



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

Standards Assessment Report

Anderson School District #3

P.O. Box 118
335 West Front Street
Iva, South Carolina, United States 29655

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

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

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

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

Structure of the Report

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

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

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

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

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

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

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

Completion and Submission of the Report

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

Directions for Completing the Report

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

Demographics

# Elementary Schools:	3
# Middle Schools:	1
# High Schools:	1
# Other:	0
Grade(s):	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	2554

Executive Summary

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

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

Anderson School District Three

Superintendent
Gail R. Southard

Anderson School District Three Board of Trustees

Danny Davis, Chairman

Curtis Wiles, Secretary

Roy Herron

Larry Holbrook

Marty Watt

District Leadership Team

Gail R. Southard

Superintendent

Eddie E. Vickery

Assistant Superintendent

Pamela R. Miller

Director of Special Services

Kathy D. Hipp

Coordinator of Professional Development

Elizabeth P. Johnson

Literacy Coach Specialist

District Steering Committee

Quality Assurance Review Facilitators

Kathy Hipp – District Professional Development Coordinator

Elizabeth Johnson – Literacy Coach Specialist

Committee Chairs

Standard 1: Vision and Purpose

Charles Hayes, Chair

Gale Dickerson, Assistant Chair

Standard 2: Governance and Leadership

Melissa Davis, Chair

Jamie Lindley, Assistant Chair

Standard 3: Teaching and Learning

Sandi Maddox, Chair

Sharon Mosteller, Assistant Chair

Standard 4: Documenting and Using Results

Jimmy Armstrong, Chair

Debra Madden, Assistant Chair

Standard 5: Resource and Support Systems

Devon Smith, Chair

Keith Martin, Assistant Chair

Standard 6: Stakeholder Communications and Relationships

Carolyn Brown, Chair

Terry Crocker, Assistant Chair

Standard 7: Commitment to Continuous Improvement

Eric Hughes, Co-Chair

Mike Ruthsatz, Co-Chair

Committee Members

Standard 1: Vision and Purpose

Charles Hayes, Chair: Grandparent, Retired Principal
 Gale Dickerson, Assistant Chair: Curriculum Coach, Iva Elementary

Name	Category	Location
Mary Boggs	Teacher	Flat Rock Elementary School
Rebekah Brown	Teacher	Starr Elementary School
Jeff Craft	Parent, Teacher	Crescent High School
Shawn Craft	Parent, Teacher	Iva Elementary School
Nakia Davis	Parent, Community Representative	Peoples Bank
Annette Graham	Parent, Community Representative	Good Hope Presbyterian Church
Jeff Graham	Parent, Community Representative	Good Hope Presbyterian Church
Pamela Miller	Director of Special Services	Anderson School District Three
Michelle Parnell	Parent, Career Development Facilitator	Starr-Iva Middle School

Committee Members

Standard 2: Governance and Leadership

Melissa Davis, Chair: Parent, Principal, Starr Elementary School
 Jamie Lindley, Assistant Chair: Assistant Principal, Starr-Iva Middle

Name	Category	Location
Susan Bryant	Parent, School Secretary	Starr Elementary School
Angie Cann	Parent, Teacher	Iva Elementary School
Brooke Davis	Parent, Teacher	Iva Elementary School
Christy Dodd	Teacher	Starr-Iva Middle School
Tonya Fowler	Teacher	Starr/Flat Rock Elementary Schools
Tim Keown	Teacher	Crescent High School
Kevin Metz	Teacher	Starr-Iva Middle School
Missy Rice	Parent, Paraprofessional	Starr-Iva Middle School
Robin Richardson	Teacher	Iva Elementary School
Debbie Thrasher	Teacher	Crescent High School
Tammy Vaughn	Family Literacy Coordinator	Anderson School District Three

Committee Members

Standard 3: Teaching and Learning

Sandi Maddox, Chair: Special Education Liaison/Reading Specialist
 Sharon Mosteller, Assistant Chair: Curriculum Coach, Starr Elementary

Name	Category	Location
Hannah Arnold	Parent, Guidance Counselor	Crescent High School
Tabitha Brantly	Parent, Teacher	Iva Elementary School
Vicki Drennon	Media Specialist	Iva Elementary School
Cynthia Ginn	Teacher	Iva Elementary School
Elizabeth Johnson	Literacy Coach Specialist	Starr-Iva Middle School
Wendi McCoy	Parent	
Dawn Moore	Parent, Media Specialist	Starr Elementary School
Jeanne Price	Teacher	Flat Rock Elementary School
Treva Tiberghien	Teacher	Crescent High School
Lindsey Wade	Teacher	Starr-Iva Middle School

Committee Members

Standard 4: Documenting and Using Results

Jimmy Armstrong, Chair: Curriculum Coach, Crescent High
Debra Madden, Assistant Chair: Curriculum Coach, Flat Rock Elementary

Name	Category	Location
Tonya Barbare	Parent, Guidance Counselor	Starr Elementary School
Connie Gray	Grandparent, Media Specialist	Flat Rock Elementary School
Renaë Lathrop	Parent, Guidance Counselor	Iva Elementary School
Amanda McCall	Teacher	Flat Rock Elementary School
Brian Roach	Teacher	Crescent High School
Cindy Rousey	Parent, School Secretary	Crescent High School
Laura Beth Smith	Teacher	Starr-Iva Middle School
Eddie Vickery	Assistant Superintendent	Anderson School District Three
Addrian Wilson	Parent, Community Representative	Peoples Bank

Committee Members

Standard 5: Resources and Support Systems

Devon Smith, Chair: Principal, Crescent High
Keith Martin, Assistant Chair: District Finance Director

Name	Category	Location
James Burdette	Maintenance Director	Anderson School District Three
Gerald Gates	Parent, Teacher	Crescent High School
Jean Hawkins	Grandparent, School Bookkeeper	Starr Elementary School
Robin Horne	Parent, School Secretary, Food Service Secretary	Crescent High School, Anderson School District Three
Beth McGee	Parent, School Secretary	Iva Elementary School
Shawn McGee	Parent, Community Representative	Peoples Bank
Danny Parnell	Parent, Teacher	Crescent High School
Lynn Sherbet	Grandparent, Community Representative, Substitute Teacher	
Jeanette Rice	Grandparent, School Secretary	Crescent High School
Millie Stevenson	Parent, School Bookkeeper	Flat Rock Elementary School
Jo Beth Tilley	Parent, School Bookkeeper	Starr-Iva Middle School
Wayne Trotter	Computer Technician	Starr-Iva Middle School
Cindy Watkins	Grandparent, Transportation Director	Crescent High School

Committee Members

Standard 6: Stakeholder Communication and Relationships

Carolyn Brown, Chair: Principal, Flat Rock Elementary

Terry Crocker, Assistant Chair: Parent, Assistant Principal, Crescent High

Name	Category	Location
Julie Brewster	Parent, Teacher	Iva Elementary School
Johnie Cape	Parent, Teacher	Starr-Iva Middle School
Nancy Dickerson	Teacher	Crescent High School
Tommy Drennon	Community Representative	Drennon's Grocery
Kristin Fouts	IMPACT! Teacher	Starr-Iva Middle School
Aimee Gray	Parent, Teacher	Crescent High School
Cade Gray	Parent, Teacher	Starr Elementary School
Rachel Helms	Teacher	Crescent High School
Lee Howell	Teacher	Flat Rock Elementary School
Julie Loftis	Parent, Teacher	Starr-Iva Middle School
Andrea Lollis	Guidance Counselor	Flat Rock Elementary School
Sandra Lollis	Bus Driver	Crescent High School
Casey Rice	Teacher	Starr Elementary School
Marty Russell	Parent, Teacher	Iva Elementary School
Ashley Simpson	Teacher	Flat Rock Elementary School

Committee Members

Standard 7: Commitment to Continuous Improvement

Eric Hughes, Co-Chair: Principal, Iva Elementary
Mike Ruthsatz, Co-Chair: Principal, Starr-Iva Middle

Name	Category	Location
Ray Graham	Parent, Police Officer	Anderson County Sheriff's Department
Maricary Hansen	Teacher	Flat Rock Elementary School
Kathy Hipp	Professional Development Coordinator	Anderson School District Three
Tina Long	Parent, Teacher	Starr Elementary School
Leslie Martin	Teacher	Crescent High School
Delisa McCall	Teacher	Starr Elementary School
Kayla Sanders	Teacher	Iva Elementary School
Laura Beth Smith	Teacher	Starr-Iva Middle School

Anderson School District Three

Schools

Flat Rock Elementary School

115 Thompson Road
Anderson, South Carolina 29624
Telephone: 864-296-9191
Fax: 864-296-5812
Website: http://www.anderson3.k12.sc.us/flat_rock/
Principal: Carolyn Brown
Curriculum Coach: Debra Madden
Motto: "Where Character Rocks"
Students: 411
Certified Staff: 33
Non-Certified Staff: 18

Iva Elementary School

803 Antreville Highway
Iva, South Carolina 29655
Telephone: 864-348-6400
Fax: 864-348-7071
Website: http://www.anderson3.k12.sc.us/Iva_Elementary
Principal: Eric Hughes
Curriculum Coach: Gale Dickerson
Motto: "Where Children and Learning Come First"
Students: 431
Certified Staff: 31
Non-Certified Staff: 16

Starr Elementary School

400 Professor Brown Lane
Starr, South Carolina 29684
Telephone: 864-352-6154
Fax: 864-352-6158
Website: <http://www.anderson3.k12.sc.us/starrelem>
Principal: Melissa Davis
Curriculum Coach: Sharon Mosteller
Motto: "Leading the Way to a Brighter Future"
Students: 380
Certified Staff: 32
Non-Certified Staff: 20

Starr-Iva Middle School

1034 Rainey Road
Starr, South Carolina 29684
Telephone: 864-352-6146
Fax: 864-352-2095
Website: <http://www.anderson3.k12.sc.us/starr-iva/>
Principal: Mike Ruthsatz
Assistant Principal: Jamie Lindley
Literacy Coach: Elizabeth Johnson
Motto: "A School to Watch, 2016!"
Students: 660
Certified Staff: 47
Non-Certified Staff: 24

Crescent High School

9104 Highway 81 South

Iva, South Carolina 29655

Telephone: 864-352-6175

Fax: 864-352-2308

Website: <http://www.anderson3.k12.sc.us/crescent/>

Principal: Devon Smith

Assistant Principal: Terry Crocker

Curriculum Coach: Jimmy Armstrong

Motto: "Home of the Fighting Tigers"

Students: 672

Certified Staff: 52

Non-Certified Staff: 21

EXECUTIVE SUMMARY

Vision/Mission/Beliefs

Anderson School District Three is committed to providing an appropriate, quality education to all students in our community. Using a standards-based curriculum, our staff is committed to providing educational opportunities - both in and outside the classroom - that are challenging and appropriate for our students and their individual needs.

Our District Strategic Plan and school renewal plans articulate a clear vision, mission, and beliefs. These plans serve as the foundation upon which we operate our system as we strive to provide our students with the education they deserve.

Vision

Embrace. Inspire. Challenge. Every Student ... Every Day.

Mission

The mission of Anderson School District Three, serving a rural community with an agricultural heritage, is to develop well-rounded, productive citizens and life-long learners for a diverse society through challenging, innovative educational experiences in a safe environment, guided by competent, caring, committed staff in partnership with a supportive community.

Beliefs

We believe:

- children are our highest priority.
- all individuals have value and can learn.
- all individuals are entitled to a safe school environment.
- a quality education with a focus on academic excellence is a right of all individuals.
- a positive support system at home and school contributes to learning.
- cultural diversity and individual differences strengthen our society.
- all individuals should be challenged to attain their greatest potential.
- our responsibility is to assist in preparing each individual to become a productive citizen in a global society.
- learning is a lifelong process.
- responsible parent involvement of parents, students, school staff, and the entire community is imperative for quality education.

Community

Anderson School District Three is located in the southwestern part of Anderson County. Anderson County has five separate school systems. Our district encompasses the two small, rural communities of Starr and Iva. According to 2000 Census information, the town of Iva’s population is 1,156 while the small town of Starr has a population of less than 200. However, because the community is rural, many more residents reside in the primarily farming community surrounding these two incorporated towns. Counting the number of people living in the zip codes of these two small towns, the population rises above 11,600. Additionally, including citizens who live in the school district but outside the two town zip codes, that population number rises to 16,408. Overall, the district encompasses a land area of 167.1 square miles. Because of the rural nature of the community, the students per square mile in the district is only 15.4. The tables below offer a picture of the demographics of the Starr and Iva communities.

Population by Sex by Zip Code	Iva: 29655	Starr: 29684
Male	3616 (49.1 %)	2120 (49.1 %)
Female	3755 (50.9 %)	2200 (50.9 %)
Total	7371	4320
Population by Race by Zip Code	29655	29684
White	6310 (85.6 %)	3740 (86.6 %)
African American	973 (13.2 %)	517 (12.0 %)
American Indian	22 (0.3 %)	4 (0.1 %)
Asian	3 (0.0 %)	8 (0.2 %)
Two or More Races	52 (0.7 %)	37 (0.9 %)
Hispanic or Latino	31 (0.4 %)	43 (1.0 %)
Total	7371	4320

The following tables indicate educational attainment information for these two communities:

Educational Attainment in Population 25 Years and Older by Zip Code	29655	29684
Less Than 9 th Grade	705 (14.5 %)	350 (12.5 %)
9 th to 12 th Grade, No Diploma	1158 (23.8 %)	537 (19.2 %)
High School Graduate	1851 (38.1 %)	1147 (40.9%)
Some College, No Degree	602 (12.4 %)	382 (13.6 %)
Associate Degree	285 (5.9 %)	200 (7.1 %)
Bachelor’s Degree	180 (3.7 %)	101 (3.6 %)
Graduate or Professional Degree	76 (1.6 %)	85 (3.0 %)
Total	4857	2802

A summary of district/school population demographics follows:

School Demographics

Iva Elementary – Total Enrolled 431			
	Free	Reduced	Paid
White	201 (46.6 %)	36 (8.4 %)	149 (34.6 %)
African-American	18 (4.2 %)	9 (2.1%)	2 (0.5 %)
Other	12 (2.8 %)	2 (0.5 %)	2 (0.5 %)
Total	231 (53.6 %)	47 (10.9 %)	153 (35.5 %)
Starr Elementary – Total Enrolled 380			
	Free	Reduced	Paid
White	151 (39.7 %)	16 (4.2 %)	159 (41.8 %)
African-American	21 (5.5 %)	3 (0.8 %)	8 (2.1 %)
Other	18 (4.7 %)	1 (0.3 %)	3 (0.8 %)
Total	190 (50 %)	20 (5.3 %)	170 (44.7 %)
Flat Rock Elementary – Total Enrolled 411			
	Free	Reduced	Paid
White	226 (55 %)	86 (20.9 %)	20 (4.9 %)
African-American	42 (10.2 %)	1 (0.2 %)	4 (1 %)
Other	23 (5.6 %)	4 (1 %)	5 (1.2 %)
Total	291 (70.8 %)	91 (22.1 %)	29 (7.1 %)
Starr-Iva Middle School – Total Enrolled 660			
	Free	Reduced	Paid
White	318 (48.2 %)	37 (5.6 %)	218 (33 %)
African-American	44 (6.7 %)	2 (0.3 %)	12 (1.8 %)
Other	24 (3.6 %)	4 (0.6 %)	1 (0.2 %)
Total	386 (58.5 %)	43 (6.5 %)	231 (35 %)
Crescent High School – Total Enrolled 672			
	Free	Reduced	Paid
White	246 (36.6 %)	48 (7.1 %)	295 (43.9 %)
African-American	41 (6.1 %)	9 (1.3 %)	12 (1.8 %)
Other	13 (1.9 %)	6 (0.9 %)	2 (0.3 %)
Total	300 (44.6 %)	63 (9.4 %)	309 (46 %)
District – Total Enrolled 2554			
	Free	Reduced	Paid
White	1142 (44.7 %)	223 (8.7%)	841 (32.9 %)
African-American	166 (6.5 %)	24 (0.9 %)	38 (1.5 %)
Other	90 (3.5 %)	17 (0.7 %)	13 (0.5 %)
Total	1398 (54.7 %)	264 (10.3 %)	892 (34.9 %)

Another important factor in understanding our school populations is the poverty index. The table below shows the most recent data compiled by our State Department of Education (2009).

09 Poverty Index	
District	75.68
Crescent	68.13
Iva	81.07
Starr	71.64
Starr-Iva	75.08
Flat Rock	88.84

Program and Services

Anderson School District Three has five schools: three elementary schools (grades PK/K – 5), one middle school (grades 6 – 8), and one comprehensive high school (grades 9 – 12). The district serves 2554 students. School enrollment has not altered significantly in the last five years, and there is no indication of an anticipated enrollment surge.

86% of our students are white, 9% are African-American, and 5% are other ethnic origins. 65% of our students qualify for free/reduced meals.

Program/Services Snapshot:

Elementary Schools

- Balanced Literacy
- Writing to Win
- Thinking Maps
- Handwriting Without Tears, Orton-Gillingham, Sounds in Motion
- Schoolwide formative assessments connected to instructional software for remedial and/or supplementary services
- Compass Learning
- ALEKS
- Leveled Book Room Library
- Lexiled books in media center
- Gifted and Talented Programs: Science/Art
- Response to Intervention
- Hands-on science kits
- Special Education – self-contained, resource, and itinerant
- Speech/Occupational/Physical Therapy and Hearing/Visually Impaired Services
- Professional Learning Communities
- State-of-the-art technology
- English Language Learners (ELL) programs
- Related Arts: Music/Art/Physical Education
- Career Guidance
- Character Education
- Family Literacy/Parenting

Middle School

- Schoolwide formative assessments connected to instructional software for remedial and/or supplementary services
- Compass Learning
- Classworks
- Readers' Workshop
- Star Reading/Starr Math
- Gifted and Talented Program: Science/Art
- Acceleration Programs: English Language Arts/Mathematics
- Advancement Via Individual Determination (AVID)
- Career Exploration: Technology/Electronics
- Special Education – self-contained, resource, and itinerant
- Speech/Occupational/Physical Therapy and Hearing Impaired Services

- Related Arts: Music/Art/Physical Education
- State-of-the-art technology
- English Language Learners (ELL) Programs
- Career Guidance/Individual Graduation Plans
- Character Education
- Service Learning
- IMPACT! – an early intervention pregnancy-prevention program sponsored by the Women’s Leadership Initiative of the United Way
- Anderson County Alternative School
- Extracurricular activities
- Athletics

High School

- Comprehensive High School – Career and Technology Education programs offered on-site (Business, Agriculture, Electronics, Health Science, Family and Consumer Science)
- Gifted and Talented Programs: English/Mathematics/Social Studies/Art
- Acceleration Opportunities, including AP and dual credit
- Career Guidance
- Individual Graduation Plans/Conferences
- Special Education – both self-contained and resource
- Speech/Occupational/Physical Therapy and Hearing Impaired Services
- Freshman Academy
- Extended School Year
- Tiger Direct Program
- Service Learning
- Job Shadowing
- Work-based Learning
- Virtual High School
- Credit Recovery: NovaNet
- Gateway to College Connection
- Anderson County Alternative School
- State-of-the-art technology
- English Language Learners (ELL) Programs
- Related arts and other elective opportunities
- Extracurricular activities
- Athletics

Student Performance

The district uses both summative and formative assessment to measure student learning/performance/progress. Summative assessments include the following:

- PASS – a state assessment administered each spring to all students in grades 3 – 8. PASS assessments include English Language Arts, Writing, Mathematics, Science, and Social Studies. PASS scores include Not Met, Met, and Exemplary.
- High School Assessment Program (HSAP) – an exit exam administered by the state. The exam has two parts: English Language Arts and Mathematics. Students take this test for the first time in tenth grade. Students must score at or above the basic level. They have four opportunities during high school to pass both sections of the exam. Students must pass both sections to be eligible to receive a high school diploma.
- End of Course Examination Program (EOCEP) – a state assessment administered to students taking Algebra I/Algebra I, Part II; English I; US History; Physical Science/Biology I or Biology I, Part II. (Our state is currently transitioning from the Physical Science to the Biology end of course test.) These tests count 20% of the course grades.

All of these summative assessments are used as accountability measures for schools and districts in South Carolina.

The district also uses formative assessments throughout the year to measure student learning, performance, and progress. Examples of formative assessments include NWEA Measures of Academic Progress (MAP) and teacher-made tests. Diagnostic Reading Assessment (DRA2) is used to determine current reading levels in elementary schools.

Other assessments used for planning instruction and counseling students include EXPLORE, PLAN, ACT, SAT, PSAT, SCOIS, and Kuder Career Interest Inventory.

State Report Cards summarize student achievement among other factors/indicators. The chart below indicates the history of Absolute and Growth Ratings on District Report Cards.

Absolute Report Card Ratings

SCHOOL	2005	2006	2007	2008	2009	2010
Iva Elem.	Average	Good	Good	Average	Average	Average
Starr Elem.	Average	Average	Average	Average	Average	Average
Flat Rock Elem.	NA	NA	NA	NA	Below Average	Average
Starr-Iva Middle	Below Average	Below Average	Below Average	Below Average	Average	Average
Crescent High	Good	Good	Good	Average	Good	NA
District	Average	Average	Average	Below Average	At-Risk	NA

Growth Rate

SCHOOL	2005	2006	2007	2008	2009	2010
Iva	Below Average	Good	Below Average	At-Risk	Average	Excellent
Starr	Below Average	Below Average	Below Average	At-Risk	Average	Average
Flat Rock	NA	NA	NA	NA	At-Risk	Average
Starr-Iva	At-Risk	At-Risk	At-Risk	At-Risk	Average	Average
Crescent	Average	Below Average	Below Average	Below Average	Below Average	NA
District	Average	Average	Average	At-Risk	At-Risk	NA

Another progress measure is AYP. Below is the district's history of AYP results.

	OBJECTIVE(S) MET	OBJECTIVE(S) NOT MET	OBJECTIVES	COMPLIANCE INDEX	STUDENT PERFORMANCE	PERCENT TESTED	GRADUATION OR ATTENDANCE RATE	AYP
IVA ELEMENTARY								
2010	13	0	13	100	Met	Met	Met	Met
2009	13	0	13	100	Met	Met	Met	Met
STARR ELEMENTARY								
2010	16	1	17	94.1	Not Met	Met	Met	Not Met
2009	15	0	15	100	Met	Met	Met	Met
FLAT ROCK ELEMENTARY								
2010	13	0	13	100	Met	Met	Met	Met
2009	13	0	13	100	Met	Met	Met	Met
STARR-IVA MIDDLE								
2010	18	3	21	85.7	Not Met	Met	Met	Not Met
2009	18	3	21	85.7	Not Met	Met	Met	Not Met
CRESCENT HIGH								
2010	6	7	13	46.2	Not Met	Met	Not Met	Not Met
2009	6	7	13	46.2	Not Met	Met	Not Met	Not Met
DISTRICT								
2010	17	4	21	81	Not Met	Met	Met	Not Met
2009	17	4	21	81	Not Met	Met	Met	Not Met

For additional data information, please see Data link on the district webpage: www.anderson3.k12.sc.us. These results will show PASS scores, including longitudinal data, End of Course Tests, HSAP exit exam results, and SAT/ACT scores as well as information regarding performance on selected assessments compared with similar schools.

Trends and Issues Impacting the School System

- A commitment to excellence and the use of best practices to enhance student achievement is a part of the culture in the district.
- The structure and support provided throughout the system enable the schools to recruit and retain the most highly qualified staff.
- The District Strategic Plan guides all instructional programs, budget, and personnel responsibilities.
- Parents and community members have consistently supported the efforts of the district to provide the best possible education for all students.
- Analysis and use of data such as our state report card, MAP data, and AYP data support operational and instructional planning as the district focuses on continuous improvement.
- A comprehensive technology system is in place that supports teaching, learning, and daily school operations.
- The struggling economy and state cutbacks have presented unique challenges to the school district in funding all the necessary programs that will provide the best opportunities for all children to learn.

Major Strengths and Challenges/Needs of the School System

- The Board of Trustees is supportive in ensuring that all students benefit from a quality education by having highly qualified professional and paraprofessional staff.
- All students and staff are provided a safe environment for learning to take place. A continuous effort is made to keep all facilities clean and well maintained.
- District and school administrator and teachers collaborate across the district to share ideas and make sound decisions that will enhance learning.
- The district is committed to providing the technology necessary to enhance classroom instruction, remediation, and interventions.
- All administrators and staff continuously analyze data to determine students' strengths, areas of improvement, and interventions needed.
- There is a strong commitment by staff, parents, and community stakeholders to maintain an open line of communication and provide for the needs of all children.
- Mathematics and reading have been identified as areas of needed improvement across the district, and staff development opportunities are being provided. A major concern is the limited amount of educational materials in the home.
- A concerted effort is being made to increase the graduation rate and decrease the drop-out rate.

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.

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

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: In fulfillment of this standard, the system:

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

Highly Functional

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

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

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

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

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

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

Evidence Provided:

District and school improvement planning incorporates vision, mission

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

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

Evidence Provided:

Annual Report

Community-based data

District Improvement Plan

District profile is used during parent/community meetings

District profile is used during staff meetings

Newsletters, articles

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of District profile

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

Highly Functional

Evidence Provided:

District and school improvement planning demonstrates alignment with vision, mission

District Curriculum demonstrates alignment with vision, mission

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

Policies on instructional practices demonstrate alignment with vision, mission

Policies on lesson plan development and deployment demonstrate alignment with vision, mission

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

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

Student report cards demonstrate alignment with vision, mission

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

Highly Functional

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

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

Anderson School District Three is a school district dedicated to utilizing best practices in education to ensure that we daily *Embrace, Inspire, and Challenge* every student to reach his/her full potential.

During the 2009-10 school year, as we began the district accreditation process and as the district completed the state-mandated district strategic planning and individual school renewal process, it became necessary to revisit the district's present mission and belief statements. The district needed to create a vision statement that would guide

our district and schools as we reaffirmed our commitment to prepare our students for the 21st century. Over the course of a year, the district's vision and purpose and school-level mission, beliefs, and vision were presented to and refined by all stakeholders (faculty, staff, students, parents, and community members). Stakeholders were given multiple opportunities to provide input in this process through leadership, faculty, and grade-level team meetings, School Improvement Council meetings, PTO and parent nights, CATE advisory committee meetings, and through both written and electronic correspondence.

District and school leaders communicated our newly-adopted vision - *Embrace. Inspire. Challenge. Every Student ... Every Day* - in a myriad of ways. Internally, the superintendent presented the vision to the administrators through a PowerPoint at the monthly administrators' meeting. The principals then took the PowerPoint and shared it at their schools' faculty meetings. Then, teachers shared the vision with students through their classroom instruction. The PowerPoint was shared with the members of the Anderson School District Three Board of Trustees during a regularly scheduled board meeting. The vision is continuously referenced during administrative meetings, faculty meetings, board meetings, and daily classes as it is the foundation of the decision-making processes in Anderson School District Three. The superintendent makes a presentation to all new employees in the district at our new employee orientation prior to the start of school each year. Substitutes in the district are presented information on the vision during their substitute training, which is required before beginning work. These initial trainings serve to educate new employees and to establish high expectations. Our vision is featured prominently throughout our district and schools.

Externally, we strive to build an understanding of and commitment to our vision throughout the Starr and Iva communities. Since our board meetings are open to the public and agendas are posted and published online, parents and community members are presented our vision at each meeting. The vision is evident on the district and school websites and print media, including posters prominently displayed in each classroom, each school, and area businesses, as well as on any print materials that use the Anderson School District Three name. The district vision, along with the mission and beliefs, was sent home to parents in hard copy through each individual school.

District leadership and school administration have made the commitment to define and regularly communicate what the vision means to our district, schools, and students. This commitment drives instructional programming decisions and is reflected in professional development opportunities and daily educational practices.

Anderson School District Three is dedicated to providing a quality education for all children. We believe that the heart of achieving this goal is to *Embrace. Inspire. Challenge. Every Student...Every Day* It is this belief that serves as the foundation of the district's strategic plan and the programs and strategies that support it.

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?

Anderson School District Three maintains a comprehensive website, providing a profile of the district, departments, and services, as well as links to district resources and data for all stakeholders. Individual schools maintain websites that provide information such as each school's mission and beliefs, state standards, resource links, calendars with current school events, and connections to the South Carolina Department of Education (SCDE).

Multiple electronic sources of district data are available at the district and school levels, describing school and district testing performance as well as individual student profiles. Information is readily available through both online and in-house databases such as the district website, NWEA Measures of Academic Progress (MAP), GIFT, Excent, PowerSchool, and the SCDE. SCDE's website provides district and school results from its accountability system of state report cards and ratings as well as federal AYP ratings. These sources of information are available online through the state department website (www.ed.sc.gov) and the link for the Office of State and Federal

Accountability. Our local newspaper, *Anderson Independent Mail*, does a series of articles annually that reports on our student achievement. These include information on SAT/ACT scores, HSAP and PASS scores, AP scores, and passage rates and averages on state-mandated end-of-course tests.

District and school data are analyzed and discussed with a variety of audiences within the district. The process begins with a comprehensive review of data with all principals. An in-depth study of data results are discussed with the grade/team/department chairs and faculties of each school. By discussing data at these levels, an analysis and comprehensive needs assessment are determined and shared with all stakeholders. Data are also analyzed annually by the superintendent and shared at the school level, and a copy of this information is given to all members of the board. Each principal also presents data from the previous year to the board and provides the goals for the present school year. An annual report to the people is given to the stakeholders for the schools and district.

Our various federal programs—Title I, Title IIA, Title III, and IDEA—provide continual guidance and feedback on our progress. Each Title I school writes a plan focused on specific instructional goals and areas, then reports on the plan and provides information to the stakeholders on instructional programming and academic opportunities. Through the Title IIA plan, we focus on improving and maintaining teachers who are highly qualified in their content specialty areas. In August of 2010, Anderson School District Three was recognized as one of only two school districts in the state with 100% of its teachers highly qualified in their content areas. Title III funds focus on English Language Learners (ELL) services through student materials and staff training. Special education programs, positions, and students are supported by funding through the Individuals with Disabilities Education Act (IDEA).

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

Our district's mission, vision, and goals have a central focus of improving student achievement and spurring our students to become productive citizens who have an attitude of life-long learning. We truly want to *embrace* each student as a valued member of the Anderson School District Three community, we strive to *inspire* our students to great effort and enthusiasm, and we want to *challenge* our students to utilize their full potential.

As part of the strategic planning process, the district conducted a comprehensive needs assessment addressing the following areas: student achievement, teacher and administrator quality, and school climate. Student achievement was identified as the area in greatest need of improvement and is supported by the other two areas: through providing professional learning opportunities for all personnel, we enhance administrator and teacher quality; by providing a safe and healthy school climate, we increase student and teacher attendance while creating an environment conducive to learning. Our strategic plan goals evolved from the needs assessment; strategies and action plans guide the district and its schools to goal attainment. These goals, then, based on identified areas needing improvement, provide guidance for the work of the district and its schools through the strategies and action plans developed to attain them.

Anderson School District Three's vision, mission, and goals are stakeholder-developed and shared. This philosophy of shared decision-making helps to ensure that these ideals guide the work of the district and its schools. District instructional staff assumes the primary responsibility of working with school administration and teachers to provide leadership and support for the improvement of teaching, learning, and student achievement in all schools. District instructional staff monitors the implementation of student achievement goal strategies through school visits and consultation with principals. The district superintendent meets with principals and other district professional staff at formal administrators' meetings monthly. Other meetings - both collective and individual - occur as needed.

Collaboration and professional dialogues related to improved student achievement are promoted at the district and school levels through grade/team/department chair meetings and school-level initiatives. Each school administrator establishes and implements goals based on specific school needs annually. Teacher leaders and curriculum specialists work in each school to provide embedded professional development as a means to enhance and improve instruction. These teacher leaders are well versed in best practices and the use of student achievement data to prescribe appropriate interventions and to model innovative lessons for teachers.

Our Response to Intervention (RTI) program enables our personnel to make fluid decisions on the best interventions for individual students. Frequent formative assessments, such as DRA2, MAP, and STAR Reading, enable us to accurately target areas in need of enrichment and to plan focused remediation for individual students. Compass Learning, ALEKS, and NovaNet software programs allow us to further focus our remediation and enhancement efforts. Parent conference days and school open house nights have been built into our calendar to facilitate communication between our students, parents, and teachers. The Parent Portal on our PowerSchool system and teacher web sites allow parents to carefully monitor their child's grades and attendance.

Our district strategic plan and school renewal plans utilize the system's vision, purpose, and goals to provide a cohesive direction for our system. We have established and maintained very high expectations for all stakeholders. We know we are accountable to our students and parents, and we take our responsibility seriously. As a team of professionals, we hold ourselves accountable for the success of our students - *every student...every day!*

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?

With a consistent focus on the district's mission to develop and educate each individual student to be a successful lifelong learner, the effectiveness of our district and its individual schools is measured against our success in meeting these criteria. Annually, the district updates and measures progress on meeting the goal benchmarks of its strategic plan.

In a school district, direct communication between school leaders and district staff is essential and must be utilized regularly. Principals from each school within the district meet with district leadership regularly throughout the year. In addition, every year administrative teams from each school conduct self-evaluations of their school renewal plans to measure progress toward meeting their goals and objectives and to identify areas that may need adjustments. Performance on standardized test scores and state and federal guidelines provide the basis for comparison of our schools and our district with similar schools and districts statewide and for evaluating each school's progress. Based on this and other relevant data, the administrative leadership at each school coordinates and collectively develops, with district leaders, school and district goals for the upcoming year.

In addition, the school district, in collaboration with stakeholders, continually refines its vision, mission, and goals through a variety of formats:

- At the opening program for each school year, the superintendent and board members conduct a general meeting for all faculty and staff, conveying the accomplishments of the previous year as well as the challenges, goals, and priorities for the coming year.
- In each elementary school, the principal and faculty develop an annual theme based on the goals and objectives for the upcoming school year. These school themes are communicated through back-to-school nights, bulletin boards, the school website, and contacts between the home and school. By incorporating a theme in the elementary schools, even younger students can maintain awareness of the goals and priorities for the year.

- Teachers often use school goals as a basis for their personal professional growth and development plans as required by the ADEPT Goals-Based Evaluation.
- School Report Card information is produced by the state and made available for all stakeholders through the state department website.
- Schools disseminate current information to stakeholders in various formats, including newsletters, back-to-school nights, open houses, parent-teacher conferences, and email.
- The schools' and school district's websites are updated regularly to reflect a continual focus on our vision and mission.
- School and district goals, objectives, and priorities are conveyed by school leaders on a regular basis to faculty and staff through weekly-scheduled meetings.
- Principals present a principal's report to the board during regularly scheduled board meetings on a monthly or bi-monthly basis.
- Individual teachers conduct ongoing formative assessment of student progress and adapt instruction to support student learning.

Overall, our student achievement results are reviewed extensively on an ongoing basis. Each school in our district has active leadership teams that facilitate feedback on our vision and district/school improvement efforts. Through continual monitoring of our progress and through constant interaction with our stakeholders, ASD3 is committed to ensuring that our mission to *Embrace. Inspire. Challenge. Every Student...Every Day* becomes a reality.

Overall Assessment:

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

Standard 2. Governance & Leadership

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

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

Indicators 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.

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

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

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

Highly Functional

Evidence Provided:

Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

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

Local, state, and federal policy handbooks

Organizational chart

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

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

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

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

Operational

Evidence Provided:

District staff are knowledgeable about leadership prerogatives

District staff are knowledgeable about organizational chart

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

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

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

Highly Functional

Evidence Provided:

District staff are knowledgeable about curriculum standards

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

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

Documentation of adherence to ethical business practices

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

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

Documentation of utilization of all requirement elements of curriculum standards

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

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

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

Other: nurse's manual, school report cards, gifted and talented regulations, Destiny textbook manager, school receipt books

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

Operational

Evidence Provided:

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

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

Policies and procedures for governing board training and orientation

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

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

Operational

Evidence Provided:

Documentation of adherence to ethical business practices

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

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Other: Grants

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

Highly Functional

Evidence Provided:

District staff are knowledgeable about due process and complaint resolution

District staff are knowledgeable about access to legal counsel

Documentation of access to legal counsel

Documentation of resolutions of any complaints

Staff and students affirm their involvement in the accreditation process

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

Highly Functional

Evidence Provided:

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

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

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

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

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

Operational

Evidence Provided:

Advisory Committee: agenda, minutes

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

District Staff meetings: agenda, minutes, decision points

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

Record of student performance data analysis

Staff and students affirm their involvement in the accreditation process

Student database management system

Student performance data are used during district staff meetings

Student performance data are used for extra-curricular planning

Student performance database for formative assessments

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

Operational

Evidence Provided:

Accreditation team members are representative of staff and students

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies for staff/student leadership opportunities outside the district environment

Record of Advisory Committees: calendars, membership, minutes

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

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

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

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

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement on committees

Website provides forum for feedback and dialogue

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

Operational

Evidence Provided:

Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

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

District-wide walk-about demonstrate monitoring of instructional practices

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Organizational chart reflects allocation of support for student performance targets

Policies demonstrate established student performance targets, measures, and strategies

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

Operational

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

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

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

Stakeholders affirm their involvement on committees

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Operational

Evidence Provided:

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

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

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

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

Operational

Evidence Provided:

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

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

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Focus Questions:

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

The Anderson School District Three Board of Trustees consists of five members who are elected by the constituents of the Starr and Iva communities. The board meets on the second Monday of each month to fulfill its supervisory and oversight roles. The board and superintendent are responsible for establishing district policies and procedures and ensuring that the district complies with local, state, and federal mandates. Before each monthly board meeting, the district leadership team, building principals, and other district-level administrators meet to discuss board agenda topics. School principals provide input from school improvement councils, teachers, parents, and community members to help determine agenda items for consideration at board meetings. The superintendent then sends a draft of the agenda to the board chair for additions, deletions, or recommendations. Trustees may hear from the community, school principals, district financial manager, district administrators, and others at their meetings on topics such as student recognition, student performance, district finances, personnel matters, and continuing operation of the schools. Public comment opportunities are provided at the beginning of every board meeting.

The superintendent and board review and revise district policies as needed. New or amended federal or state regulations, statutes, and state board mandates may dictate updates, revisions, and further development of policies. Additionally, new policy may be established when circumstances precipitate such need. Policy update, revision, and development are ongoing practices.

The superintendent and board use a variety of methods to communicate policies and procedures. Principals and district administrators meet with the superintendent monthly to discuss criteria for the efficient operation of the schools. In turn, principals hold regular faculty meetings to relay information from the district office and to ensure that policies and procedures are being followed. Minutes from monthly board meetings are posted on the district website for review by the general public. The news media are also invited to attend board meetings so that information can be disseminated. As necessary, district administrators meet with school faculty and staff to inform and train them on the implementation of local, state, and/or federal requirements. Policies which are of highest relevance to parents are shared through parent/teacher conferences and/or school-level meetings and weekly written correspondence. Handbooks and the district and school websites clearly communicate policies and implementation procedures to employees, students, and parents.

The ultimate responsibility for implementing and adhering to local, state, and federal policies and procedures lies with the superintendent and board. However, authority is delegated to others regarding specific issues. For example, the director of special education oversees compliance regarding special education issues. Likewise, the professional development coordinator is responsible for teacher evaluation and certification. Building principals oversee adherence to accreditation standards, and the assistant superintendent is in charge of state-wide testing. While these individuals and others are in positions of oversight, the final authority rests with the superintendent and school board.

Each year, the district works with the South Carolina School Boards Association (SCSBA) to determine compliance with state and federal laws. The SCSBA also provides staff development opportunities for board members. When necessary, the district consults with its law firm to assist with policy development and revisions. The law firm also provides advice and support for the board and superintendent regarding legal matters.

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

Our mission in Anderson School District Three is to develop productive citizens and life-long learners for a diverse society. We believe that responsible involvement of parents, students, school staff and the entire community is imperative for a quality education. In light of this belief, we involve all stakeholders in the process of evaluating our system effectiveness, realizing that our effectiveness has a direct impact on student performance.

As a part of the district strategic planning process, the district has set goals in three focus areas: student achievement, teacher and administrator quality, and school climate. To evaluate student achievement, stakeholders continuously monitor student performance data from summative assessments such as PASS, HSAP, ELDA, ACT, SAT, and end-of-course tests. Our formative assessment system utilizes MAP, STAR Reading, and DRA2 to monitor gains in learning throughout the year. Other indicators of system effectiveness are high school completion and drop-out rates and grade level retention/promotion rates. An example of a specific student achievement goal is, "The percentage of students in grades 3-5 who score met and exemplary in math as measured by PASS will increase from the current baseline (2008-09) of 60.9% to 90.0% by 2016." As an interim performance goal, the district expects that percentage to reach 70.0% on the May 2011 administration of PASS.

Each school in the district has developed a school renewal plan that is coordinated with the District Strategic Plan. School-based direction is provided through the individual school plans, which include goals and benchmarks specific to the needs of each particular school. Each year the schools update their plans and measure progress toward meeting their goals. School principals present this information to the board annually.

In the area of improving teacher and administrator quality, a critical key to student achievement, the district utilizes evaluation instruments for the superintendent, district administrators, principals, assistant principals, guidance counselors, and media specialists. To prepare first-year principals for the evaluation process, the state mandates the Principal Induction Program (PIP). Principals are then evaluated under the state's Principal Evaluation Program (PEP). Teacher effectiveness in planning and providing instruction is monitored and improved through the state-mandated Assisting Developing and Evaluating Professional Teaching program (ADEPT). As a part of this ADEPT system, the district offers the Cultivating Accomplished Teachers (CAT) mentoring program to assist, coach, and encourage first-year teachers. Teacher planning processes are continuously monitored through the online OnCourse lesson planning system. While classified staff may not fall in the category of teachers and administrators, the district believes that these employees play a major role in the district and in schools. Thus, during the 2010-11 school year, the district implemented an evaluation procedure for classified staff. At this time, there is an evaluation process for all employees in the district.

To focus on school climate as a means to support student achievement, the district has set goals to improve teacher and student attendance. The district has also set goals to enhance satisfaction of the school environment for teachers, students, and parents as measured by the annual SCDE report card survey.

Teachers have an outlet to express concerns and ideas for improvement through staff, grade-level, team, and department meetings, faculty councils, and committees. Shared goals and teacher study groups encourage teacher collaboration. Teachers provide feedback on how policies affect their students and what ideas should be implemented to enhance achievement. Teachers also evaluate district effectiveness through the report card survey. Summarized results are provided to the district and each school.

Parents provide input through report card surveys, school improvement councils, and elementary PTOs. Parents can also monitor their children's grades through access to the Parent Portal, a component of our PowerSchool electronic grade book. They are able to exchange information with teachers through visiting websites, e-mailing, and attending conference days and open houses. Students also provide feedback through the surveys and have an opportunity to influence their school environment through student government and extra-curricular activities.

Stakeholders are involved in monitoring system effectiveness through meetings, council involvement, surveys, and assessments and have opportunities to enhance student achievement by volunteering and providing support. Information provided is used to reflect on school and district policies and determine the need for new programs or adjustments to current ones.

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

Anderson School District Three, under the leadership of its superintendent and board, encourages leadership roles among its stakeholders. The superintendent and board members are actively involved in leadership roles at the local and state levels. They attend state conferences, including the annual SCSBA Legislative Conference, and meet with local and state public officials to discuss issues of interest to the district. One member of the board serves as the district representative on the Anderson County Alternative School Board. The agenda for monthly meetings provides the general public with an opportunity to have a voice in district matters. At each board meeting during citizens' comments, individuals are allowed to address the board as outlined in policy. Protocol for community input is dictated by board policy.

District and school administrators are encouraged to serve in leadership roles in state and local organizations. For example, several district leaders serve on the advisory board for Teaching Fellows at Anderson University, one serves on the State Board for Gifted and Talented Education, one serves on the Executive Committee for Appeals for the South Carolina High School League, and another serves on the board for the United Way.

Teachers are given opportunities for leadership through a variety of forums. Grade/team/department chair responsibilities rotate among teachers. Representatives from each school are elected as Teachers of the Year, and they, along with former building representatives, participate in a district-wide teacher forum. Teachers are encouraged to assume leadership roles beyond the classroom by sponsoring organizations, serving on school and district committees, and becoming SAFE-T evaluators and certified CAT mentors. Professional development is also conducted by teachers during regular faculty and department meetings. Teachers who have expertise in certain areas, such as technology, are given the opportunity to teach graduate-level courses approved through Winthrop University and offered in our district. Schools also provide parent education in literacy, math, and science by planning and hosting family nights. Additionally, staff are encouraged to actively participate in state and national conferences as presenters.

ASD3 encourages parents, students, community members, teachers, staff, administrators, and board members to contribute to the decision-making process and provides leadership opportunities by soliciting stakeholder input on the effectiveness of school programs and instruction through School Improvement Council and SCDE report card surveys. Parents and teachers are instrumental in composing a school/parent compact giving stakeholders a voice in outlining the responsibilities for the district, school, parents, and students. District and school websites provide opportunities for suggestions and input. Organizations such as SIC, PTO, and booster clubs are led by parents, community leaders, and school staff, and actively provide leadership within the district by sponsoring events to open communication and participation in the decision-making process. Representative stakeholders are continuously involved in district strategic planning, creating and revising school renewal plans, and the AdvancED accreditation process.

Additionally, ASD3 collaborates with several stakeholder institutions and organizations. Anderson University, Tri-County Technical College, Erskine College, Clemson University, Southern Wesleyan University, and the Women's Initiative from United Way provide input and services into educational and community issues.

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

Anderson School District Three allocates resources equitably to its schools based on established allocation formulas in compliance with board policy and federal and state regulations and mandates. Federal and state monies designated to specific schools are used at those locations to assure equity for all students.

In order to ensure equity in education for all students in our system, the district provides a variety of programs and processes including First Steps and K4 to target the at-risk population from birth to age five. Processes are in place, such as gifted and talented testing of all second graders and Response to Intervention for elementary and middle school students, to address the needs of all students. Other programs in place to ensure equal opportunities for all students include ELL, speech therapy, occupational therapy/physical therapy, and services for the hearing/visually impaired.

As a part of the federal Title I and Title IIA planning process, the district provides assurances and identifies strategies to ensure equitable distribution of teachers and funding throughout the school district. At the heart of this plan is the district's commitment to having highly-qualified teachers and paraprofessionals in 100% of its classrooms. ASD3 was recognized as one of only two districts in the state with 100% of its teachers highly qualified in their content areas.

The district promotes innovation and quality classroom practices through a variety of support initiatives. Measures of Academic Progress (MAP) testing, STAR Reading and Math, Diagnostic Reading Assessment (DRA2), and enVision benchmark testing provide data to diagnose student academic strengths and weaknesses and assist in instructional planning. Other programs being used to enhance instruction include balanced literacy, instructional labs, science kits, Reading A to Z, Advancement Via Individual Determination (AVID), grade-level academies, and South Carolina's S³ curriculum. Technology is made available to support quality instruction in all schools and includes the following:

- SMARTBoards
- ELMOs
- LCD projectors
- ALEKS (interactive math program)
- Compass Learning (interactive math and language programs)
- LeapTrack
- PlayStation 2
- Mobile Computer Labs
- Kindles and iPADS
- Graphing calculators
- Computer Labs and Lab Managers
- Study Island
- Accelerated Reader and Accelerated Math
- Teacher Toolbox
- Read Naturally
- NovaNet

- ACT Online Prep and USA Test Prep
- In Demand Test Prep
- Classworks
- Student Assessment Manager (SAM)
- Lynda

Professional development in the operation of all equipment as well as in innovative instructional techniques and methodologies is available for all personnel.

Annually, the district provides all teachers with the opportunity to request and purchase needed materials and resources as budgets allow. Teachers are required through long-range planning to maintain a list of items needed to enhance and support instruction. A district process for requesting materials and completing purchase orders has been implemented for many years. Administrators and teachers are familiar with this process.

Overall Assessment:

Operational: 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.

Standard 3. Teaching & Learning

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

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

Indicators 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.

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

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: In fulfillment of this standard, the system:

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

Operational

Evidence Provided:

Communication of NCLB performance targets

Curriculum pacing guides

District staff can articulate student learning expectations

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

District staff/others meetings highlight discussions of student learning expectations

District-wide master schedule; hours of instruction

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Policies on grading criteria

Policy on credit requirements for program completion

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

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

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

Operational

Evidence Provided:

Course syllabi outlining criteria for student involvement

Guidance on lesson plan development show how students are involved in establishing their own learning goals

Samples of student work

Student discussion groups

Student mentoring programs

Students affirm their involvement in their own learning

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

Operational

Evidence Provided:

Assessment data

Course evaluations

District staff/others can identify research used to align instruction

District staff/others meet to analyze data and align instruction

District staff/others meet to review current research

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Surveys

Transcripts, certificates

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

Operational

Evidence Provided:

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

Cross-content curriculum guides

District staff/others meet to share best practices

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

Guidance on lesson plan development

Guidance that promotes a variety of instructional design and delivery strategies

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Student display of project-based learning opportunities

Student portfolios

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

Highly Functional

Evidence Provided:

Curriculum includes attention to diversity

District staff are knowledgeable about state and national curriculum standards

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

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

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

Operational

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Articulation agreements between agencies

Content-specific staff are knowledgeable about each other's course syllabus

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

Policies and guidelines granting dual-credit, transfer of credit

Transition policies

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

Evidence Provided:

After-school programs

Community-based programs

Counseling programs: curriculum, schedules, staffing

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

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

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

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

Supplemental educational services: NCLB tutorial

Wrap-around programs

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

Operational

Evidence Provided:

Curriculum reflects attention to issues of school climate

Database of student behavioral incidents

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

District staff/others meetings provide time for discussions about climate

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

Peer intervention programs; peer counseling

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

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

Operational

Evidence Provided:

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

Application to seek new course approval and implementation

Calendar of curriculum committee meetings

Data related to implementation of course(s)

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

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

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

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

Parents/community affirm that they have opportunities to engage in the curriculum review and revision process

Written policies and procedures for composition of curriculum committee and its function

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

Operational

Evidence Provided:

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

Calendar and schedule of technology services to students

District staff affirm that technology supports their curriculum and instructional programs

Facilities map indicating technology services/lab

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

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

Focus Questions:

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and

assessments in support of the expectations for student learning?

Anderson School District Three serves a rural community with an agricultural heritage. The district goal is to develop well-rounded, productive citizens and life-long learners for a diverse society. To do this, the district offers challenging, innovative educational experiences in a safe environment, guided by competent, caring, committed staff in partnership with a supportive community. All schools provide challenging, standards-based instruction at every grade level. The alignment of curriculum, instruction, and assessment ensures optimal student achievement and reflects the district's mission to develop productive citizens in a global society. Pursuit of our mission ensures that we *Embrace. Inspire. Challenge. Every Student...Every Day.*

ASD3's curriculum is aligned to the South Carolina Academic Standards at every grade level. The standards define expectations for student learning. As part of long-range plans, teachers develop pacing guides to direct instruction at each grade level and content area. State standards, the Standard Support System curriculum (S3), and supporting documents are reflected in long-range planning, short-range planning, and assessments. The district provides professional development opportunities to address curriculum standards and indicators that impact student learning.

Faculty and staff take part in professional development to increase their understanding of curriculum standards and best practices. Tuesday afternoons are reserved for school/department/team meetings. The purpose of these meetings is to discuss research-based strategies and share information on resources and effective instructional practices. At the elementary level, grade levels meet weekly to discuss strategies, strengths, and weaknesses. Professional Learning Communities (PLC) have been organized throughout the district to promote professional learning. In the elementary schools, PLC groups meet on Tuesday afternoons and during grade-level planning times. The middle school and high school teachers and administrators meet weekly/monthly to discuss current educational data and instructional strategies needed to promote student achievement. A district PLC meets bi-monthly. Teachers and administrators value collaboration with colleagues to focus instruction and ensure that curriculum standards are met.

Student learning is assessed in multiple ways at various grade levels. Measures of Academic Progress (MAP) assessments are used to measure student growth over time at the elementary and middle school levels. MAP testing for K-8 is conducted three times per year, with the exception of kindergarten and first grades. MAP scores are analyzed and evaluated after each assessment to guide instruction and identify areas of academic need. State standardized testing includes the Palmetto Assessment of State Standards (PASS) for grades 3-8, while high school students are assessed using the High School Assessment Program (HSAP). The End-of-Course Examination Program (EOCEP) assesses students at the middle school level in Algebra I and English I, and in multiple courses at the high school level, including Algebra I, Biology I, English I, and US History.

A data-driven approach to instructional planning is of high importance at both the district and school levels. Classroom Opportunities for Remediation Everyday (CORE) or instructional focus meetings are held with individual grade levels and administrative staff, including the curriculum coach specialists at the elementary level. Discussions include analysis of academic performance on MAP, classroom data, instructional strategies that have been utilized, and effectiveness of these strategies with struggling students. The Response to Intervention (RTI) model is used in the district to identify students who are at risk. Students are flexibly moved within the framework as their needs dictate. Developmental Reading Assessments (DRA2) are being implemented in the elementary schools to assess and provide guidance in the use of instructional strategies in reading; the middle school uses MAP and STAR Reading for a similar purpose. Starr-Iva Middle School also uses data from MAP testing to place students into specific level bands called RIT bands for focused instruction in the skills needed to bring students up to their respective grade level and to challenge higher-achieving students beyond their current grade levels.

Academically and artistically gifted students are served through the district's Gifted and Talented (GT) program,

which is available from 3rd grade through high school. At the elementary and middle school levels, GT science is offered to children who qualify. The middle school provides advanced courses in English and math. Students are accelerated to earn high school credits by taking English I and Algebra I in the eighth grade. Crescent High School accommodates GT students in honors classes, including English II, III, and IV, Algebra II, Geometry, and World History. Crescent High School also offers Advanced Placement (AP) courses in English, Calculus, World History, and US History. Juniors and seniors are allowed to participate in dual enrollment/dual credit programs with local colleges to advance their education. All schools offer GT visual arts classes.

Career and technology education is a vital part of student learning in the 21st century. Elementary students use computers in classrooms, computer labs, and media centers for research and study. Elementary students have no less than one period of computer weekly. At the middle school level, all students take at least one 9-week course in computer or industrial technology. Crescent High School's Career and Technology Education (CATE) program offers agricultural science, business, electronics, family and consumer science courses, and health science. Also, students must take and pass at least one computer course in order to earn their high school diploma.

Several programs at the high school articulate with programs at local colleges and universities. Each CATE completer program is articulated with a corresponding program at Tri-County Technical College. Students who complete these programs qualify for Technical Advanced Placement (TAP) and Technical Advanced Standing (TAS) opportunities. Students in the teacher cadet program have the opportunity to gain college credit through an articulation agreement with Anderson University. Also, students who complete in certain cluster areas in the business department have the opportunity to take the test to earn the Microsoft Office Specialist (MOS) certification.

ASD3 ensures that all students with special needs are provided with appropriate learning environments and accommodations. Students with special needs may have an Individualized Educational Plan (IEP) which is updated annually. The IEP includes present levels of ability, goals and objectives, accommodations, transition plans (for those students at least 13 years old), and participation in state and district-level testing with accommodations as needed. Students who need accommodations or health plans, and who may not have an IEP, are sometimes served using a 504 Plan. Parents, teachers, and administrators work together to develop the IEPs, ELL Accommodation Plans, or 504s in order to meet the individual needs of students. Special education teachers, under the supervision of the director of special education, are in charge of the development, implementation, and yearly articulation of IEPs. Guidance departments at each school monitor 504 plans for students. At the elementary level, First Steps' pre-school students are screened for speech, hearing, and vision difficulties, and services are provided as needed. The high school also offers HSAP lab classes in ELA and math for those students who do not initially pass the HSAP test. ASD3 works diligently to ensure that all students with special needs are successful.

There are several additional programs offered in the district for students who need academic assistance. Several elementary schools offer extended learning time through PASS Power Hours. Starr-Iva Middle School offers an after-school program that focuses on writing and research. Students have the opportunity to participate in the Advancement Via Individual Determination (AVID) program, which partners students with teachers and tutors to increase success in more rigorous course content and develop study skills in preparation for higher education. The course alignment at Crescent High School is based on the requirements for graduation from the South Carolina Department of Education (SCDE). Credit recovery is offered at the high school for those students who fail a course with a final grade of 60-69. Students can work on NovaNet (a computer-based mastery program) at their own pace during the summer and recover credits needed for graduation.

ASD3 wants every child to graduate with a high school diploma. South Carolina high school students face many challenges - higher graduation standards, increasing college entrance requirements, and growing workforce demands. For students to be successful, high schools must provide a curriculum that is challenging and relevant.

They must also offer a sequence of courses to assist students in becoming passionate, lifelong learners. A framework for curriculum planning aids students and parents in this process. An effective instructional program must have high standards and expectations for all students, a rigorous curriculum that prepares them for post-secondary education, and engaging instructional strategies designed to help students learn important concepts and ideas in depth. The curriculum framework used by our district includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan (IGP) that is revisited each year during grades 8 -12 . Working with parents, counselors, and teachers, students develop plans that include academic as well as career-related courses. These plans also identify extended learning opportunities designed to prepare students for post-secondary education and the workplace. Providing a comprehensive curriculum to address the individual needs of all students is a district priority.

ASD3 is committed to providing a challenging standards-based curriculum and research-based instruction at every grade level. This is carried out daily in our schools through our committed teachers and administrators, along with extensive technology resources, innovative programs, and formative and summative assessments. ASD3 expects every child to meet his or her potential and become a world-class learner prepared for the 21st century. Through our articulated, aligned curriculum, we strive to *Embrace. Inspire. Challenge. Every Student...Every Day*

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?

Anderson School District Three promotes and supports the implementation of research-based instruction, strategies, innovations, and activities that facilitate achievement for all students. The hiring, training, and retention of highly-qualified personnel is a district priority. First-year teachers are supported through a structured induction program, Cultivating Accomplished Teachers (CAT), which pairs these teachers with mentors who have completed training through the Center for Educator Recruitment, Retention, and Advancement (CERRA). Continuing contract teachers continually refine their skills through research and development goals as a part of the Goals Based Evaluation (GBE) process. The implementation of research-based programs at the district level provides a solid platform to build upon to accomplish the desired goals of student achievement.

ASD3 partners with Head Start to screen and select students from the surrounding area who would most benefit from early childhood education services for 3 and 4-year-olds. Through Child Find, additional 3 and 4-year-olds are identified and provided specialized services as needed. In addition, our district is host to First Steps, a program designed to prepare children to be ready to start school. Another aspect of First Steps is based on Family Literacy, which consists of four components: interactive literacy between parents and their children, parenting skills, adult literacy, and early childhood education. Weekly parenting classes are also held for teen moms attending our high school. Districtwide, identified 4-year-olds are served in half-day programs. Kindergarten programs for 5-year-old students are available at all elementary schools.

South Carolina State Standards are used as a blueprint for a rigorous, vertically-aligned K-12 curriculum. Our schools have supported the implementation of the standards through various professional development opportunities and trainings as well as through ongoing building-level support provided by curriculum coach specialists. Elementary teachers plan collaboratively during a designated common planning time during the school day. Regular grade-level meetings with the curriculum coach specialists are also scheduled to prepare for transition to the Common Core Standards adopted by South Carolina in July 2010 by closely adhering to the Standards Support Systems curriculum (S3) provided by the SCDE.

Our elementary and middle schools are implementing the components of the Balanced Literacy Framework, which provides research-based expectations for literacy instruction. One elementary school qualified to be a Literacy South Carolina Target Instruction Pilot for the 2010-11 school year. Leveled book rooms were purchased from Scholastic, Inc., providing fiction, non-fiction, and content book selections. Research-based DRA2 kits have

been purchased by all elementary schools for testing students to determine current reading levels. Teachers provide targeted reading instruction to small groups for differentiated lessons based on data from DRA2 testing.

At both the elementary and middle school levels, MAP testing is used as a universal screener and for progress monitoring. Individual scores provide detailed descriptions of student strengths and weaknesses that teachers use to provide differentiated instruction in reading, language, and math. Students meet with teachers individually and establish goals before each MAP testing session. Feedback after the testing allows students to reflect on areas of strengths and weaknesses. Teachers use the data to plan for instruction that will meet the needs of the students.

Middle school students scoring below grade level on MAP Reading/Language Usage tests or “Not Met” on PASS ELA/Writing tests are invited to participate in an after-school program targeting research and writing. This program is staffed at a 1:8 teacher-student ratio, augmented by high school student volunteer tutors. Students have a designated time for homework, followed by authentic research and writing opportunities with targeted skills instruction. Additionally, all students may receive extra help during early morning homework assistance.

ASD3 constantly updates instructional resources for teachers and parents to provide the most current research-based materials to enhance student achievement. Some of the most recently purchased materials include ALEKS, Study Island, Reading A-Z, LeapTrack, and Classworks. Schools also use Compass Learning, Accelerated Reader, Accelerated Math, Read Naturally, Teacher Toolbox, NovaNet, ACT Online Prep, and USA Test Prep. Parents and students are encouraged to use school-based programs at home via computer. ALEKS and Study Island, for example, can be accessed at home with students’ passwords. Research shows that the use of technology to deliver instruction increases student engagement. Among Anderson District Three’s technological amenities are classroom-based and mobile computer labs, SMARTBoards, Elmos (document cameras), Senteo Response Systems, and Kindles (e-book readers). The various programs and equipment enrich both instruction and teachers’ formative and summative assessment practices.

Crescent High School has adopted Crescent = Achievement, Responsibility, Stability (CARS), a whole-school reform initiative based on the Southern Regional Education Board’s (SREB) High Schools That Work Key Practices. The high school maintains high expectations for students, whose program of studies includes both academic and CATE courses.

Work-based learning is a four-year process at Crescent High School, beginning with a collaboratively-developed program of studies for each student and culminating in school-to-work opportunities. These include field experiences, job shadowing, college visits, service learning, internships, work-based learning classes, and virtual job shadowing. In addition, all students meet at least twice a year with the work-based learning coordinator, career development facilitator and guidance counselors to review pertinent information (grades, EOCEP, HSAP, PSAT, PLAN, ACT, SAT, Compass Learning, scholarship information, and any new requirements). Parents are invited to attend Individual Graduation Plan (IGP) conferences on an annual basis.

In addition to Advanced Placement courses in World History, U.S. History, Calculus, and English, Crescent High School offers the opportunity for students to take college courses for dual credit. Teachers across the curriculum engage students with a range of strategies including project-based learning, service learning, and senior portfolios.

Seniors at risk of not graduating on time work closely with the principal, assistant principal, or director of guidance, meeting each six weeks to monitor progress. These students have the opportunity to earn credits through our after school or summer programs using NovaNet. Students wishing to graduate early may take courses through the South Carolina Virtual School.

SOME KEY INITIATIVES:

Response to Intervention (RTI)

Response to Intervention provides research-based direct instruction for targeted students. The practices and strategies used are founded on the belief that all children can learn. A multi-tiered model consisting of three levels applies various assessments to determine in which level students should be placed. Data collected from progress monitoring provides frequent and ongoing information about how students are performing, so schools can respond quickly if students are not meeting academic standards. Ongoing professional development and book studies are provided to ensure that teachers and administrators understand the rationale associated with RTI and have the skills needed for successful implementation.

Professional Learning Communities

Professional Learning Communities have been initiated throughout the district. Recognizing the importance of a learning culture where team meetings are both formal and informal, teachers own the process and are supported by administrators. Teachers openly bring their individual challenges and failures to one another, trusting they will be supported and motivated. Meetings are driven by multiple sources of data, leading to higher levels of teaching and student learning. Administrators also participate in focused study groups.

Mediating the Impact of Poverty on Student Achievement

Recognizing that economic realities create ways of thinking and behaving that impact classroom performance, ASD3 provided professional development based on research from renowned author Dr. Ruby Payne. Teachers were provided training on the hidden rules of poverty with a focus on strategies for understanding the diverse ways children from poverty process and retain information. Teachers were given the opportunity to take a graduate-level course through the Citadel based on the poverty study.

Thinking Maps

Thinking Maps is a language of eight visual patterns each based on a fundamental thinking process. These patterns are used individually and in combination across every grade level and curriculum area in the elementary schools as an integrated set of tools for life-long learning. The curriculum coach specialists received training to become trainers of Thinking Maps. Last year all elementary teachers and several administrators received ongoing professional development, re-certification credit, and graduate credit through Winthrop University by taking a Thinking Maps course taught by the elementary curriculum coach specialists.

Writing to Win

Writing to Win is a compilation of instructional tools and strategies for empowering students to write. This research-based instruction for improving writing and sentence building is used at all three elementary schools. By empowering students to produce authentic writing, teachers promoted critical-thinking skills in short (journal) writing and effective skills of observation, visualization and expression in long (process) writing.

Handwriting Without Tears

The elementary schools are in the first year of implementing the Handwriting Without Tears curriculum, which is a comprehensive program that makes it easy to integrate handwriting across subjects, assess students, and close the achievement gap with developmentally appropriate materials and strategies. Our standards only say that handwriting must be legible; however, educators and parents need solid guidelines to assess what children should be able to achieve physically and cognitively in each grade level. The Screener for Handwriting Proficiency provides a Response to Intervention tool that works for individual students and for the whole class to identify students who may require additional instruction or remediation.

Orton-Gillingham

Orton-Gillingham is an instructional approach intended primarily for use with students who have difficulty with reading, spelling, and writing. It is most properly understood and practiced as an approach, not a method,

program, system or technique. The components are as follows:

- Multisensory—it is visual, auditory, and kinesthetic. Students learn best when we teach using all the available pathways to the brain: seeing, hearing, saying, and writing.
- Sequential—students are taught concepts in a logical sequence.
- Incremental—each lesson carefully builds upon the previous lesson. Lessons progress from simple to more complex.
- Cumulative—the method integrates constant review of previously-taught concepts.
- Individualized—to meet the unique needs of each student.
- Blending—based on phonograms
- Explicit—the student is taught what he needs to know in a direct manner.

Sounds in Motion

Sounds in Motion helps children improve skills in listening, phonemic awareness, articulation, discrimination of speech sounds, auditory processing, and vocabulary development through movement. Through the use of body movements, the characteristics of tension, duration, pitch and directionality of the articulators that are associated with each speech sound are introduced to help the children experience correct placement and production for specific consonants. The activation of large muscle groups associated with production of the speech sound also helps memory for the sound.

Advancement Via Individual Determination (AVID)

AVID is a college readiness system designed to increase the number of students enrolled in four-year colleges. AVID methodologies create a college-going culture across the school. The middle school AVID site coordinator provides regular staff development on AVID methodologies for school-wide implementation.

Readers' Workshop

At the middle school, Readers' Workshop classes provide focused time for students to read self-selected materials at their independent reading level. Students work with Readers' Workshop teachers to set individual goals for reading, and teachers support their efforts with mini-lessons and small group instruction. In addition, students receive instruction in the Cub High Five, a set of before, during, and after-reading strategies implemented across the curriculum.

RIT Band Instruction

At the middle school, MAP scores provide the basis for flexible grouping and focused instruction in math, reading, and language usage. Students are assigned to daily thirty-minute RIT Band Instruction classes according to MAP sub-scores, changing cross-grade groups (and teachers) every three weeks. This format ensures that every student receives instruction in all three tested areas each quarter, based on his or her most recent scores. Elementary schools provide RIT Band Instruction during 30-45 minute "Care Blocks."

IMPACT!

IMPACT! is a non-profit youth-serving organization that provides support and advocates programs that promote positive youth development and educate about sexuality while seeking to reduce teen pregnancy. IMPACT! implements several curricula throughout the district, including Draw the Line Respect the Line, Making Proud Choices, and Making a Difference at the middle school. At the high school, IMPACT! provides the Safer Choices curriculum. These programs focus on teaching students to treat their bodies with respect while improving decision-making and communication skills. These skills help the students in ASD3 stay in school, focus on academics, and graduate. The IMPACT! program was featured in a March 2009 article in *Time* magazine.

Tiger Direct

Our middle and high schools collaborate to select students for the Tiger Direct program, a dropout prevention

strategy serving 8th-grade students who have been retained or are older than their grade-level peers. These students may take two courses at the high school in order to be on track for graduation after their sophomore year.

Freshman Academy

Freshman Academy comprises teachers in the four core course areas who plan collaborative strategies during common academy periods. This academy was implemented in part to decrease discipline referrals, to increase attendance rates, and to reduce the dropout rate.

EXTRA-CURRICULAR ACTIVITIES:

Finally, research indicates that students who are involved in extra-curricular activities in elementary, middle, and high school are more likely to perform well in academic subjects and to graduate on time. Anderson District Three provides a range of extra-curricular activities, clubs, and organizations:

Elementary Schools:

- Tiny Cub Chorus
- Good News Club
- Student Council
- Reading AR Club
- Paws for Prayer
- Apple Science, Art, and Music
- Terrific Kid Program

Middle School:

- Art Club
- CUB TV (daily student-run broadcast)
- Drama
- Nature Club
- Robotics
- Starr-Iva Singers
- *Images* (literary magazine)

Middle and High:

- Band
- Beta Club
- IMPACT! (pregnancy prevention program)
- Sports
- Yearbook

High School:

- Academic Team
- CAT Club (Crescent's Artistic Tigers)

- Chess Club
- Family Career and Community Leaders of America
- Fellowship of Christian Athletes (FCA)
- Future Farmers of America (FFA)
- Future Business Leaders of America (FBLA)
- Health Occupation Students of America (HOSA)
- National Technical Honor Society (NTHS)
- Spanish Club
- Students Against Destructive Decisions (SADD)
- Teachers Inspiring Girls to become Empowered, Respected, and Successful (TIGERS)
- Tiger Spirit Club
- *Tiger Times* (newspaper)
- We're Booked @ CHS!

These innovative programs, extra-curricular activities, and organizations allow students to be *embraced, inspired, and challenged* for success in college, in the work place, and as future leaders of our society.

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?

Anderson School District Three provides a wealth of professional development opportunities to ensure that all staff members are prepared for the challenge of educating our students. Professional learning is primarily based on identified student and staff needs. The goal of professional development is to improve instructional effectiveness and increase student achievement.

All employees new to the district take part in new teacher orientation before the start of the school year. This orientation includes an overview of the district vision, mission, and goals as well as referencing specific policies and procedures and concludes with a bus tour of the district. Induction teacher support and mentoring take place throughout the year with the CAT program, which pairs first-year teachers with mentors who have completed CERRA's mentoring program. New principals participate in the Principal Induction Program (PIP) provided by the SCDE.

ASD3 administrators participate in various professional development opportunities. Principals, assistant principals, and district office administrators are members of South Carolina Association for School Administrators (SCASA). With this membership, administrators may attend the annual summer leadership conference, as well as a seminar series that takes place throughout the year. District administrators are members of their respective roundtable groups through SCASA. For example, there is an instructional leader's roundtable that meets monthly, a superintendent's roundtable that meets monthly, and a personnel roundtable that meets bi-monthly. At these meetings, topics of relevance are discussed along with presentations on relevant information from the SCDE.

Administrative assistants can also attend seminars through the South Carolina Association of Educational Office Professionals, a branch of SCASA. This group offers yearly training on specialized topics, as well as a state conference. Office professionals are members of the Upstate Association of Educational Office Professionals, which offers three professional development opportunities yearly and holds meetings at local district offices.

The following activities and supports for professional development are available for teachers, administrators, and instructional staff:

- Administrative leadership monthly meetings

- Administrative Professional Learning Community (PLC) for literacy meetings bi-monthly
- Administrative conferences throughout the year (e.g., School Leadership Executive Institute for Principals)
- LiteracySC training for literacy leader throughout the year
- Monthly meetings and reviews (guidance, special education, literacy, AVID, nurses, administrators)
- State and local conferences and workshops
- Technology software and staff development
- Goal Based Evaluation (GBE) guidance and support
- District and school-level staff development based on student needs
- Instructional leadership teams at the district and school levels
- Principal and grade/team/department chair meetings
- Ongoing professional development on the Response to Intervention process
- Handwriting Without Tears training and support for early learning
- Book study or PLC for teachers that focuses on best practices and instructional strategies
- Coaching and support for balanced literacy at the elementary level including demonstration lessons with teacher/coach follow-up
- Job-embedded professional development in the use of data and assessment
- DRA2 training and support
- Professional development for all elementary schools in balanced literacy
- Upstate School Consortium (provides 4 seminars yearly)
- Webinars available for training in many areas of professional development
- Content consultant support
- Course offerings yearly for graduate credit (e.g., Thinking Maps, Children of Poverty, Technology Applications)
- Special trainings for staff to support students with disabilities e.g., Applied Behavior Therapy (ABA), assistive technology, and many other available offerings based on specific disabilities
- Training in special areas, such as CATE teachers, media specialists, AP instructors, speech and language therapists, teachers of the arts
- Paraprofessionals and support staff trainings specific to on-the-job needs
- Periodicals and instructional resources for ongoing learning
- Website licenses for online support

ASD3 believes in high-quality professional development that provides students with well-trained and effective teachers and staff. Even with a reduction in the number of calendar days allotted for professional development, it has remained a district priority. ASD3 is proud of its highly-qualified professional staff who work together to promote the achievement of *every student ... every day*.

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

Anderson School District Three utilizes various methods to enrich student and staff access to needed information. Library media specialists and teachers incorporate information literacy and technology instruction to promote a positive environment for continuous improvement and student achievement.

- Teachers and library media specialists collaboratively plan to meet the needs of their students.
- Newsletters, email, blogs, and websites make stakeholders aware of pertinent information.
- Technology equipment, print and non-print resources, and learning activities enhance the instructional program.
- Media specialists support student achievement through collection development, enrichment lessons to support curriculum standards, and Accelerated Reader activities with students.

- The district emphasizes continuous access to technology and instruction in its use for administrators, teachers, staff, and students.
- Student achievement goals are communicated through administrator meetings and various school-level meetings, as well as through principals' annual updates to the board.
- Each school employs one media specialist to provide comprehensive, inclusive media services to the school community.
- Each media center uses the Destiny computerized circulation and cataloging systems and houses computers that are available to students.
- Library media specialists use TRAILS to assess information skills of students at the high school level.
- Technology specialists provide appropriate programs and access for management, instruction, and communication through programs such as ETV streamline and portal, OnCourse, PowerSchool, Destiny, DISCUS, MAP, ALEKS, Compass Learning, Study Island, Dreamweaver, Accelerated Reader, and Accelerated Math.
- Technology specialists provide support for the needs of all schools through online technology work orders.
- Title I, technical assistance, IDEA, and district funds have provided funding for the purchase of technology hardware, teacher laptops, wireless internet access, interactive whiteboards and projectors, document cameras, computer labs, and student response systems.
- New technology and software training is available through a variety of sources including online, workshops/classes in the district, and regional/state meetings.
- State technology assessments gauge student and teacher technology proficiency.

ASD3 continues to make progress in its quest to ensure that all students and staff have access to comprehensive information, instructional technology, and media services. Library media specialists, teachers, members of the technology department, and district office employees work together in order to enhance services for students and staff.

Overall Assessment:

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

Standard 4. Documenting & Using Results

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

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

Indicators 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.

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

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: 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 :

Highly Functional

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

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

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

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

Dedicated unit/staff for assessment and data reporting

District staff use data to inform policies and practice

Online assessment system

Policies outline administration of multiple assessments and their purpose

Policies that outline targets for behavioral standards: attendance, discipline

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

Record of multiple assessments administered, including program-specific required assessments

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

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

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

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

Operational

Evidence Provided:

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

Agendas, minutes from staff meetings indicate utilization of data systems

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

Criteria for feedback on performance

Data graphs, charts display student performance expectations

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

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

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

District staff meet regularly to discuss student work

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

Examples of student work are prominently displayed

Staff Handbook outlines expectations about the use of student performance data for instructional planning

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

Students affirm knowledge about their learning expectations

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

Operational

Evidence Provided:

Data from community/business

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

Database that records graduation, post-graduate engagement

District staff utilize business and community data to guide program planning

District staff utilize perception data from surveys to guide program planning

Stakeholders affirm their familiarity with student performance and organizational effectiveness

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

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

Highly Functional

Evidence Provided:

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

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

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

Newsletters demonstrate communication of student performance and school effectiveness

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

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

Operational

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

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

Reports that outline comparable data analysis - across programs

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

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

Operational

Evidence Provided:

Data reports disaggregate student performance growth

Data reports include behavioral and environmental data

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

Data reports verify growth in student performance

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

District staff can identify strategies for increasing student performance

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

Highly Functional

Evidence Provided:

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

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

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

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

Focus Questions:

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

Anderson School District Three uses a comprehensive system of assessment that is aligned with state academic standards and analyzes results to monitor student academic growth and performance over time. Assessment results are analyzed throughout each school year and across school years to identify areas of strength and weakness in curriculum and instruction. Assessments used throughout the district include both state and district-mandated measures.

Each year, the district's Title I schools are required to complete a comprehensive needs assessment in order to develop their yearly plan. A major component of this plan involves a thorough analysis of each school's test scores. The information is reviewed by each school's Title I committee, consisting of teachers, parents, community members, and district and school administrators.

Response to Intervention (RTI), a model that incorporates an integrated system of interventions guided by student outcome data, is applied to decisions made in the general and/or special education classrooms. In this practice, research-based interventions are matched to student needs by applying student outcome data to make educational decisions. Based on data, school-level teams review, plan, and evaluate student progress to identify and address individual student performance.

Data-driven instructional planning is a priority at both the district strategic and school renewal levels. Working with individual teachers, district and school administrative teams examine state and district assessment outcomes. This data is analyzed longitudinally and also compared to schools and districts similar to ours. Resulting information drives decisions that address district and school-level initiatives, instructional programs, professional development, and instructional adjustments that best meet individual and group needs.

State-Mandated Assessments include:

- Palmetto Assessment of State Standards (PASS) in grades three through eight
- High School Assessment Program (HSAP) exit exam taken during the second year of high school
- End of Course Examination Program (EOCEP) in selected high school subjects (English 1, Algebra 1, Biology 1, U.S. History)
- Iowa Test of Basic Skills (ITBS) and Cognitive Abilities Test (CogAT) in second grade for gifted and talented student identification
- Project STAR for grades three through five gifted and talented identification
- Advanced Placement Exams (English, Calculus, U.S. History, World History)
- EXPLORE/PLAN
- PSAT
- South Carolina Alternative Assessment (SC-Alt)
- English Language Development Assessment (ELDA), a measure of progress of English language skills in students whose primary language is not English

District-Mandated Assessments include:

- NWEA Measures of Academic Progress (MAP) in K5 through grade 8
- Otis-Lennon School Ability Test (OLSAT) for gifted and talented student identification
- DRA2

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?

Anderson School District Three believes that responsible involvement of parents, students, school staff, and the entire community is imperative for quality education. Our process for communicating results of assessments in a timely and relevant manner begins as these outcomes become available. Recognizing state embargoes, district administrators disseminate information to respective school administrators. In turn, school-level administrators disseminate information to teachers, students, parents, and community stakeholders.

Overall assessment outcomes may be distributed via each school's daily bulletin in PowerSchool and/or on the school website. The daily bulletin is a communication tool used to disseminate announcements as well as information about student grades and attendance. Upon the state's release of assessment scores, the *Anderson Independent Mail* asks district administrators for a reflective statement on overall scores. Adequate Yearly Progress (AYP) and South Carolina School Report Card results and information are communicated and distributed to all stakeholders. Both school and district-level administrators provide comprehensive reports to the Board of Trustees at monthly meetings.

ASD3 also uses MAP testing, which is aligned to state standards, as a means to provide teachers, administrators, students, and parents instructional feedback on a more frequent basis. MAP tests are administered three times throughout the year. The results indicate which standards have been mastered and which need to be revisited. These results allow teachers to provide specialized RIT band instruction and academic assistance prior to state testing. With teacher guidance, students may set goals for improvement and are kept apprised of their individual progress in conferences and on classroom data walls.

In order to keep stakeholders informed, the elementary schools provide a Friday Folder that provides parents with a look at their student's performance outcomes on a weekly basis. A district-level testing calendar is made available to all stakeholders at the end of each school year with the next year's assessment dates. School administrators provide a more detailed, school-specific testing calendar to students, parents, and community members at the beginning of each school year.

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

While there is currently no one program that assimilates all assessment information, the district maintains all system data through several electronic databases and formats. These data are accessible through the district website and are available at the district and school level. PowerSchool is the state-mandated system used to retrieve student and group data from the High School Assessment Program (HSAP), End-of-Course Examination Program (EOCEP), Palmetto Assessment of State Standards (PASS), South Carolina Alternate-Assessment (SC-Alt.), course grades, attendance, and discipline. The district anticipates adding TestView to centralize all data once state grant funding is finalized.

Student performance results are used to compare our school district to other school districts in South Carolina. Our system compares other schools and school districts with performance data related to HSAP, EOCEP, PASS,

ACT, SAT, and AP. Disaggregated data provide information specific to gender, ethnicity, English Language Learners (ELL) status, disability status, and economic status as measured by free and reduced lunch participation, as well as other demographic categories, bringing focus to certain needs within specific populations.

Based on the above results, teachers receive professional development, planning, and/or collaboration time with district and school administrators, and, most importantly, with fellow teachers. Teachers meet by grade level, team, department, or course to determine strengths and needs related to targeted students. The focus of these meetings is to review and discuss assessment results, share ideas, and plan instruction to best remediate or enrich learning programs for students.

The system reviews data to recommend or maintain programs. Any new programs are initiated only after careful review of the data and program proposals. The district reviews all programs on an ongoing basis following a predetermined evaluation process.

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?

Anderson School District Three actively prepares administrators, teachers, and other personnel to understand and use data to guide instructional planning and to identify gaps in learning through a variety of regular and ongoing professional development activities. School-based personnel have the opportunity to expand their knowledge of understanding AYP, the state report card rating system, interpreting test scores and effectively using formative and summative assessment data (PASS, HSAP, EOCEP, MAP, etc.). Data presentations are made to school leaders during monthly administrator meetings and through individual conferences with principals. Principals then communicate data to their faculty through site-level meetings. Upon administrator/teacher request, district office administrators will provide data presentations to faculty, staff, and parents. These presentations are designed to assist associated stakeholders in analyzing individual and district test results, to review overall student and district progress, and to facilitate discussion about effective classroom instruction.

The Title I office provides strong support to Title I schools in the analysis and effective use of student achievement data from a variety of sources. Each year as a part of Title I planning, the Title I committee does a thorough analysis of test scores and then writes a plan of action. The district Title I coordinator assists the teachers, parents, community members, and other district and school administrators in understanding how data is used to complete a needs assessment and write the plan.

Every school in the district has a teacher leader or curriculum coach specialist to provide embedded professional development in the use of data to guide practice. These school instructional leaders assist teachers in understanding data, provide guidance for developing lessons to address areas identified as weaknesses, compile materials to enhance lessons, teach demonstration lessons, and lead book discussion groups. Common team, grade, and departmental planning time has been employed when possible so that teachers may use grade or course-level data to implement best practices in the classroom.

Professional development on understanding data to drive classroom instruction may be provided by consultants, software providers, district office staff, school-level administrators, or teachers, as well as through conferences or seminars. The type of training provided is determined by the type of data available and its translation into classroom practice. The district makes every effort to analyze data and to use the results to impact instruction in a timely manner.

Overall Assessment:

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

Standard 5. Resource & Support Systems

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

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

Indicators 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.

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

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: 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:

Highly Functional

Evidence Provided:

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

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules: District, School, Extra-Curricular; Transportation

Staff Handbooks

Staff schedules and assignments

Student Handbook

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

Highly Functional

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

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

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

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

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

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

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

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

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

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

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

Operational

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Consolidated Application (federal)

Facilities protection documentation: insurance, amortization

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

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

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

Highly Functional

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

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

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

Operational

Evidence Provided:

All district-wide facilities are properly maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum includes attention to cleanliness and safety

District staff are involved in developing and implementing safety policies

District support staff are knowledgeable about safety policies

District-wide environment is clean and safe

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

State and Federal regulations regarding special program safety requirements

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

Operational

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

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

Operational

Evidence Provided:

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

Physical assets plan: short-term and long-range

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

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

Operational

Evidence Provided:

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

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

Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

Stakeholders are knowledgeable about policies regarding appropriate internet access

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

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

Operational

Evidence Provided:

Alternative Education Program

District monitors instruction for special needs inclusion

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

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

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

Individualized Development Plans

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Policies regarding use of languages other than English for district communication

Professional development calendar and topics

Special Needs Department/Committee

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

Staffing of Counseling and Guidance programs

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

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

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

Operational

Evidence Provided:

Career Preparation Department/Committee

Community based programs

Curriculum for Career Preparation

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

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

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Job Placement program

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Professional development: calendar, topics

Staff assigned to career preparation programs

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

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

Focus Questions:

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

Anderson School District Three maintains a comprehensive program of recruitment and retention of highly-

qualified teachers, administrators, and support personnel. At the beginning of the current fiscal year, there were no teacher vacancies. Of the district's teaching staff, 100% are highly qualified according to the guidelines of No Child Left Behind. In August 2010, we were one of only two districts in the entire state with this distinction.

Historically, the district has recruited qualified teachers and administrators at local college and university career fairs. Administrators have attended job fairs at Anderson University, Erskine/Lander University, Clemson University, South Carolina State University, USC Upstate, and other recruitment opportunities. District staff reviews teacher and administrator applications through the Center for Educator Recruitment, Retention, and Advancement (CERRA) database when there are openings in the district, then forwards applications to the respective building principals.

ASD3 believes that efforts to retain teachers directly impact the quality of classroom instruction. We believe that all teachers, especially those new to the profession, must be mentored and supported. Through our Cultivating Accomplished Teachers (CAT) mentoring program, we support first and second-year teachers. The most recent teacher turnover rate available from CERRA is 3.5% (2008-09 to 2009-10). This number represents an improvement from 9.8% (2007-08 to 2008-09).

In order to increase the retention of first-year teachers, ASD3 requires a year-long, graduate-level course for all induction contract teachers. This course is dedicated to developing and assisting new teachers as they transition from college or the workforce into the profession. Each induction teacher is assigned a mentor. In most cases, the mentor is a faculty member at the school where the inductee is assigned, and whose instructional responsibilities closely mirror those of the inductee. Teachers who are interested in becoming mentors complete an application and submit recommendations. Those accepted into the program are certified according to guidelines set by the South Carolina Department of Education (SCDE) in partnership with CERRA. Mentors must complete a three-day training session conducted in house or in conjunction with Anderson School District Two. There are currently forty-six mentors in our district. Although there are currently no teachers in the district undergoing the induction process, over the four years prior to 2010-11, we have averaged approximately twelve each year. Please refer to the information below for the number each year:

2010-11: 0
2009-10: 6
2008-09: 9
2007-08: 14
2006-07: 18

Assisting, Developing, and Evaluating Professional Teaching (ADEPT) is the state program that sets expectations regarding what teaching professionals should know and be able to do. The ADEPT evaluation process begins with the induction contract year, followed by the annual contract year, and then moves to the continuing contract years. The annual contract year is the year for formal evaluation under the Summative ADEPT Formal Evaluation of Teachers (SAFE-T) model. During the summer of 2010, we conducted two training sessions for SAFE-T evaluators; one was held in conjunction with Anderson School District Two and one was a stand-alone session for our district exclusively. The district currently has 62 staff members who are certified SAFE-T evaluators, including 13 administrators and 49 teachers, guidance counselors, and teacher leaders.

ASD3 has positive working relationships with many of the local colleges and universities including, but not limited to, Clemson University, Erskine College, Anderson University, Lander University, Southern Wesleyan University, and Tri-County Technical College. District and school-level administrators work with these institutions to place students for field experiences and student teaching opportunities. The majority of these placements come from Anderson University.

The Program of Alternative Certification for Educators (PACE) is a three-year program that was established in South Carolina to provide an alternative route to teacher certification for individuals with a degree in a field other than education. Interested individuals may apply as candidates in the PACE program so that they may gain employment in a public school. ASD3 currently has seven teachers who have completed the PACE program and four who are in process.

Classified staff fulfill a wide variety of roles in the district. Each staff member, from the kindergarten aide to the custodian, is trained according to the expectations of his or her job description. All classified employees are evaluated on a 3-year cycle, as specified in district policy.

Substitute teacher training is held periodically. At these sessions, the director of professional development provides relevant training, information, and materials. Topics covered include lesson planning, classroom management, district and school procedures, and blood-borne pathogen training. There are currently 93 substitutes on the approved substitute list: 37 teachers, 18 cafeteria workers, 9 custodians, 20 clerical workers, and 9 nurses.

ASD3 realizes the value of involving parents and other community members in the educational process. These people serve as chaperones, mentors, tutors, media assistants, and in other capacities in our schools. Each volunteer must submit to South Carolina Law Enforcement Division (SLED) and Sex Offender Registry background checks. Currently, there are 122 volunteers on an approved volunteer list.

The professional development program for ASD3 is based on a district-level framework and coordinated with site-based management. Topics and priorities for professional development are identified in the District Strategic Plan and coordinated with the school renewal plans. Test scores and district performance data, along with input from school and community stakeholders, drive priority areas. Specific professional development plans are finalized a year in advance in order to secure funding sources. Professional development activities for each year are detailed in the plan written for a particular funding source. These sources include Title I, Title II/Teacher Quality, Enhancing Education Through Technology (E2T2), and Professional Development Standards Implementation (PDSI) funds.

ASD3 board members belong to the South Carolina School Boards Association (SCSBA). Through this membership, board members receive training on the expectations and functions of local school boards. The SCSBA provides individual training for the member elected to serve as board chair. Each year, board members attend the SCSBA conferences.

All district and school-level administrators are members of the South Carolina Association of School Administrators (SCASA). As members of SCASA, administrators have the opportunity for professional development through the annual, week-long leadership conference in June. Throughout the year, SCASA offers a seminar series on selected topics that is open to any member as well as a winter conference for assistant principals. Roundtable groups are also available through the SCASA organization. These groups include a monthly roundtable for superintendents, one for assistant superintendents/instructional leaders, and a bi-monthly personnel roundtable. As an outgrowth of these groups, upstate area administrators have formed Anderson-Oconee-Pickens groups that meet to collaborate and coordinate regional efforts. These groups include personnel, finance, instruction, special education, Title III, and superintendents.

Administrative assistants in the district have opportunities for professional development through the South Carolina Association of Educational Office Professionals (SCAEOP), a branch of SCASA. This group offers selected seminars on relevant topics as well as a more comprehensive yearly conference. As an outgrowth of this group in 2003, ASD3 was a founding district for the Upstate Association of Educational Office Professionals

(UAEOP). This group has 3 meetings yearly for professional development and local collaboration efforts.

In order to deliver effective instruction and assistance, administrators, teachers, media specialists, and counselors are encouraged to attend their subject-related conferences and workshops. These include conferences in subject areas such as ELA, math, social studies, science, physical education, career and technology education, and foreign language, as well as guidance, educational technology, media, and gifted & talented conferences. Beyond these trainings, instructional staff members are encouraged to attend regional meetings and standards-based training relevant to teaching assignments.

ASD3 collaborates with neighboring districts to provide professional development opportunities, including training for initial mentor and SAFE-T evaluator certification as well as opportunities to join master's level education cohorts offered through Clemson, Furman, and Anderson University. ASD3, along with 20 other districts in the upstate, has partnered with Furman University to form the Upstate Schools Consortium. Through this alliance, administrators and teachers have the opportunity to hear about the latest research in education delivered by the top educational experts in the nation. Four programs are planned each year, and affiliated districts can send an unlimited number of participants to each seminar.

Technology has been identified as a major focus area for the district. Representatives from each school attend the educational technology conference each October. These teachers then provide training and consulting on the latest developments in utilizing technology in classroom instruction. The district offers a graduate-level technology course for teachers yearly. During the 5-year certificate renewal cycle, each teacher must participate in such a course or in other technology training, and/or demonstrate technology proficiency via an assessment.

Professional development is also delivered according to individual school-based goals. Administrators and teacher leaders utilize Tuesday afternoon professional development time as well as teacher planning periods as time for professional learning communities. The elementary schools often coordinate a yearlong emphasis for the PLCs. Book studies are also a common source of professional development at all levels.

The district provides safety training to all employees utilizing a web-based program called PublicSchoolWORKS. Each year the safety committee meets along with representatives from PublicSchoolWORKS to discuss safety issues and establish the training schedule for the year to ensure compliance with OSHA, other federal requirements and to address high risk activities. All new hires are required to take safety training courses in Lockout/Tagout, Hazard Communications and Bloodborne Pathogen. Annually all employees are required to take courses, including Heimlich Maneuver; Fire Safety; Slips, Trips and Falls; Violence in the Workplace; Getting a MSDS; Harassment, Intimidation or Bullying Policy; Student Medical Emergencies; Student Privacy Rights (FERPA) and Asbestos Awareness. In addition, employees are required to take safety training pertaining to risks relative to their occupation. The system automatically communicates with employees and management to ensure that assigned safety training is completed alerting management in the event assignments are not completed. The PublicSchoolWORKS system provides all the tools to implement and manage the district's safety program.

While ASD3 believes that it is important to develop the professional expertise of its faculty and staff, it also recognizes that a healthy lifestyle is critical to maximizing effectiveness. Currently, we offer several wellness initiatives and programs to help our staff maintain good health. These include offering influenza and hepatitis B inoculations, blood-borne pathogen training, and on-site exercise facilities and programs. Our insurance provider, Blue Cross Blue Shield, offers smoking cessation, weight loss/management programs, and a yearly opportunity for health screening.

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

The district's mission statement establishes the overall focus for the allocation of resources with its goal of developing "well rounded, productive citizens and life-long learners for a diverse society through challenging, innovative education experiences in a safe environment, guided by competent, caring, committed staff in partnership with a supportive community." In pursuit of this goal, the district has initiated several strategies from the District Strategic Plan over the last five years, including the following:

- equipping classrooms with cutting-edge technology (interactive white boards, student response systems, mobile laptop units, iPads, etc.), providing instructional software (Compass Learning, ALEKS, NovaNet, etc.), and providing professional development to facilitate its integration into the instructional program;
- implementing a new formative assessment program (Measures of Academic Progress) to monitor student progress and identify areas of strengths and weakness as a basis for focused instruction;
- implementing an online lesson planning system that allows state standards correlation (OnCourse);
- providing training on innovative instructional strategies such as Thinking Maps, Advancement Via Individual Determination (AVID), Writing to Win, etc.; and
- hiring additional staff (reading teachers, nurses, curriculum coach specialists, etc.).

Financial resources are dedicated to accomplishing the district's mission through its strategic plan; 88% of the general fund expenditures for the 2009-10 fiscal year directly impacted schools in the form of salaries, benefits, supplies, technology, maintenance, utilities, and transportation. The district utilizes a systematic approach to budgeting, which involves considering general funds and all special revenue funds to meet established educational goals. Budgets are developed with input from all stakeholders, including principals, administrators, board members and the community at-large. Once the budget is developed, the superintendent presents it to the board. A public hearing is held to allow members of the community to provide input regarding the budget. After the budget is approved by the local board, the recommended budget is presented to the Anderson County Board of Education for final approval.

Finalized budgets are then sent to principals and department heads to provide budgetary controls to ensure that funds are expended appropriately and as designated. Financial statements are prepared monthly and presented to the board. As required by South Carolina law, the district is audited on an annual basis by an external certified public accountant (CPA) firm. This audit is conducted to assess the accounting principles used and significant estimates made by management, as well as to evaluate the overall financial statement presentation. Other audits are conducted by the SCDE and the United States Department of Education. In addition, the food and nutrition program is governed by the United States Department of Agriculture and audited regularly by the external auditors as well as by the SCDE.

The district's accounting and internal control systems provide assurance that resources are being utilized efficiently and effectively as prescribed by management. The district's accounting procedures manual, student activity fund handbook, and fixed asset manual establish procedures regarding the annual budget process, fiscal accounting responsibilities and procedures, and asset management. This information is available to the public through the transparency link on the district website.

While the allocation of resources for direct classroom instruction is vital, no education system could successfully operate without support systems such as custodial and operations, food and nutrition services, transportation, technology, and administrative/accounting services. The district has allocated adequate personnel and resources to ensure that these areas can function to provide an atmosphere conducive to optimum learning.

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

The district mission statement and strategic plan are a framework to ensure that support systems provide resources necessary to meet the needs of all students. The mission statement states that educational opportunities will be provided in “a safe environment” as supported through PublicSchoolWORKS and the Crisis Management Plan. The strategic plan also supports the goal of creating “a more appealing school climate for teachers and parents/guardians.” In an effort to comply with this goal, the district completed additions/renovations to all schools and built a new elementary school in 2008. The \$20.5 million bond referendums passed to complete these projects demonstrate the community’s commitment to the education of Anderson School District Three students.

The district recognizes that providing school administrative staff and classroom teachers with adequate support services is critical to ensure that they can concentrate on the direct instruction of students. Support services budgeted include administrative/supervisory, accounting, counseling, custodial/maintenance, food service, media, professional development, technology, and transportation services. These services ensure that the basic needs of students and teachers are met (meals, heating/cooling, transportation, supplies, etc.) so that learning can be the number one priority. The district’s electronic work order system tracks all preventative maintenance and maintenance requests. The director of food service, shared with Anderson School District Two, plans menus to meet nutritional requirements, monitors cafeteria operations, and provides reports/claims to the state. In an effort to ensure that all students are adequately nourished and prepared for learning, the district offers a free breakfast in the classroom to all district students.

Support services not only meet basic needs but also render other valuable services to benefit students and parents. Guidance counselors, nurses, certified and paraprofessionals working with special needs students, and Parenting/Family Literacy/First Steps staff serve as liaisons between home, school, community, and agencies. Additionally, the homeless liaison ensures that children with limited resources have adequate materials, supplies, and access to education and extra-curricular activities. These employees assess student needs to identify services that can help students benefit more effectively from their educational experiences. The Anderson County Board of Education employs an attendance supervisor to assist the Anderson County districts. This attendance officer works with students and their parents to increase awareness of the compulsory attendance law and of the importance of regular school attendance. Services focus on intervention and prevention through phone calls, letters, school conferences, home visits, and court mandates as needed.

The district’s technology department provides critical support in implementing and maintaining strategies to effectively integrate technology into planning/instruction and assessment. As above, the district has made great effort to equip classrooms with cutting edge technology and software as specified in the District Strategic Plan. Technology requests are expedited by the district’s computerized work order system.

Other budgeted services that benefit teachers and students are professional development opportunities. The district provides a professional development coordinator who plans activities that support standards implementation and enhance student achievement.

The assistant superintendent focuses Title I funding to supplement many of the previously cited initiatives. Title I monies fund additional staff and instructional technology and equipment. Title I funds are utilized to provide embedded, school-based professional development, which supports both the district’s strategic plan and the individual school renewal plans.

The district recognizes the critical role that support personnel serve for teachers and students to perform at the highest level. This goal is supported by the funds budgeted and the systems established to provide and monitor these services.

Overall Assessment:

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

Standard 6. Stakeholder Communications & Relationships

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

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

Indicators 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.

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

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: In fulfillment of this standard, the system:

6.1 Fosters collaboration with community stakeholders to support student learning:

Highly Functional

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

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

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Policies regarding credit for service learning

Policies regarding suggestions, grievances

Stakeholder survey data

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

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

Operational

Evidence Provided:

Calendars, agendas, minutes of parent meetings

District Improvement Committee: agendas, minutes, membership

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

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

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

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

Highly Functional

Evidence Provided:

Advisory Committees

Calendar, agendas, minutes, committee membership

District staff affirm that they regularly include community in preparing instructional delivery activities

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

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

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parent versions of Curriculum Pacing Guides

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

Parents and students are informed and involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

6.5 Provides information that is meaningful and useful to stakeholders:
Highly Functional

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

Focus Questions:

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

Active participation at various levels allows staff to interact with the community in order to gauge expectations and stakeholder satisfaction. Anderson School District Three is an integral part of the Starr and Iva communities and is committed to open communication among its schools, district, and community.

ASD3 leadership enthusiastically encourages opportunities for stakeholders to express their expectations and rate their levels of satisfaction. From surveys to community events, board meetings, and meetings with the

superintendent, principals, and faculty, the input of stakeholders is extremely influential and highly respected.

Stakeholders appreciate the open-door policy of the ASD3 leaders and value the commitment of the board to be responsive to school needs while maintaining control of fiscal expenditures. The agenda for each meeting of the board provides an opportunity for public comment, during which members of the general public can voice opinions about district issues, school services, and instructional programs. Protocol for community input is dictated by board policy.

Teachers, parents, and students respond to an annual SCDE report card survey regarding various aspects of school climate. Each year, these survey results are made public as part of the school and district report cards issued by the SCDE. The district receives more detailed results by school and by district. Each year, the results are reviewed to ensure progress is being made toward specified goals. According to the 2009-10 survey results, parent satisfaction with school climate has increased from 81.2% to 83%. This measure has the district on track to meet its goal of 85% satisfaction by 2016.

The district employs several people specifically to act as liaisons between the schools and community stakeholders:

- A full-time special education liaison works with parents to increase understanding and better meet the needs of their children. The liaison bridges the gap between home and school and creates and maintains positive, connected relationships that benefit our students.
- The First Steps coordinator works with BabyNet, early childhood programs, and the adult education program. The coordinator serves as the family literacy coordinator, incorporating the four components of family literacy in the district and partnering with Anderson Adult Education to provide GED preparation closer to home, promoting literacy in our community. The coordinator plays a major role in transitioning children and parents into the school system and in paving the way for continued positive relationships and communication. She reads to a targeted kindergarten population at each elementary school once a week to improve literacy skills. The coordinator organizes the Countdown to Kindergarten program for our elementary schools as the grant becomes available each summer.
- Our Title I parent liaison visits homes of at-risk children and serves as a Title I parenting/family literacy coordinator. This job entails conducting parenting classes and distributing information about Title I. The liaison interacts with parents at the elementary schools' PTO meetings and provides brochures and literature on various topics designed to build a parent's ability to help his or her child do better in school. Stakeholder suggestions help develop the district's parent involvement policies and the parent-teacher compacts, which are routinely updated. The liaison develops and conducts workshops for parents and develops and distributes interactive literacy activities as another means of providing parents with a tool to assist in the education of their children.

The United Way and Anderson County Women's Leadership Initiative sponsor a program called IMPACT!, which begins in the middle school and continues through high school. IMPACT!'s after-school program reaches out to at-risk students. IMPACT! has been instrumental in reducing teen pregnancy in our area and in strengthening family-school relationships. The success of this program was highlighted in the March 2009 issue of *Time* magazine.

Many local agencies and citizens offer facilities, resources, and support by assisting ASD3 teachers, parents, and students in building real-world connections:

- Agencies such as Willow Creek Living Center, AnMed Health, and Abbeville Hospital offer facilities to health science classes.

- Bowie Farms, Storybook Simmentals, Robert Brown, Nubbin Ridge Farms, Doug Todd Family, and Estridge Farms provide livestock for showing and offer facilities for Crescent's Future Farmers of America Chapter to carry out projects.
- Students, teachers, and parents are connected to the community through performances and participation in events such as Depot Days, Veterans Day, Tiger Trot, Iva Tree Lighting Ceremony, Iva Christmas Parade, Arbor Day in Iva, Red Ribbon Parade, Starr Fall Festival, and Starr Christmas Parade.
- The Starr and Iva Athletic Associations are provided use of ASD3 facilities for young athletes to practice and compete.
- The Peoples Bank, REVIVA Museum, and American Legion Post 44 also provide support through various educational experiences and financial resources for our students.

ASD3 students participate in shadowing opportunities, tutoring, and mentoring sponsored by various businesses, civic clubs, and faith-based organizations. Our work-based learning coordinator schedules shadowing opportunities in students' fields of interest.

- Willow Creek Living Center, Abbeville Area Medical Center, and AnMed Health partner with our health science classes to provide opportunities for students to visit and shadow professionals in the health field.
- Students are mentored by community agricultural producers through the Crescent Young Farmers Chapter.
- The Crescent High School Triple Threat Program sends varsity basketball players to elementary schools to tutor and mentor students.
- Starr Baptist Church hosts the Good News Club, which stresses character and citizenship.
- Good Hope Presbyterian Church offers an after-school tutoring program.
- Our elementary schools partner with Kiwanis, Chick-fil-A, and Texas Roadhouse to recognize students through the Terrific Kid program, a citizenship and character-based program.

Scholarships are provided by many organizations, individuals, and businesses.

- Crescent High School's faculty voluntarily fund several memorial scholarships.
- Departmental scholarships are sponsored by Santee Cooper.
- Scholarships are also granted by Erskine College, Lander University, North Greenville University, Tri-County Technical College, Anderson County Cattlemen's Association, Anderson County Retired Teacher's Association, Anderson Elks Lodge, Don McPhail Natural Resources Conservation, James F. Byrnes Foundation, United States Marines, United States Army, United States Navy, Omega Psi Phi, and Kappa Zeta Omega.
- In addition, the Wallace Alewine Scholarship, Daniel Jarrard Memorial Scholarship, Heath Michael Edwards Memorial Scholarship, and Jonny Lyons Memorial Scholarship are supported by various foundations or individuals.

ASD3 is fortunate to have loyal supporters who have made donations of time, money, or service to our schools.

- At Crescent High School, Michelin sponsors a seat belt initiative and mock accident event for Prom Promise.
- The Shamrock Garden Club provides flowers for Awards Day and sponsors an essay contest.
- The American Legion Post 44 and the Shamrock Garden Club help sponsor attendees to Palmetto Boys and Girls State.
- The Peoples Bank, Campbell's Café, Greene and Company, MARJO Lawn Service, and Carolina Properties donate time to support Crescent's CATE department through guest speaking engagements and

providing judges for entrepreneurship class competitions.

- The *Hartwell Sun* newspaper prints the school newspaper for Crescent's Desktop Publishing class at no charge.
- Our FFA Chapter benefits from donations by Southern States Coop, Nubbin Ridge Farms, Storybook Simmentals, Action Auto, Robert Brown, Doug Todd Family, the Town of Iva, Willow Creek Nursing Facility, Grove Station, RWI, First Baptist Daycare, Iva First Baptist Church, A1 Tire, Jeff Jones, B&B Plumbing, Kelley's Farm, Agir-Auction Sales of Georgia, Busby Farms, Eastanollee Livestock Market, Davis Plumbing, Sportsman One Stop, J-RAP Auto, Carnes Grading, Bush's Auto Sales, Accelerated Genetics, Crescent Mini Builders', Grits & Groceries, Maw-Maw Moose's Consignment Shop LLC, Nutty Sweet Shop, Drennon's Market, Walt Thomas Hardware, Valerie's Diner, E-Z On Auto Tops, A&A Portable Buildings, Austin's Hotdogs, Faith Hunters for Youth, Darla Powell Family, Wilson Creek Logging, and Estridge Farms.
- Winter sports programs benefit from donations by Upstate Investigators, Bouknight Auto Service, Wood Roofing Services, Anderson Federal Credit Union, and Marshane Corporation.
- The Tip-Off Club, Takedown Club, Striker Club, Band Boosters, Spike Club, Touchdown Club, Softball Booster Club, Home Run Club, Track and Cross Country Booster Clubs support their respective sports.
- Our schools receive donations from Michelin, Burger King, Chick-fil-A, Arby's, Zaxby's, Little Caesar's, Olive Garden, Anderson Federal Credit Union, Amstar Theater, West Carolina Rural Telephone Cooperative, Little River Electric, Old Navy, Shoe Carnival, and several area churches.

Many businesses sponsor programs offered in ASD3.

- YEScarolina sponsors the entrepreneurship program and a summer Biz-Camp through the funding of books and supplies.
- Junior Leadership of Anderson engages students in touring businesses and agencies, meeting with community leaders, and working on group projects.
- Gethsemane Baptist Temple sponsors off-campus instruction.
- The Anderson County Fire Department sponsors a fire safety program.
- Clemson University sponsors a Tiger Character Education program.
- Anderson County Sheriff's Department demonstrates their K-9 Units.

Many agencies provide assistance and/or services to ASD3 students and families.

- Various district and school personnel work with DocLink, which utilizes local doctors, dentists and optometrists to provide health screenings and preventative dental care to low-income students.
- The Department of Motor Vehicles administers the driver's license exam at the high school.
- Guardian ad Litem, Department of Juvenile Justice, Youth Services, Vocational Rehabilitation, Head Start, Anderson Interfaith Ministries, Anderson Oconee Behavioral Health Services, Anderson-Oconee Mental Health Services, and Anderson County Board of Education all provide services to students as requested.
- Crescent Builders, Drennon's Market, Anderson Mechanical, Brady's Screenprinting, Parkwood Baptist Church, Starr Baptist Church, High Praises Church, Flat Rock Baptist Church, Union Baptist Church, Gethsemane Baptist Temple, Iva First Baptist Church, many school clubs and faculty donate money to the Angel Tree program at ASD3 schools to provide Christmas gifts to underprivileged students.
- Bethel United Methodist Church, Union Baptist Church, Presbyterian Church, Lions Club, High Praises Church, Flat Rock Baptist, First Baptist of Iva, Freedom Center, Anderson Oconee Behavioral Health Services, Anderson Interfaith Ministries, Anderson Oconee Mental Health, the United Way, Hospice of the Upstate, the CHS Thrift Store, and Lenscrafters provide assistance with various needs of ASD3 students throughout the year.

Special education students receive services from various providers.

- Some students work at Vocational Rehabilitation and receive on-the-job training, career counseling, and earn a weekly paycheck.
- Autistic students work with Applied Behavior Analysis therapists.
- An employee from Anderson County Counseling Service meets with special needs students at Crescent High School to help them work through mental, emotional, and/or behavioral issues.
- The Department of Disabilities and Special Needs (DDSN) offers training for transitioning from the high school setting into the workforce.

ASD3 is proud that all schools in the district are service learning schools. Schools conduct service learning projects benefiting local, state, national, and international organizations. The district is committed to teaching citizenship and community responsibility.

- Some agencies that have benefited from ASD3 service learning projects include the United Way, Operation Gratitude, Women's Leadership Initiative, American Red Cross, Willow Creek Nursing Home, Anderson Interfaith Ministries, Toys for Tots, the Anderson Animal Shelter, the CHS Thrift Store, AnMed Health, and Breast Cancer Awareness.
- Individual schools participate in specific projects to benefit these organizations throughout the year such as Relay for Life, a winter coat drive, canned food drives, the Giving Tree, Animal Shelter supply drive, the Angel Tree, blood drives, and recycling.
- Our FFA sponsors Cowboy Day at CHS; elementary students are introduced to many aspects of agriculture and its local heritage. FFA students also conduct a petting zoo for the seniors at Willow Creek Living Center.

ASD3 demonstrates its strong commitment to the arts through community partnerships.

- The district promotes the arts with band and choral concerts and many students participate in the county's Christian Youth Theater, the Greater Anderson Musical Arts Consortium (GAMAC), and the Alverson Community Theater.
- Crescent High School sponsors an international fair open to the public every spring which allows groups of students to research countries around the world then create a creative display that can incorporate artifacts, written information, large artistic displays, paintings, multimedia, food items, dramatic presentations, music, singing, and dancing.
- The ASD3 Arts Jamboree is an event that incorporates music, band, drama and art students from all 5 schools, as well as local artisans and vendors, to showcase their talents to the community. The community can participate in free art activities and musical or drama performances.
- Crescent High School students and community members have taken field trips to the High Museum of Art in Atlanta to view the Dalí and Titian exhibits and to the Nasher Museum of Art at Duke University to the el Greco and Velázquez exhibits.
- The schools have hosted authors Gene Fehler, Carmen Deedy, Neal Shusterman, DC Moody, Brod Bagert, Michael Finklea, and Melinda Long as guest speakers.
- Starr-Iva Middle School produces musicals such as *Beauty and the Beast* and *High School Musical*.
- Various artists, including Oscar Velázquez and Josh Davis, have visited our schools.

The leaders of ASD3 foster collaborative efforts which enhance and support our district's commitment to building and maintaining positive and meaningful relationships with all stakeholders. Through our collaborative district and community efforts, we share a collective vision to *Embrace. Inspire. Challenge. Every Student ... Every Day.*

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

Anderson School District Three utilizes a variety of means to ensure parents, students, staff, and the community are informed about school and student performance. The district makes efforts to establish communication and develop relationships with stakeholders through public forums, signage, surveys, telecommunication, and written and electronic publications. Through these means, parents and the public are informed of district and school expectations, student achievement, school progress, and school news.

District staff works with all district sites in developing messages to deliver to stakeholders through local newspaper articles, brochures, celebrations, school board recognition, PASS /MAP and report card recognition (student incentives), the district yearly calendar, and district and individual schools' annual reports to the people. The superintendent regularly attends community and school events. This visibility in the community creates good will and sets the stage for open communication for stakeholders.

The administrative office and all schools employ full-time administrative assistants, who direct issues to the appropriate department. These individuals are available to provide accurate and consistent information in response to questions and concerns. As much as possible, ASD3 believes that stakeholders and the public should receive personal services.

The district and individual schools participate in or host activities that connect the community to the school and include events such as parent orientations, open houses, parent academic nights, scholarship and financial aid workshops, academic competitions, academic letter recognition ceremonies, community festivals, PTOs, school councils, parent luncheons, Grandparent's Day, postings on the school marquee, the ASD3 Jamboree, and veterans' ceremonies. Public recognition of individual and school achievements also occurs at board meetings. Students and district employees are recognized with commendations for outstanding achievements. Principals present a progress report of school initiatives and student achievement to the board on a monthly or bi-monthly basis. The superintendent presents student achievement data as it is received and analyzed.

Valuable stakeholder feedback is received from comprehensive, anonymous parent, teacher, and student surveys which are completed annually as part of the district's reporting process. The *Anderson Independent Mail* publishes reports on school and district progress on the district report card and AYP status.

Schools communicate expectations and progress to parents using avenues such as telephone calls from teachers and staff, emails, and individualized face-to-face meetings. Some schools utilize School Messenger, an electronic telephone distribution system that sends news, messages and emergency alerts to parents. The district also utilizes the School Messenger system to inform all parents of school closings and delays due to weather conditions.

The *Anderson Independent Mail* "Hometown" section provides coverage of school events, awards, and individual achievements, such as honor roll listings. Additionally, schools produce student agendas, student handbooks, parent newsletters, school newspapers and newsletters, bulletins, progress reports, and report cards. Translated communications for English Language Learners (ELL) families are provided as needed and are available upon request.

PowerSchool's Parent Portal may be used by parents to access their children's academic records, attendance, and

school updates. Written communications are also available electronically on district, school, and teacher websites.

ASD3 analyzes student performance indicators and uses research-based practices to improve the effectiveness of the district. Stakeholders are an integral part of our collaborative effort to increase the quality and quantity of student learning. Progress on student performance and district effectiveness is communicated to all stakeholders on an ongoing basis.

Overall Assessment:

Highly Functional: 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.

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.

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

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: 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):
Highly Functional

Evidence Provided:

Continuous Improvement Plan - district and individual schools

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

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

Stakeholder survey (satisfaction) data

State/Federal Accountability Plan

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

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

District and School Improvement plan indicating membership of committees

Parent compact

Stakeholder survey data demonstrating stakeholder involvement in district and school improvement

Stakeholders affirm their involvement in continuous improvement process

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

Highly Functional

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

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

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

District staff demonstrate capacity for providing methodologies to increase student performance

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plans demonstrate alignment with district vision, purpose

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in district-wide facilities

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

Operational

Evidence Provided:

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

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

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

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

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

Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

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

Operational

Evidence Provided:

Annual Report

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

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

Stakeholders affirm receipt of district communication regarding improvement efforts

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

Operational

Evidence Provided:

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

Evaluation of effectiveness of continuous improvement plan and process

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

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

Operational

Evidence Provided:

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

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

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

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

Operational

Evidence Provided:

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

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

Focus Questions:

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

Anderson School District Three is committed to continuous improvement. The board, district leaders, and individual schools work collaboratively to employ a strategic planning process at the district and school levels that serves as the foundation of the district's continuous improvement efforts. While district and school plans share a common framework that is based on a shared vision, mission, beliefs, and initiatives, school plans include research-based objectives and strategies designed to address the unique needs of each school as evidenced by available student performance data. District and school plans are updated annually, and new plans are developed every 5 years.

At the district and school levels, stakeholders - including administrators, teachers, school support staff, students, parents, community members, and business leaders - are invited to participate in the strategic planning process. Stakeholders review the plan framework, which analyzes student achievement, ensures teacher quality, and examines school climate data from different sources. Stakeholders consider current research pertaining to the objectives and strategies and make recommendations for plan revisions and/or updates.

The District Strategic Plan defines vision and initiatives, and each school develops a school renewal plan to accomplish these initiatives and monitor the achievement of each school with the purpose of continuous improvement. The school renewal plans include a data-based academic needs assessment, identification of desired academic goals, strategies for accomplishing goals, action steps for achieving outcomes, and a plan for measuring results. The updated District Strategic Plan and school renewal plans are presented to school-level stakeholders, the Board of Trustees, and community stakeholders annually for review.

Each year, principals and teachers revisit student achievement goals based on data and assessed needs. Data-driven decisions are made by reviewing individual and group demographics, attendance, discipline, and drop-out statistics; analyzing student achievement outcomes on state summative assessments such as PASS, HSAP, and EOCEP as well as on a variety of formative assessments such as DRA2, MAP, and STAR Reading. Assessment results are compared within the district, with surrounding districts, and with the “schools like ours” indicator on the state report card. Administrators require teachers to continually monitor formal and informal classroom data and to discuss results in grade/team/departmental meetings. Based on all available data and on building-level discussions, principals present updated goals each year to board members, district-level officials, and interested community members.

Professional development is provided at the district and school levels and is directly linked to the focus of the District Strategic Plan and individual school renewal plans. Staff members are offered graduate courses, workshops, curriculum conferences, and other continuous improvement opportunities based on identified needs. Curriculum coach specialists and other teacher leaders provide job-embedded professional development in each of the schools and in system-wide trainings to address weaknesses identified by data analysis and introduce innovative best practices to advance teaching and learning in the district.

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?

District and school personnel work closely to make sure that a collective vision is clearly shared and embraced by all stakeholders. District leaders, working in conjunction with community members, parents, and school-level professionals, develop a strategic plan based on the vision and with the purpose of continuously improving student learning.

Data is used not only to find areas of success but also to identify areas for improvement. Goals are set at the district and school levels based on the needs assessment. At the school level, improvement strategies are often developed in discussion with teachers, students, parents, and administrators. This partnership helps ensure ownership, making initiatives more likely to succeed. Rarely do district leaders mandate change; rather, change is collaborative and often evolves from the school level, with district support. All updates to individual school renewal plans are evaluated by the superintendent and other district office personnel to ensure alignment with the vision and mission of the district.

Examples of change initiatives resulting from continuous improvement efforts include Thinking Maps, balanced literacy, RTI, MAP, AVID, morning and after-school academic programs, data teams, PLCs, Freshman Academy, and Tiger Direct. Descriptions of these and other school and district initiatives are provided in Standard Three.

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 district provides professional development training for teachers and administrators in the teaching techniques and strategies needed to implement the District Strategic Plan and school renewal plans for the improvement of student academic performance. The professional development program reflects requirements of Act 135, the

EAA, and the National Staff Development Council's revised Standards for Staff Development. Extensive professional development opportunities are provided for district and school personnel through the professional growth and leadership programs and other initiatives.

- Administrators' meetings are held monthly to discuss progress toward district initiatives.
- Ongoing professional development and training supports the effective implementation of district and school initiatives such as AVID, SAFE-T, MAP Testing, ALEKS, balanced literacy, etc.
- Professional Learning Communities at schools and with district leaders facilitate capacity-building and collaboration.
- District-sponsored graduate courses are free to all certified staff members.

All certified personnel are required to develop yearly professional plans aligned with the District Strategic Plan goal areas and individual growth needs as determined through the performance evaluation process. These plans are the annual goals-based evaluation plans for continuing contract teachers and professional growth plans for induction and annual contract teachers. Differentiated professional development - workshops, conferences, in-services, coursework, book studies, embedded professional development, and faculty training - is driven by the goals identified in these yearly plans.

Tuesday afternoons are reserved for district and/or school-level professional development. Employees provide input regarding professional development through evaluation forms that are completed at the close of training sessions and through annual surveys. Employees and supervisors can request topics for professional development, which are considered in light of overall district and school priorities.

The district ensures ongoing teacher growth and development through a variety of initiatives:

- Project CREATE provides financial support for teachers desiring to become fully certified in special education.
- The district provides professional development for teachers and other staff to support the teaching/learning process. Recent areas of focus include balanced literacy, differentiated instruction, diversity, teaching children of poverty, Darkness to Light, QPR suicide prevention, and integration of technology.
- Professional development opportunities are available throughout the year to assist school personnel in interpreting and effectively using data to drive instruction and make programmatic changes. District-level coordinators provide support to this process for all areas.
- The assistant superintendent provides strong support to Title I schools by appropriating funds and offering professional development to enhance district initiatives.
- Teachers are provided courses necessary to gain the gifted and talented certificate endorsement required to teach our advanced students.
- An induction program, Cultivating Accomplished Teachers, is implemented annually to provide assistance and support for new teachers as these teachers transition into the field of education.
- Curriculum coach specialists and literacy coach specialists provide embedded professional development at the school and content level.

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

The district promotes accountability and focus on results through a variety of structures and strategies.

- The Board of Trustees focuses on student performance and district progress. Principals meet with the board

each year to review each school's progress, concerns, and goals for improvement as related to their school renewal plans.

- The superintendent and district administrators meet monthly to discuss relevant issues and to discuss concerns and suggestions for moving the district forward. Principals are responsible for sharing outcomes with their individual schools.
- School leaders are assigned the primary responsibility of providing leadership and support for the improvement of teaching, learning, and student performance. They monitor the implementation of student achievement and goal strategies through school and classroom visits and observations.
- Regular monthly meetings with district staff and school leaders promote a focus on results.
- Collaboration and professional dialogues related to improved student achievement are encouraged through grade-level/team/department meetings, instructional leadership teams, and collaboration among schools.
- Teachers are evaluated annually, using the appropriate evaluation tool (GBE, SAFE-T, or Induction), based on contract levels. Improvement plans are developed for teachers needing intensive assistance.
- In addition to formal observations, school-level administrators informally observe teachers and provide feedback.
- District staff directly guide and support the development and implementation of the Title I and Title IIA plans.
- District staff direct and support the effective use of assessment data at the school level through a variety of initiatives and activities.

The district conducts program evaluations to ensure effective implementation. New programs or initiatives are approved for implementation only after careful consideration of the research base in which the program is grounded, the development and the approval of an implementation plan, and a defined process for evaluating program effectiveness. Initiatives and programs are formatively evaluated on an ongoing basis.

The district communicates the system's vision, purpose, expectations, and results, internally and externally, in a variety of formats.

- School report cards, published by the state of South Carolina, are sent to parents and other stakeholders annually.
- The district develops and publishes annual reports and the schools distribute newsletters and other print information to stakeholders. Many teachers and teams prepare and disseminate weekly newsletters to parents.
- The district website is updated regularly to keep parents, stakeholders, and employees informed of the district's vision, goals, progress, and needs.
- School websites convey school-specific information, such as upcoming calendar events and teacher websites; links to resources for students, teachers, and parents; and other pertinent information.
- Monthly Board of Trustees meetings are held to provide support and leadership in fulfilling the district's goals. Guidance is provided to support continuous implementation of the district's strategic plan. Meetings are open to the public. Opportunities are regularly available to highlight school achievement. Board meeting minutes are posted on the district's website.
- Monthly school leadership team and faculty meetings are held to ensure the timely dissemination of information.
- School administrators schedule open houses, PTO meetings, School Improvement Council (SIC) meetings, general parent/teacher conferences, and other meetings to communicate specific information.
- Vision and mission statements are posted throughout the district in all schools.
- The Standards Assessment Report drafts and updates have been made available to all stakeholders on a continual basis. Stakeholder input was solicited throughout the self-study process.

Overall Assessment:

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

QA Methods

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

The District Strategic Plan serves as the foundation of the district's quality assurance efforts. The plan defines the overall direction of the district and guides the district and schools in identifying priorities, setting goals, and implementing action plan strategies to achieve these goals. The District Strategic Plan serves as the basis of all personnel, financial, and operational decisions that improve student achievement, ensure teacher and administrator quality, and provide an enhanced school climate. The district plan is revisited annually to gauge progress and to refocus district efforts as warranted.

With the District Strategic Plan serving as the foundation, each school collaborates with its leadership teams and constituent stakeholders and develops a school renewal plan to guide school-level priorities. Performance goals and interim performance goals are key features of these plans, which, by design, require careful review of current and longitudinal student assessment data and are subject to revision based upon formative assessment results. School improvement plans are carefully reviewed by the superintendent, Board of Trustees, and other district office staff to ensure congruence with district goals and initiatives. Feedback is provided to principals, and revisions are made as necessary.

A data-driven approach to monitor and document improvement is a priority at the district and school levels. South Carolina State Report Cards and Adequate Yearly Progress results are used annually to identify strengths and challenges for the district and its individual schools. District administrators compare yearly report card data in order to make comparisons, identify relevant trends, and monitor overall progress. In addition to the summative data provided through the state report cards, the district also schedules MAP testing for ELA and math three times during the school year. Academic goals are set for teachers and students based on the sets of results. Each testing cycle provides individual results as well as comparisons among classes, teachers, and grade levels. District and school-level administrators analyze and summarize all assessment results. Data presentations are made at school faculty meetings, district administrator meetings, and monthly board meetings.

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

The district administrative staff works closely with all schools. Monthly administrators' meetings are conducted to review information relevant to technology, finance, transportation, instruction, professional development, assessment, etc. These monthly meetings also provide a means to communicate information gained at state meetings such as instructional roundtable, Title I, EEDA, etc. School administrators then disseminate information through their school faculty meetings.

District administrators regularly visit all schools and give feedback regarding delivery of content, instructional strategies, classroom environment, and student engagement. All district administrators and school instructional leaders are trained evaluators for the SAFE-T process of ADEPT. The ADEPT performance standards provide the

basis for professional teaching. If concerns are noted through observations, conferences are scheduled with school principals to discuss concerns and determine a plan of action. District staff works collaboratively to provide professional development and resource support to improve instructional practice and student performance.

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

The commitment of the district to meeting the standards is evidenced by the fact that all schools and the district have been continuously accredited by SACS since 1990. Each school and the district conduct internal audits to ensure compliance with appropriate standards. As this is the first experience with AdvancED district accreditation, the district has gone to great lengths to educate all stakeholders on the 7 standards and the indicators within each. Standards committees include school representatives whose responsibility is to share information related to their specific standards with the remaining faculty members. The standards have also been addressed in administrator meetings, school faculty meetings, leadership team meetings, board meetings, SIC meetings, PTO meetings, and AdvancED standards committee meetings.

With the completion of the district's initial self-study and ongoing updates to our District Strategic Plan and school renewal plans, we continuously monitor our systems according to the 7 standards of quality assurance. The district anticipates the feedback from the visiting committee as another means to make improvements and to ensure that the AdvancED standards are met.

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

The district has an established process for collecting, using, and communicating results. As the outcomes of various assessments and report card survey summaries are released, district instructional staff analyzes results and looks for relevant trends. The data is studied longitudinally and compared with other local districts as well as with districts considered similar to ours in demographics and size. Summaries of results are shared with school administrators and then distributed throughout the district to all stakeholders. At appropriate times throughout the year, the data is shared at board meetings by the superintendent and/or school principals. News releases, reports to the people, and information on the district and school websites are other avenues of communication.

Once the results are collected and communicated, district leadership, school leaders, and other stakeholders use the information to prioritize goals, evaluate programs, and drive professional development emphasis. Ultimately, the results are used to drive updates and adjustments to the District Strategic Plan and individual school renewal plans.

Conclusion

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

Focus Questions

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

- Commitment to excellence and use of best practices to enhance student achievement
- Recruitment and retention of highly-qualified staff
- District Strategic Plan serving as a guide for all instructional programs
- Parent and community support
- Analysis and use of data for district focus on continuous improvement
- Comprehensive technology system supporting teaching, learning, and daily school operations
- Struggling economy and state cutbacks impacting public education

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?

- District's commitment to its vision, mission, and beliefs
- Strong commitment by staff, parents, and community stakeholders
- Collaboration among district, school administrators, teachers, and support staff
- Safe environment and well-maintained facilities provided for learning
- District Strategic Plan that guides system instructional programs, budget, and personnel responsibility
- Analysis and use of data to support operational and instructional planning

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

- Student performance, especially in the areas of mathematics and reading
- Limited educational resources and accessible technology in students' homes
- On-time graduation rate (completion rate)
- Decreased state funding challenging the district to find innovative ways to meet its needs (class size, professional development time, program maintenance, etc.)

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

As a result of the standards review process, Anderson School District Three has reaffirmed its commitment to our vision to *Embrace. Inspire. Challenge. Every Student ... Every Day.* The district will continue to assess and update its strategic plan to ensure that it meets its goals for student achievement, teacher and administrator quality, and school climate.

The information gleaned from the self-assessment and feedback from the committee will be used to improve the processes and instructional practices of the system. Results will be shared internally and with all external stakeholders. The district will celebrate the commendations of the AdvancED committee and act upon the recommendations.

Standards Assessment Report Summary

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

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