the community is responsible for supporting quality education, School District Five has developed strong community partnerships that include parents, businesses, the faith community, and institutions of higher education. The district's inclusive decision making process is demonstrated by the large number of advisory groups that meet regularly to share ideas and concerns. School District Five employees are committed to pursuing excellence by working together with students, parents, and the community.

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

To increase the support of quality education among all adults in the community, the district must provide a customer friendly, service oriented, and transparent environment. This will maximize the use of resources, promote parent involvement, and build trust among all stakeholders in order to help bring special interest groups to consensus on the district vision and goals. Methods and activities to enhance communication with all stakeholders must be implemented to accomplish these goals.

Striving to promote a culture of ownership and a sense of participation in decision making is an ongoing process in School District Five. To integrate the perspective of all stakeholders, the district must continue to support and facilitate a variety of advisory groups.

Guided by the principles of professional learning communities, the governance and leadership must continue to develop and support this model of professional development for the staff. Providing resources for the implementation of new ideas and strategies to move the district's mission and vision forward and to meet the needs of the increasingly diverse population continues to be a challenge.

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

Information gained from both the self assessment and the visit will be shared with all stakeholders and will be used to inform future professional growth opportunities for all staff. Discussion among teachers, administrators, community groups, and the Board of Trustees will be focused on areas identified as challenges and plans for systemic change will be implemented. As the district's strategic plan is reviewed annually recommendations from resulting from the visit and insights gained from the self study will be incorporated into revisions made to the plan. The allocation of financial resources will be an essential part of this review.