



ROCK HILL Schools

YORK COUNTY DISTRICT THREE

Where Children:



Learn



Grow



Connect



Thrive



Southern Association of Colleges and Schools
Council on Accreditation and School Improvement

Self Study Committee

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Mr. Stephen Ward, Principal

Ms. Tammy White, Principal

Standards Assessment Report

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Executive Summary of District Profile

Vision, Beliefs and Goals

The Rock Hill School District's mission is to engage all students in meaningful and profound learning in order to prepare them for successful futures. The overarching goal is to provide an environment where students learn, grow, connect and thrive. The process by which this is accomplished is defined by the *Rock Hill Climb*. All initiatives, programs and decisions are driven by the four focus areas that are key check points on the climb: Design and Deliver Quality Work, Provide a Nurturing Environment, Have a Future Focus and Have a Shared Vision and Set of Beliefs. To begin the climb, employees were asked to be committed to our professional code which was developed from input of all employees. During the 2007-2008 school year, all employees in the district were asked a series of questions during department or staff meetings:

- What are some of the things in our school district that are excellent?
- What are our bragging rights?
- What characteristics make excellent schools? What do we want to be known for?
- What are our professional behaviors? What is our code of ethics? What distinguishes our district?

All employees responded to the questions. The information gathered was analyzed and coded for common words and themes. The outcome of this work led to the development of the Rock Hill School District Professional Code. The superintendent shared the code at the "Back to School" celebration of 2008, where all employees gave voice to the code and read it aloud in unison. Employees were encouraged to sign on to the code at the district office, where our wall of signatures is on display in the training room.

Rock Hill School District Professional Code

Put Students First
Nurture Relationships
Work Together for a Shared Vision
Grow Professionally
Continuously Find Ways to Improve

The vision for our school system is to become a true learning organization in which:

- the School Board and community leaders advocate for schools.

- parents are partners and members of the school community.
- the Superintendent and central office act as moral and intellectual leaders and capacity builders.
- principals are leaders of instructional leaders.
- teachers are instructional leaders and curriculum designers.
- students are volunteers and customers of quality school work.

District goals recommended by the Superintendent and approved by the School Board include:

- Obtain SACS Accreditation (Commitment to Continuous Improvement)
- Decrease the drop-out rate (Teaching and Learning)
- Implement School Improvement Plans (Commitment to Continuous Improvement)
- Increase Test Scores (Teaching and Learning, Commitment to Continuous Improvement)
- Evaluate and Report Student Achievement (Commitment to Continuous Improvement, Stakeholder Communications and Relationships)
- Implement SAS Data access (Documenting and Using Results)
- Complete Curriculum Mapping (Teaching and Learning)
- Revise grading policies (Governance and Leadership)
- Monitor budget (Resources and Support Systems)
- Identify potential school sites (Resources and Support Systems)
- Revise report cards (Teaching and Learning, Documenting and Using Results, Stakeholder Communications and Relationships, Commitment to Continuous Improvement)
- Update technology plan (Teaching and Learning, Documenting and Using Results, Resources and Support Systems, Stakeholder Communications and Relationships, Commitment to Continuous Improvement)
- Complete security monitoring (Resource and Support Systems)

Synthesis of the individual 2008-2009 School Improvement Plans and the recommendations from this accreditation process will generate additional goals for the next five years.

Demographic Information

Rock Hill School District is the largest district in York County, South Carolina, in both student enrollment and geographic area. The district has 17,670 students (5k- grade12), encompasses 180 square miles and is located in Rock Hill, South Carolina, adjacent to the only federally recognized Indian Reservation in the state. Rock Hill is considered a bedroom community to Charlotte, North Carolina, 25 miles to the north. The citizens of Rock Hill expect excellence in their schools and are supportive with their time, talents, and resources.

Outstanding teachers and support staff are dedicated to meeting the academic, physical, social, and emotional needs of students. Nearly 65 percent of the certified staff has a master's degree or higher, and the district leads the state, per capita, in the number of nationally certified teachers. Dr. Lynn P. Moody serves as superintendent.

The District ranks eleventh out of 85 districts in South Carolina in student enrollment. In addition, Rock Hill School District has a population of 334 four-year-olds. The average student/teacher ratio is 20:1 in grades 1-5 and 27:1 in grades 6-12. The district continues to be one of the fastest growing in the state, increasing annually by an estimated 300 new students.

Business Week has named Rock Hill as the best city in South Carolina to raise children.

We're proud of Rock Hill's focus on children and youth. The City of Rock Hill has always been focused on the well being of our young people. This year, we've incorporated the *Number 1 Question*, 'Is it good for the children?' as a strategic goal Citywide. This shows we're heading in the right direction.

Doug Echols, Mayor City of Rock Hill

The City of Rock Hill is nationally recognized as an inclusive community, where children and youth can grow and develop. With a thriving economic development focus, nationally renowned sports venues and city parks, and a top-notch school system, Rock Hill is truly a special place.

Additional data:

- 744 students are English Speakers of Other Languages (18 different languages)
- 38% of students qualify for free lunch.
- 7% of students qualify for reduced lunch
- 14% of students qualify for special education services

Programs and Services

The District is comprised of 27 schools: 1 pre-school, 17 elementary schools, 5 middle schools, 3 high schools, and 1 applied technology center. Unique programs include a public Montessori elementary school, elementary school of the arts, a developing elementary Center for Accelerated Studies, International Baccalaureate programs at elementary and middle school levels, and advanced placement, International Baccalaureate and dual credit at all three high schools. Additional individualized learning centers include the Phoenix Academy, a non-traditional setting for high school-age students who want to earn a high school diploma by catching up on credits or by increasing the number of credits earned. High school students may also earn Carnegie Units virtually through online courses. Additional opportunities for individualized instruction are available at the Applied Technology Center which offers an exceptional array of specialized programs with high completion rates.

The Rock Hill School District is recognized as one of the most innovative districts in South Carolina with regard to the use of technology and innovative programs. We operate a virtual high school, have a technology integration specialist in each school, and are making significant progress in the use of technology to improve instruction. Over 20 innovative programs and improvements have been implemented over the course of the past three years. This is the fourth year of a five year technology plan that included placing Promethean Board (interactive whiteboards) in every classroom throughout the district.

Our middle and high schools are members of the South Carolina High School League. The district supports 23 sports and cheer teams including varsity, junior varsity, 9th grade, and middle school programs. The high schools hold numerous state and regional championships, most recently South Pointe High School won the state championship for AAAA football 2008. Our athletic program has produced student athletes who have won college scholarships, secured positions on college teams, and have gone on to play with professional teams. The high schools have won sportsmanship awards and have garnered respect throughout the state for an excellent athletic program.

The district is proud to have top-rated band, orchestra, and choral programs in each of our high schools. The marching bands, orchestra and choral groups have won regional, state, and national acclaim, as they travel throughout the country and abroad. Most recently, Northwestern High School marching band won first place in the state for AAAA high schools. The band,

orchestra and choral students have placed at the state competition and represented the district at the national competitions annually.

Trends, Issues, Strengths and Needs

The Rock Hill School District continues to be one of the fastest growing districts in the fastest growing county in the state of South Carolina. With this growth comes change in demographics. The major challenges include meeting the needs of an ever more diverse growing population while managing the financial impact of state shortfalls in revenue. However, this district is known for its quality of personnel and innovative spirit. There is a “can do” attitude that undergirds the problem-solving ability of its employees. Additionally, the district is proud of the quality of facilities, personnel, athletic programs, fine arts programs and fiscal management.

Rock Hill Schools

School	Grade Span	Address	City	Zip Code	Enrollment
Belleview	K-5	501 Belleview Road	Rock Hill	29730	451
Children's School at Sylvia Circle (Montessori)	K-5	929 Sylvia Circle	Rock Hill	29730	336
Ebenezer Avenue	K-5	242 Ebenezer Avenue	Rock Hill	29730	321
Ebinport	K-5	2142 India Hook Road	Rock Hill	29730	563
Finley Road	K-5	1089 Finley Road	Rock Hill	29730	542
Independence	K-5	132 West Springdale Road	Rock Hill	29730	509
India Hook	K-5	2068 Yukon Drive	Rock Hill	29732	500
Lesslie	K-5	250 Neely Store Road	Rock Hill	29730	461
Mount Gallant	K-5	4664 Mt. Gallant Road	Rock Hill	29732	509
Mount Holly	K-5	1800 Porter Road	Rock Hill	29730	485
Northside School of the Arts	K-5	840 Annafrel Street	Rock Hill	29730	375
Oakdale	K-5	1129 Oakdale Road	Rock Hill	29730	549
Old Pointe	K-5	380 Old Pointe School Road,	Rock Hill	29732	589
Richmond Drive	K-5	1162 Richmond Drive	Rock Hill	29732	539
Rosewood (IB PYP)	K-5	2240 Rosewood Drive	Rock Hill	29732	610
Sunset Park	K-5	1036 Ogden Road	Rock Hill	29730	316
York Road	K-5	2254 West Main Street	Rock Hill	29732	511
Castle Heights	6-8	2382 Fire Tower Road	Rock Hill	29730	738
Dutchman Creek	6-8	4757 Mount Gallant	Rock Hill	29732	746
Rawlinson Road	6-8	2631 W. Main Street	Rock Hill	29730	766
Saluda Trail (IB MYP)	6-8	2300 Saluda Road	Rock Hill	29730	867
Sullivan (IB MYP)	6-8	1825 Eden Terrace	Rock Hill	29730	804
Northwestern	9-12	2503 West Main Street	Rock Hill	29732	1790
Rock Hill High	9-12	320 West Springdale	Rock Hill	29730	2039
South Pointe	9-12	801 Neely Road	Rock Hill	29730	1409
Central Child Development	4 year old	414 East Black Street	Rock Hill	29730	334
Applied Technology Center	9-12	2399 W. Main Street	Rock Hill	29732	NA

Note:

- New schools opened in the past 4 years include, South Pointe High School (2005-2006), India Hook Elementary(2007-2008), Mount Holly Elementary (2008-2009) and Dutchman Creek Middle School (2008-2009)
- With each new opening, the reassignment process was implemented with community input. See Standard 6 for description of stakeholder involvement.

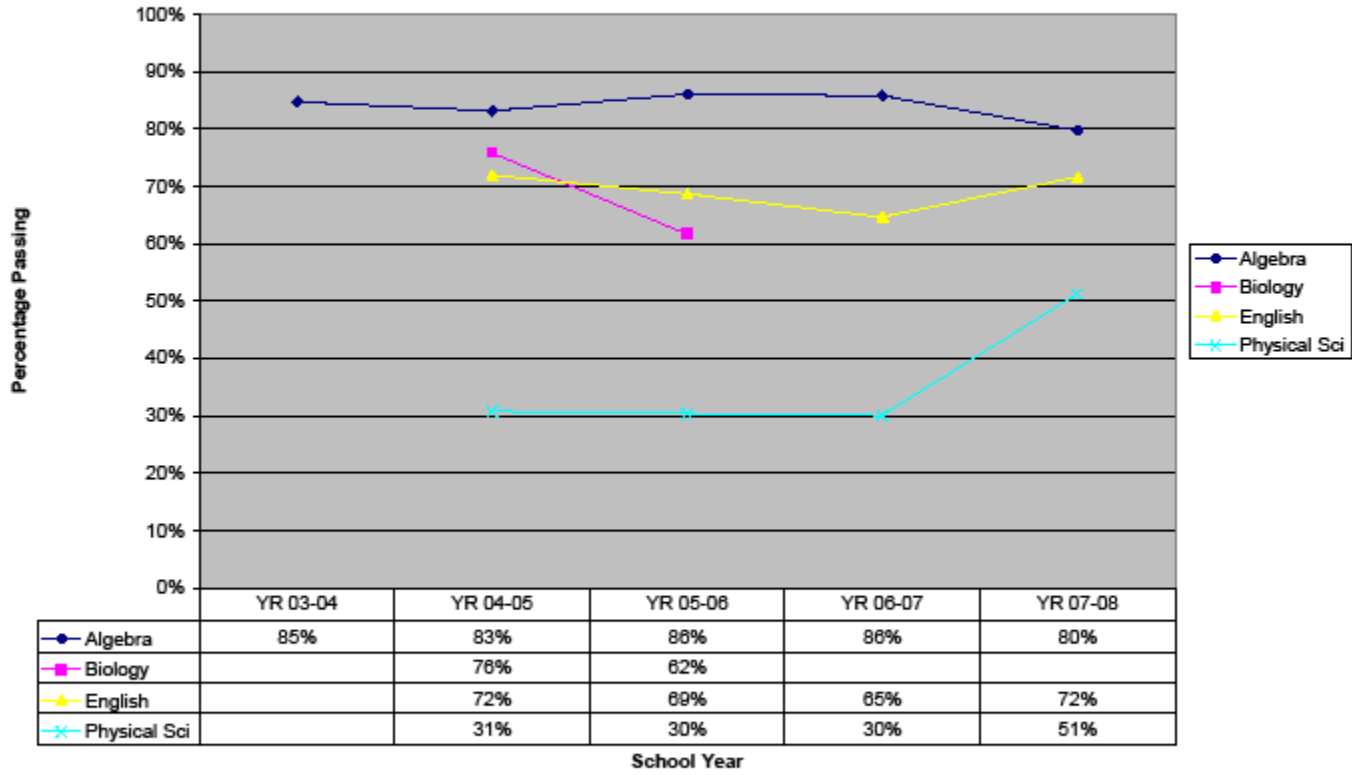
State Assessment Trend Data Grades 3-5

ELA	Grade 3										Grade 4										Grade 5									
	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain			
State	78	80	81	86	87	86	86	87	1	79	80	75	81	80	82	83	81	-2	73	74	67	77	77	80	78	78	0			
District	80	86	85	87	89	86	86	86	0	82	81	79	83	80	81	81	81	0	76	77	72	78	80	78	76	77	0			
Math	Grade 3										Grade 4										Grade 5									
	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain			
State	72	74	82	83	83	81	78	79	1	67	74	80	80	79	78	78	79	1	63	70	73	76	77	76	78	78	0			
District	73	78	87	82	84	81	80	80	0	72	78	86	84	80	79	80	81	1	70	73	79	81	83	77	78	80	2			
Science	Grade 3										Grade 4										Grade 5									
	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain			
State			56	60	64	63	65	71	6			57	62	62	63	64	69	5			58	60	57	60	61	61	0			
District			61	60	65	62	67	69	2			60	64	61	66	64	71	7			61	62	62	58	59	59	0			
Social Studies	Grade 3										Grade 4										Grade 5									
	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain			
State			61	72	79	79	85	84	-1			65	71	77	72	74	76	2			60	64	64	62	64	66	2			
District			66	74	86	83	89	88	-1			71	76	77	75	77	82	5			66	67	62	62	68	72	4			

State Assessment Trend Data Grades 6-8

ELA	Grade 6									Grade 7									Grade 8								
	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain
State	68	72	65	64	64	69	71	75	4	69	73	69	72	72	70	70	73	3	69	70	66	73	75	73	70	71	1
District	71	74	69	65	65	74	74	75	1	73	79	73	73	74	76	73	73	0	68	71	70	77	68	78	77	71	-6
Math	Grade 6									Grade 7									Grade 8								
	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain
State	63	70	74	77	79	79	77	76	-1	63	60	68	72	72	75	77	78	1	63	62	66	67	66	65	77	70	-7
District	73	77	77	83	84	83	78	78	0	67	67	74	75	75	83	82	78	-4	66	64	72	70	67	72	74	74	0
Science	Grade 6									Grade 7									Grade 8								
	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain
State			58	54	56	60	60	57	-3			59	63	62	57	65	70	5			57	59	60	60	64	63	-1
District			69	65	66	59	61	59	-2			66	67	68	65	72	74	+2			69	68	65	67	71	68	-3
Social Studies	Grade 6									Grade 7									Grade 8								
	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain	01	02	03	04	05	06	07	08	Gain
State			60	65	65	67	77	78	1			59	60	59	54	57	56	-1			61	65	67	67	66	69	3
District			64	69	72	74	74	80	6			66	63	64	62	62	61	-1			70	72	72	75	74	75	1

End of Course Percentage Passing by School Year



Demographic information about the school system's community

Key:

W = White

A = Asian

B = African-American

H = Hispanic

I = American Indian

P = Pacific Islander

O – Other

BI = African American/Indian

WA = White/Asian

WB = White/African American

WI = White/American Indian

Student Distribution
As of October 23, 2008
45th day count School Year 2008-2009

School Name	Grade PK	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Totals
Bellevue	0	79	71	78	59	80	84								451
Ebenezer Ave.	0	44	54	56	50	60	57								321
Ebinport	0	87	104	92	91	99	90								563
Finley Road	0	88	92	97	101	73	91								542
Independence	0	88	87	83	76	86	89								509
India Hook	0	105	77	84	77	88	69								500
Lesslie	0	67	77	75	82	81	79								461
Mt. Gallant	0	85	68	84	91	94	87								509
Mt. Holly	0	77	99	76	80	88	65								485
Northside	0	47	62	80	57	72	57								375
Oakdale	0	90	85	100	81	85	108								549
Old Pointe	0	105	105	100	72	108	99								589
Richmond Drive	0	87	92	101	86	90	83								539
Rosewood	0	94	106	109	108	97	96								610
Sunset Park	0	43	52	60	52	64	45								316
Sylvia Circle	55	74	60	38	41	31	31								330
York Road	0	69	74	85	76	104	103								511
Early Childhood	334	0	0	0	0	0	0								334
Castle Heights								253	235	250					738
Dutchman Creek								290	275	181					746
Rawlinson Road								232	231	303					766
Saluda Trail								261	300	306					867
Sullivan								279	255	270					804
Northwestern											541	519	392	338	1790
Rock Hill											644	507	494	394	2039
South Pointe											454	358	305	292	1409
Children's Attention Home	0	1	3	3	2	2	1	0	2	3					17
<i>Totals for 45th Day</i>															17670

Elementary Totals: 8494 Middle School Totals: 3921 High School Totals: 5238 CAH: 17 17670

Student Distribution
As of October 23, 2008
45th day count School Year 2008-2009 Ethnic Code = BI

School Name	Grade PK	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Totals
Belleview		0	1	0	0	1	0								2
Ebenezer Ave.		0	0	0	0	0	0								0
Ebinport		0	0	0	0	0	0								0
Finley Road		0	2	0	0	0	0								2
Independence		1	0	1	0	0	0								2
India Hook		0	0	0	0	0	0								0
Lesslie		0	0	0	0	0	0								0
Mt. Gallant		1	1	0	0	0	3								5
Mt. Holly		0	0	0	0	0	0								0
Northside		0	2	0	0	0	0								2
Oakdale		0	1	1	0	2	3								7
Old Pointe		0	0	0	0	0	0								0
Richmond Drive		1	0	0	0	0	0								1
Rosewood		0	0	0	0	0	1								1
Sunset Park		0	0	0	0	0	0								0
Sylvia Circle	0	0	0	0	0	0	0								0
York Road		0	0	1	0	0	0								1
Early Childhood	0														0
Castle Heights								0	0	0					0
Dutchman Creek								0	0	0					0
Rawlinson Road								0	0	0					0
Saluda Trail								1	0	0					1
Sullivan								0	0	0					0
Northwestern											0	0	1	0	1
Rock Hill											3	2	0	0	5
South Point											1	0	0	0	1
<i>Totals for 45th Day</i>															

Elementary Totals:

23

Middle School Totals:

1

High School Totals:

7

31

Student Distribution
As of October 23, 2008
45th day count School Year 2008-2009 Ethnic Code = I

School Name	Grade PK	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Totals
Belleview		1	0	1	0	0	0								2
Ebenezer Ave.		0	1	0	0	1	1								3
Ebinport		1	0	0	0	0	1								2
Finley Road		0	0	0	1	1	0								2
Independence		6	2	7	3	3	1								22
India Hook		0	0	0	0	0	0								0
Lesslie		8	9	6	12	6	8								49
Mt. Gallant		1	0	0	0	1	0								2
Mt. Holly		0	3	0	1	0	3								7
Northside		0	0	2	1	0	0								3
Oakdale		0	0	2	1	0	0								3
Old Pointe		1	0	1	0	0	1								3
Richmond Drive		0	0	0	0	0	1								1
Rosewood		0	0	0	1	1	1								3
Sunset Park		2	0	0	0	1	0								3
Sylvia Circle	1	0	0	1	0	0	1								3
York Road		0	1	1	1	1	0								4
Early Childhood	1														1
Castle Heights								14	15	22					51
Dutchman Creek								0	1	0					1
Rawlinson Road								0	1	3					4
Saluda Trail								3	5	3					11
Sullivan								1	6	1					8
Northwestern											1	3	1	1	6
Rock Hill											25	14	17	10	66
South Point											5	2	0	0	7
<i>Totals for 45th Day</i>															

Elementary Totals:

113

Middle School Totals:

75

High School Totals:

79

267

Student Distribution
As of October 23, 2008

45th day count School Year 2008-2009 Ethnic Code = 0

School Name	Grade PK	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Totals
Belleview		0	0	1	0	0	0								1
Ebenezer Ave.		0	0	0	0	0	0								0
Ebinport		0	0	1	0	0	0								1
Finley Road		0	0	0	0	0	0								0
Independence		0	1	0	2	0	0								3
India Hook		0	0	0	0	0	0								0
Lesslie		0	0	0	0	0	0								0
Mt. Gallant		0	0	0	0	0	0								0
Mt. Holly		0	0	0	0	0	0								0
Northside		0	0	1	0	0	0								1
Oakdale		0	0	0	0	0	0								0
Old Pointe		0	0	0	0	0	0								0
Richmond Drive		2	1	0	0	0	0								3
Rosewood		0	0	0	1	0	0								1
Sunset Park		0	0	0	0	0	0								0
Sylvia Circle	0	0	0	0	0	0	0								0
York Road		1	0	0	0	0	0								1
Early Childhood	1														1
Castle Heights								0	0	0					0
Dutchman Creek								0	0	0					0
Rawlinson Road								0	0	0					0
Saluda Trail								0	0	0					0
Sullivan								0	0	0					0
Northwestern											1	0	0	0	1
Rock Hill											0	0	0	0	0
South Point											0	1	0	0	1
<hr/>															
<hr/>															
<i>Totals for 45th Day</i>															

Elementary Totals:

12

Middle School Totals:

0

High School Totals:

2

14

Student Distribution
As of October 23, 2008
45th day count School Year 2008-2009 Ethnic Code = P

School Name	Grade PK	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Totals
Belleview		0	0	0	0	0	0								0
Ebenezer Ave.		0	0	0	0	0	0								0
Ebinport		0	0	0	0	0	0								0
Finley Road		1	0	0	0	0	0								1
Independence		0	0	1	0	0	0								1
India Hook		0	0	0	0	0	0								0
Lesslie		0	0	0	0	0	0								0
Mt. Gallant		0	1	0	0	0	0								1
Mt. Holly		1	0	0	0	0	0								1
Northside		0	0	0	0	0	0								0
Oakdale		0	0	0	0	0	0								0
Old Pointe		0	0	0	0	1	0								1
Richmond Drive		0	0	0	0	0	0								0
Rosewood		0	0	0	0	0	0								0
Sunset Park		0	0	0	0	0	0								0
Sylvia Circle	0	0	0	0	0	0	0								0
York Road		0	0	0	0	0	0								0
Early Childhood	0														0
Castle Heights								0	0	0					0
Dutchman Creek								1	0	0					1
Rawlinson Road								0	0	0					0
Saluda Trail								0	0	0					0
Sullivan								0	0	0					0
Northwestern											0	0	0	0	0
Rock Hill											1	0	2	0	3
South Point											0	0	0	0	0
<i>Totals for 45th Day</i>															

Elementary Totals:

5

Middle School Totals:

1

High School Totals:

3

9

**Student Distribution
As of October 23, 2008**

45th day count School Year 2008-2009 Ethnic Code = WI

School Name	Grade PK	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Totals
Belleview		0	0	0	0	0	0								0
Ebenezer Ave.		0	0	0	1	0	0								1
Ebinport		0	0	0	0	0	0								0
Finley Road		0	2	1	0	0	1								4
Independence		1	0	0	0	0	0								1
India Hook		0	0	0	0	0	0								0
Lesslie		1	0	0	3	1	0								5
Mt. Gallant		0	0	0	0	0	0								0
Mt. Holly		0	0	0	0	1	0								1
Northside		0	0	0	0	0	0								0
Oakdale		0	0	0	0	0	0								0
Old Pointe		0	0	0	1	0	1								2
Richmond Drive		0	0	0	0	0	0								0
Rosewood		0	0	1	0	0	0								1
Sunset Park		0	0	0	0	0	0								0
Sylvia Circle	0	0	0	0	0	0	0								0
York Road		0	0	0	0	0	0								0
Early Childhood	0														0
Castle Heights								0	0	0					0
Dutchman Creek								0	0	0					0
Rawlinson Road								0	0	0					0
Saluda Trail								0	1	0					1
Sullivan								0	0	0					0
Northwestern											0	0	0	0	0
Rock Hill											0	0	0	1	1
South Point											0	0	0	0	0
<i>Totals for 45th Day</i>															

Elementary Totals:

15

Middle School Totals:

1

High School Totals:

1

17

Student Distribution (Self-Contained)
As of October 23, 2008
45th day count School Year 2008-2009

School Name	Grade PK	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Totals
Belleview	0	0	0	0	0	5	4								9
Ebenezer Ave.	0	0	0	0	0	8	4								12
Ebinport	0	0	0	0	1	4	6								11
Finley Road	0	8	9	3	3	1	0								24
Independence	0	0	0	0	0	0	0								0
India Hook	0	8	0	0	0	0	0								8
Lesslie	0	0	0	3	1	3	0								7
Mt. Gallant	0	0	0	0	0	0	0								0
Mt. Holly	0	0	1	1	0	3	0								5
Northside	0	0	0	5	3	3	3								14
Oakdale	0	0	0	0	0	1	6								7
Old Pointe	0	0	0	0	0	0	0								0
Richmond Drive	0	0	5	1	4	0	0								10
Rosewood	0	0	2	2	8	1	0								13
Sunset Park	0	0	1	2	1	2	1								7
Sylvia Circle	0	1	1	1	1	2	0								6
York Road	0	0	0	0	2	4	8								14
Early Childhood	34	0	0	0	0	0	0								34
Castle Heights								5	8	11					24
Dutchman Creek								4	2	5					11
Rawlinson Road								6	8	8					22
Saluda Trail								11	18	21					50
Sullivan								9	5	7					21
Northwestern											2	2	2	3	9
Rock Hill											1	2	1	5	9
South Pointe											1	4	2	9	16
<i>Totals for 45th Day</i>															

Elementary Totals:

181

Middle School Totals:

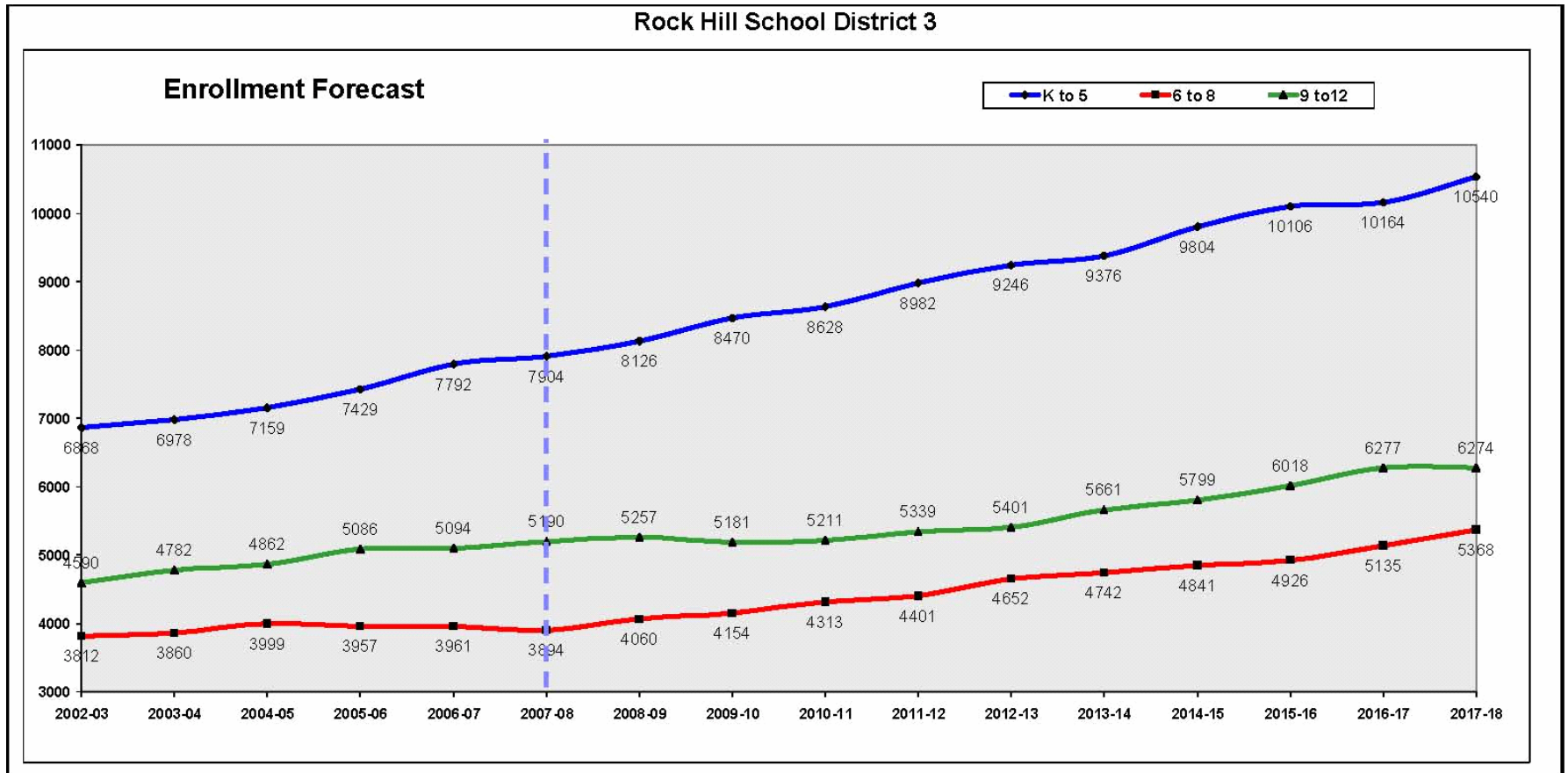
128

High School Totals:

34

343

Ten Year Projected Enrollment Forecast



Changes in Free and Reduced Lunch Rates

	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Enrollment	14385	14878	15362	15678	16114	16511	17140	17336	17653
F/R Count	4424	4742	5380	5811	6178	6895	7152	7631	7943
%F/R	30.8	31.9	35.0	37.1	38.3	41.8	41.7	44.0	45.0

Changes in Dropout Rate

	04-05	05-06**	06-07	07-08
Count	191	416	276	220*
%	4.0	8.8	5.5	4.3*

*Estimate

**During the 05-06 school year, a change in method of data collection and calculation was implemented by the State. This statewide extraction from our SASI database created a need to review data entry and coding of students, thus the increase for 05-06. Data entry methods and coding have been reviewed and a more consistent process is in place, which is a reflection of the 4.3% for 07-08- more consistent with data prior to SASI extraction.

Dropout Period: The state of South Carolina recognized the dropout period from October 1 of a school year through September 30 of the next school year. This is the time period for which each school must track all students in seventh through twelfth grades for dropouts.

Who is a dropout? The State Board of Education defines a dropout as a student who leaves school for any reason, other than death, prior to graduation or completion of a course of studies and without transferring to another school or institution.

State changes in Dropout Data reporting: Prior to October 2007, the State dropout report was due between April and June of each year. Starting in October 2007, the State dropout data is pulled on the 45th day of school and finalized by the 90th day of the school year. The State dropout data is now being pulled from the school's database. Prior to October 2007, the data was reported by each district creating a list of students who were no longer in one of their schools. The data reported from the school's database provide a more accurate account for students as long as data input is correct. The State has also implemented a check and balance system to find students who have enrolled in other schools throughout the state without properly withdrawing from another school.

District Accountability Procedures for Dropouts: The district has created and implemented new procedures to track students throughout the school year after they leave school without receiving a high school credential. On a weekly basis, high schools send a list of students who have been absent for several consecutive days during that week. A team of staff members which includes counselors, administrators, and clerical staff, calls, sets up home visits, and sends letters to the student and parents to reengage students in the school. If students are under the age of seventeen, the students are referred to Family Court if they do not return to school. In January, March, June, and September, schools reconcile dropouts and each school team calls, visits, and sends letters to students who have not returned to school.

During the spring of last year, the City of Rock Hill received the distinction of being named one of the 100 best cities for Young People from America's Promise Alliance, Washington D. C. The call to action for cities across the county was to bring awareness to local communities that our students need to stay in school, the number of students dropping out of school has led to a "Silent Epidemic".

The Mayor, the District, community leaders, and social service agencies came together to look at District trend data related to students who drop out of school. Together, we affirmed that dropouts from school are a community issue and a community response will be needed to keep our students in school. The outcome of our initial meeting was to have a Call to Action for Rock Hill by hosting a community Dropout Summit. The community's first summit was a successful joint effort, held on December 4, 2008, and hosted 140 members of the community. Attendees included students, parents, senior citizens, Chamber of Commerce, city officials, law enforcement, members of the clergy, retired teachers, social service agencies, and representatives from post secondary education. The results of the summit produced strategies for a community response to the number of students who dropout of school.

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		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
1.1	Establishes a vision and purpose for the system in collaboration with its stakeholders			X	
1.2	Communicates the system’s vision and purpose to build stakeholder understanding and support				X
1.3	Identifies system-wide goals and measures to advance the vision			X	
1.4	Develops and continuously maintains a profile of the system, its students, and the community			X	
1.5	Ensures that the system’s vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services			X	
1.6	Reviews its vision and purpose systematically and revises them when appropriate			X	

Definitions

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

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

The Superintendent shares the vision during the annual opening of school meeting of all district employees and during the ‘State of the District’ address presented to the community. Emphasis at monthly meetings with principals, district administration, staff and visual markers throughout the district heighten awareness of the vision. The Superintendent employs consultants and utilizes the staff of the district office to provide the professional development needed to support the vision to become a true learning organization in which:

- the School Board and community leaders advocate for schools.
- parents are partners and members of the school community.
- the Superintendent and central office act as moral and intellectual leaders and capacity builders.
- principals are leaders of instructional leaders.
- teachers are instructional leaders and curriculum designers.
- students are volunteers and customers of quality school work.

The Superintendent gives a “State of the District” address during the month of January. At the start of the school year, every district employee attends a morning, “Back to School” celebration. The superintendent presents initiatives, awards teachers of the year, and continually challenges teachers to create lessons that engage students in the learning process. During the 2007-2008 school year, all employees in the district were asked a series of questions during department or staff meetings:

- What are some of the things in our school district that are excellent?
- What are our bragging rights?
- What characteristics make excellent schools? What do we want to be known for?
- What are our professional behaviors? What is our code of ethics? What distinguishes our district?

All employees responded to the questions. The information gathered was analyzed and coded for common words and themes. The outcome of this work led to the development of the Rock Hill School District Professional Code. The Superintendent

shared the code at the “Back to School” celebration of 2008, where all employees gave voice to the code and read the code aloud in unison. Employees were encouraged to sign on to the code at the district office, where our wall of signatures is on display in the training room.

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?

Technology is used to maintain and use information that describes the school system, its programs, and schools and their performance. Software programs such as SAS, SASI, NWEA MAP, Pearson’s Digital Learning SuccessMaker Lab and websites such as NWES, and Pearson’s Digital Learning are utilized. The district office maintains the systems’ infrastructure for generating and using information. Each department generates data which is stored and can be networked between offices. The District employs a SASI Coordinator, District Test Coordinator and Research Specialist to support the maintenance, generation and analysis of data.

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

The process by which this is accomplished is defined by the *Rock Hill Climb*. All initiatives, programs and decisions are driven by the four focus areas that are key check points on the climb: Design and Deliver Quality Work, Provide a Nurturing Environment, Have a Future Focus and Have a Shared Vision and Set of Beliefs. To start on the climb, employees were asked to be committed to our professional code which was developed from input of all employees.

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?

Rock Hill Schools is a data driven system using the results of student assessment to drive curriculum development and school improvement. All stakeholders have a voice to ensure the vision, purpose and goals are current and effective through School Improvement Councils, leadership meetings with administrators, parent meetings with the Superintendent and committee meetings. Outside consultants provide feedback of the effectiveness of the District through numerous audits and school visits conducted

periodically. Parents and students participate in annual mandated surveys to gauge perception of the climate and satisfaction in the schools.

The district vision, mission, and beliefs provide a foundation for all school vision, beliefs, and mission statements. The School Board, in conjunction with the superintendent and cabinet, annually review the vision, mission, beliefs, values, and professional code, which provides an opportunity to reaffirm our purpose.

INDICATORS		
In fulfillment of this standard, the system:		Evidence
1.1	Establishes a vision and purpose for the system in collaboration with its stakeholders	Innovation brochure Rock Hill Climb Professional code
1.2	Communicates the system’s vision and purpose to build stakeholder understanding and support	Drop-out Summit Focus groups Community chats Community committees Community builders
1.3	Identifies system-wide goals and measures to advance the vision	School improvement plans SAS data warehouse MAPS Testview District strategic plan Rock Hill Climb Annual climate survey Effectiveness survey Gifted program audit Special education program audit
1.4	Develops and continuously maintains a profile of the system, its students, and the community	Annual report to community State of the District Monthly report to Board schedule School Talk Website SAS data warehouse
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	School improvement plans Leadership meetings District departmental meetings Cabinet meetings School board meetings
1.6	Reviews its vision and purpose systematically and revises them when appropriate	“Why Trust Rock Hill Schools” Leadership meetings School Board meetings Principals’ retreat District design team Book studies

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		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:					
2.1	Establishes and communicates policies and procedures that provide for the effective operation of the system				X
2.2	Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system				X
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations				X
2.4	Implements policies and procedures that provide for the orientation and training of the governing board				X
2.5	Builds public support, secures sufficient resources, and acts as a steward of the system’s resources				X
2.6	Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				X
2.7	Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations				X
In fulfillment of this standard, the system has leadership that:					
2.8	Provides for systematic analysis and review of student performance and school and system effectiveness				X

2.9	Creates and supports collaborative networks of stakeholders to support system programs			X	
2.10	Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals			X	
2.11	Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			X	
2.12	Assesses and addresses community expectations and stakeholder satisfaction			X	
2.13	Implements an evaluation system that provides for the professional growth of all personnel			X	

Definitions

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

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 Board of Trustees of the Rock Hill School District considers policy development an integral part of their responsibility. Through the development and adoption of written policies, the Board provides leadership in the operation of the system. The Board reviews and evaluates reports concerning the execution of written policies. The policies guide the action of the Superintendent, to whom the Board delegates authority. The policies provide information and guidance to all parties who are interested in and/or affected by the school district governance. The development of policies is an ongoing process that requires continuous review and update based on emerging issues or changes in state code. The Board utilizes model policies that are provided by the South Carolina School Boards Association to assist in the development and revision of policies. Proposals for changes in existing policies or new policies are presented in writing to the Board during a work session for discussion and then for a vote at the business session. Changes or adoption of new policies require two reads and a majority vote. The Superintendent or designee is responsible for developing written policy proposals for further deliberation. The policies of the school district are available via an on-line policy manual on the district’s website.

The Board empowers the Superintendent to ensure that all employees adhere to district policies. The Superintendent is expected to plan, organize and oversee processes and procedures that are necessary for the effective operation of the district. Regulations and guidelines that may be needed to carry out the policies are developed.

Policies and procedures are communicated to school personnel and stakeholders in a variety of ways. The Superintendent discusses policies with district leaders and with school principals. Principals are instructed to share information on new or revised policies with teachers and other employees. Policies that directly affect students and parents are included in the student handbook which is provided to each student at the beginning of each school year. Students are informed of pertinent policies and regulations through orientation assemblies. Principals provide information on policies and regulations to teachers, parents and stakeholders through school newsletters and school websites. The district provides news releases to help inform stakeholders about new policies and revisions.

Board members receive orientation and training regarding their roles and responsibilities. The Superintendent provides initial training to new members. New members are required, by state law, to attend a training session provided by the South Carolina School Boards Association. The Association also offers continuing training to board members through seminars, workshops and conferences. Presentations made to the board during regular and called meetings provide additional training to board members on district goals, objectives and programs. The Board and Superintendent often seek legal counsel to ensure that the district is in compliance with legal mandates and that the potential for liability is minimized. The District retains an attorney to provide general legal advice and also retains specialized council in the area of special education, facilities, and personnel and student matters.

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

A variety of data sources are examined to determine the system’s effectiveness and its impact on student performance. Test data is used to determine areas of strength and weakness in the instructional program. This data is generated through NWEA MAPS, Testview and SAS. Surveys of students, teachers, and parents provide information that is useful in determining perceptions of effectiveness. Data on the school and district report

cards is critically analyzed. The annual updates on School Improvement Plans and the District Strategic Plan provide additional information. The findings from these data are discussed by the Board and at various levels of leadership to determine areas of improvement and ways to increase achievement.

Additionally, the District has requested reviews and audits of programs from outside consultants. These audits include the Effectiveness Survey of the district, Gifted and Talented Program Audit, and Special Education program Audit.

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

The Rock Hill School District values the contributions that stakeholders make to the quality of the overall program. At the school level, parents and other community members are encouraged to be involved. Each school has a School Improvement Council and support organizations such as Parent Teacher Organizations and various booster clubs, which provide input. The Superintendent holds monthly *Community Chats* where local citizens may discuss their questions or concerns. School Board members, as well as district office personnel, join the chats. The Superintendent routinely meets with various groups of stakeholders to talk about issues related to the district. This includes students, teachers, support personnel, parents, business leaders, clergy, and others.

Citizens and parents are invited to serve on school and district committees. Exemplars include Comprehensive Health Education, Health and Fitness, School Year Calendar Committee, Gifted Advisory Council and Federal Program Advisory Committees. The Superintendent, school and district administrators, and board members are active in community organizations where they have the opportunity to communicate with stakeholders in various settings about the district's programs. Various members of the district leadership team serve on local and state advisory committees. Cooperative relationships between community organizations have been encouraged. The District has worked closely with local law enforcement and social service agencies to provide beneficial services to students and their families. The Superintendent has encouraged personnel to develop leadership abilities by modeling skills, providing articles and books on leadership, and providing workshops and graduate courses. Stakeholders have been

encouraged to share their viewpoints, but they have also been asked to view situations from a system level.

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

The Board has committed the district to nondiscrimination in all its education and employment activities. In policy, the District states it will not illegally discriminate on the basis of race, religion, color, disability, sex, age, national origin, immigrant or English speaking status, or marital status. Furthermore, the Board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and/or harassment. In policy, the District prohibits any actions that deny civil rights or access to equal educational opportunities.

The Board is very conscious of the need to provide equity in educational programs for all students. The focus when building new schools is to provide modern and safe facilities. Public and small group meetings are held to communicate the emphasis of equity among school buildings and programs. Decisions concerning reassignments of students are guided by the philosophy that schools should have a balance of socioeconomic status and state test performance.

The Board and the Superintendent strongly support the implementation of new and innovative ideas by providing resources and support.

INDICATORS		
In fulfillment of this standard, the system:		Evidence
2.1	Establishes and communicates policies and procedures that provide for the effective operation of the system	On-line policy manual School handbooks Board agendas Transportation policies Crisis management plan Facilities management plan Long range planning guide Strategic plan Safety training
2.2	Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system	Leadership meetings Copies of principal evaluations State of the District Address Back to School Convocation
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations	Federal audit Financial audit and award Operations State award State report cards Red Carpet Schools
2.4	Implements policies and procedures that provide for the orientation and training of the governing board	Board retreat State mandated training report
2.5	Builds public support, secures sufficient resources, and acts as a steward of the system's resources	Budget process Capital improvements (Bond)
2.6	Maintains access to legal counsel to advise or obtain information about legal requirements and obligations	Childs and Halligan Donald Harper
2.7	Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations	Copies of policies Reserve fund
2.8	Provides for systematic analysis and review of student performance and school and system effectiveness	Test data School Improvement Plans Gifted Program Audit Special Education Program Audit Effectiveness Survey
2.9	Creates and supports collaborative networks of stakeholders to support system programs	Foundation Focus Groups School Improvement Council Teacher Forum PTO Community Chats Student advisory council Membership on community committees
2.10	Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student	Innovation brochure Rock Hill Climb Professional code Drop-out Summit

	performance goals	<ul style="list-style-type: none"> Focus groups Community chats Community committees Community builders School improvement plans SAS data warehouse MAPS Testview District strategic plan Rock Hill Climb Annual climate survey Effectiveness survey Gifted program audit Special education program audit
2.11	Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership	<ul style="list-style-type: none"> Focus groups Gifted advisory committee School improvement councils PTO Title I parent meetings Education Foundation District design team
2.12	Assesses and addresses community expectations and stakeholder satisfaction	<ul style="list-style-type: none"> Annual climate survey Community chats Focus groups
2.13	Implements an evaluation system that provides for the professional growth of all personnel	<ul style="list-style-type: none"> ADEPT SAFE-T Principal evaluations PD Planner Administration annual goal evaluation

Teaching & Learning

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
3.1	Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills				X
3.2	Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning			X	
3.3	Ensures that system-wide curricular and instructional decisions are based on data and research at all levels				X
3.4	Supports instruction that is research-based and reflective of best practice			X	
3.5	Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity			X	
3.6	Allocates and protects instructional time to support student learning			X	
3.7	Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment		X		
3.8	Supports the implementation of interventions to help students meet expectations for student learning				X

3.9	Maintains a system-wide climate that supports student learning				X
3.10	Ensures that curriculum is reviewed and revised at regular intervals				X
3.11	Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction				X

Definitions

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

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

The Rock Hill School District is in the third year of a major initiative to ensure alignment and articulation of the curriculum, instruction, and assessment (see three-year Curriculum Plan submitted to the State Department of Education). In 2006-07, District elementary schools began creating school level curriculum maps. All 300 classroom teachers in 16 elementary schools (now 17) received training and support in unpacking and sequencing the standards into an integrated curriculum map.

In 2007-08, the district convened representatives from each grade and school to compile the building level curriculum maps into one district curriculum map for K-5 schools. In the summer of 2008, middle and high schools began the curriculum mapping process. Teams of teachers from the core academic content areas of each middle and high school were invited in to develop the curriculum maps. Follow up with *all* secondary teachers in the core content areas to obtain input on the curriculum maps was carried out in August 2008 at the “Back to School” convocation session. During “job-alike” sessions, teachers were trained to use the curriculum maps and were able to contribute final edits to the district middle and high school maps.

To ensure implementation of the maps, principals and assistant principals were presented the final maps in 2008. All principals developed building level plans to monitor the implementation of the maps. After reviewing district student data, the

principals concluded that the development of district maps was necessary to ensure greater consistency for our transient student population. The monitoring of curriculum maps continues to be an on-going process at the building level. The district will complete final mapping initiatives in 2009 when maps for elective content areas are complete.

In addition to building level monitoring of the curriculum maps, the district office leadership developed a monitoring plan. Feedback checkpoints were set up at the end of each semester with curriculum coordinators and program teachers from the buildings. Six two-hour late start days were devoted to monitoring the mapping process and developing teachers' ability to create common units of study from the curriculum map. A district office instructional staff member was assigned to each school during the late start days to assist schools in the training and support of the curriculum maps.

In 2007-2008, the district also began phase two of curriculum alignment. The elementary, middle and high schools began lesson plan training using the Understanding by Design model (UbD). Training was carried out through a train-the-trainer model. At the elementary level, four training sessions were offered by the district office to all elementary administrators and grade level lead teachers. Four video tape presentations were developed to support the school-based teacher training effort and to ensure consistency of the content. At the middle and high schools all department heads and curriculum coordinators attended four training sessions at the district office beginning January 2008 – August 2008. These individuals along with one district office instruction staff member assigned to the middle and secondary schools led the building level training on Understanding by Design. In 2008-09, all schools in Rock Hill utilized the six late start days to create two model units planned collaboratively through the UbD model. Grade level units at the elementary level and content units at the secondary levels were submitted by each school and reviewed by the Instruction Department. Exemplars were selected and shared as models at follow-up training sessions. These follow-up sessions were offered so schools could review and assess their progress.

In preparation for phase three, the Instruction Department is currently studying the development of common formative assessments. This study will lead to toward building the capacity of the classroom teachers to design and use assessment to support instruction. Extensive building level training on formative assessments will be planned and implemented in the 2009-10 school year.

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?

The district has multiple structures in place to ensure strategic implementation of best practices with teaching and learning. First, the Superintendent holds monthly leadership meetings to set expectations for student learning. Two district staff development days also provide opportunities to communicate expectations and provide training on district initiatives. A summer Student Engagement Conference provides a two-day local staff development opportunity for teachers to share with teachers those best practices and ideas that work in classrooms.

The Executive Directors for Elementary and Secondary Education hold monthly meetings with building level administrators to share the work of the department and to support the initiatives and expectations of the Superintendent. The Instruction Department also holds monthly meetings with building level assistant principals for curriculum and for building level curriculum coordinators to provide continuous training on best practices. In 2008-2009, the thrust of staff development to improve elementary classroom instruction focused on implementation of the Literacy Expectation Guide. To share best practices, all teachers were required to participate in an orientation of the Literacy Expectation Guide. Literacy Teams comprised of program teachers, reading recovery teachers, classroom teachers and administration were formed in each school. These teams meet with the Literacy Specialists every month to cover an aspect of the Literacy Guide that will be brought back and shared at the school level. Every classroom teacher K-5 was required to attend two training sessions, Running Record Training and Fountas and Pinnell Assessment Training, the assessment pieces supporting our Literacy Guide. Every classroom teacher was required to pass a Running Record Minimal Competency Test. District Literacy Specialists have developed several after school classes including Stages of Readers and Readers Workshop. Rock Hill schools also support a cohort of 15 teachers who are seeking their Masters Degree Language and Literacy.

A Mathematics Expectation Guide is near completion and will have its initial implementation during the 2009-2010 school year. Following the model of our Literacy

Guide, the Mathematics Expectation Guide will offer the same intensity of programming and staff development.

New teachers attend an induction program that includes exposure to our best practices such as Curriculum Mapping, Understanding by Design, Literacy Expectation Guide, and Foundations of Working on the Work (Ten Design Qualities). Additionally, schools offer a number of specific learning options for elementary school children. Teachers receive specialized training in International Baccalaureate Primary Years Programme and Middle Years Programme, Montessori, Arts Integration, and Talented and Gifted Instruction. Foreign Language Instruction is offered at every school in the district. That instruction is monitored and implemented by the Executive Director of Secondary Instruction and a Foreign Language Lead Teacher.

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

The school improvement process allows every school to develop a plan that meets the needs of their student population. That process started with data analysis and culminated in the schools presenting their plans before a District Office Review Team. Review Teams were charged to bring back to the District Office the staff development, resource, and instructional needs of each school. The Instruction Department developed improvement initiatives based upon the needs identified and outlined by each of the schools. This information, as well as implementation of mathematics and literacy initiatives, drives the decisions concerning support for teachers. Support includes workshops, courses, lab classroom opportunities, and individual coaching on an ongoing basis.

The Superintendent organized a District Design Team to look at the Six Critical Systems, sharpen the Directional System, and move the District toward becoming a Professional Learning Organization.

Hands-on instruction, use of manipulatives and project-based learning are encouraged as aids to bridge concrete and abstract thought and to assist students in understanding relevance to the real world. Appropriate teacher teams, either system-wide or by school, have convened in recent years to develop curriculum maps and interim assessments for K-8 math, science, social studies, and language arts. School Improvement Teams have developed new strategies and developed new School Improvement Plans to meet the

challenges that the schools face today. The hiring of district and building level instructional coach personnel has been, and will continue to be, instrumental in identifying and building teacher knowledge and skills. As teachers consider curriculum, instruction and assessment, best practices will be affirmed and strengthened.

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

The faculty and staff of the district understand and support the South Carolina Curriculum Standards and are in the third year of curriculum mapping which provides a picture of the curriculum that teachers are to teach. Administrators monitor instruction granting some latitude to the specific needs of students. While it is not required that teachers embed technology into all instruction, it is expected that it is routinely used and that students are to produce projects that utilize such tools. Over 700 Rock Hill classrooms have been outfitted with cutting edge educational technologies designed to promote student engagement and 21st Century skills. These items include:

- HP Laptop, providing teachers with 24/7 access to lesson design tools and staff development resources
- Multimedia Projector
- Promethean ACTIVboard and ACTIVstudio software
- FrontRow Pro Sound System, from Phonic Ear

In 2008, 250 Rock Hill teachers received ACTIVclassroom packages. These teachers participated in extensive training in best practices and use of these technology tools. The Rock Hill School District Promethean User's Group allows teachers to sample and share best practices on using the Promethean ACTIVBoard to design engaging work for students.

All schools are staffed with highly qualified media specialists who provide media services to students, teacher and classrooms. These individuals meet regularly to share information and practices, update information and analyze their collections, programs and access to technology.

INDICATORS		
In fulfillment of this standard, the system:		Evidence
3.1	Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills	Elementary curriculum maps Middle school curriculum maps District-wide curriculum maps Parent friendly standards
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	Literacy expectation guide Mathematics expectation guide Student engagement conference EEDA Major templates for high school Dual credit course listings for high schools
3.3	Ensures that system-wide curricular and instructional decisions are based on data and research at all levels	Fountas and Pinnell assessment Running records MAPS State assessments SAS data warehouse Testview SuccessMaker Orchard software
3.4	Supports instruction that is research-based and reflective of best practice	Understanding by Design training Working on the Work framework High Schools that Work Middle Schools that Work Montessori Arts integration IB Middle Years Programme IB Primary Years Programme IB high school curriculum Literacy expectation guide Mathematics expectation guide Curriculum mapping Lab classroom experiences
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	Literacy expectation guide Mathematics expectation guide Response to intervention plan ESOL – Title III Plan Poverty Simulation – workshop Parent Friendly Standards – Spanish School intervention team guidelines Gifted and talented three year plan
3.6	Allocates and protects instructional time to support student learning	Student schedules Attendance policies Academic intervention schedules Middle school enrichment block
3.7	Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future	Monthly leadership meetings Monthly program teacher, instructional coach and program coordinator Student transition night (5-6; 8-9)

	schooling or employment	Job-a-like teacher staff development Instruction department meetings
3.8	Supports the implementation of interventions to help students meet expectations for student learning	Innovation guide Academic assistance guide Response to intervention School intervention teams (SIT)
3.9	Maintains a system-wide climate that supports student learning	Annual climate survey Discipline policies School resource officers Surveillance cameras Facility maintenance
3.10	Ensures that curriculum is reviewed and revised at regular intervals	School improvement plans Curriculum mapping review teams School improvement review teams Student achievement data
3.11	Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction	Technology plan Promethean packages Follett report Open media center schedule Science kit inventory Textbook audit report Annual allocation to schools for instructional materials District budget process

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		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
4.1	Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free			X	
4.2	Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning			X	
4.3	Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance			X	
4.4	Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			X	
4.5	Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness			X	
4.6	Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence			X	
4.7	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				X

Definitions

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

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

The Rock Hill School District uses numerous measuring and testing procedures to monitor student academic growth. Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP through the Dynamic Reporting Suite to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions. TestView, provides K-12 educators the ability to easily track and analyze academic progress, allocate resources, report on student performance, and administer state/federal accountability mandates. The SAS Data Warehouse, currently available and in development, provides real-time access to multiple databases that exist in the district. This allows administrators to bring together information on grades, assessments, attendance, discipline and demographics and then disaggregate multiple ways.

The Instruction Department, including the Director of Federal Programs, District Test Coordinator and the Research Specialist provide coordination of district, state, and federal accountability systems and assistance in the interpretation of scores and report.

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?

Individual student assessment data, as well as combined teacher, class, grade or subject data are the basis for instruction and improving teaching and learning. The results for K-2 assessments are used to evaluate student progress toward state proficiency and to guide professional development efforts. This provides teachers with information about

student progress in the area of basic literacy. From these results, instruction is adjusted to meet student needs. In grades three through eight, students have taken the Palmetto Achievement Challenge Tests (PACT). The Education Accountability Act of 1998 and No Child Left Behind 2001 (NCLB) require the establishment of a performance-based accountability system. The PACT assessment program was developed for this purpose. PACT includes tests in four subject areas - ELA, mathematics, science, and social studies. This test was eliminated for the 2008-2009 academic year and will be replaced with Palmetto Assessment of State Standards (PASS). High school students take the High School Assessment Program (HSAP) test, which is required for graduation, as well as end-of-course tests in state specified courses. All of this data is shared with parents, teachers, administrators and community stakeholders and incorporated into all School Improvement Plans. Teachers also utilize classroom assessments to understand the day-to-day learning needs of their students and to adjust their pacing and delivery to meet those needs.

The system also provides comprehensive, individualized psycho-educational testing and evaluation services as provided under the *Individual with Disabilities Education Act* to students who may require extensive instructional modifications in order to succeed. Data collected through all these assessment processes help educators monitor student learning, curriculum delivery, and instructional design at all levels of the organization and to initiate course corrections at the most appropriate level to improve both individual and collective outcomes.

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

All achievement, climate, and effectiveness data are analyzed by multiple groups within the organization to determine areas for improvement. This is true at the district and school building level as well as the greater community and school board level. When areas of concern or weakness appear, strategies are developed to address these needs.

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?

Training in the use of data is provided through regular meetings with principals, program teachers, instructional coaches and staff development days with teachers. The training is provided by software vendors, district office staff and outside consultants.

Examples of the data tools teachers use include: SuccessMaker, Orchard, COMPASS, MAP Dynamic Suite, Descartes, and SAS. As a result of training with Urban Learning and Leadership Center (ULLC), administrators and teachers are able to drill down to individual student needs in order to inform instruction.

INDICATORS		
In fulfillment of this standard, the system:		Evidence
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	SAS data warehouse MAPS Testview Fontas and Pinnell Running records Elementary standard based report card Report cards HSAP End of course testing ACT, SAT, PSAT AP and IB
4.2	Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning	School improvement plans SAS data warehouse Descarte Dynamic Reporting Suite
4.3	Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance	Effectiveness Survey Special education program audit Gifted program audit Accreditation report for teacher certification Achievement trend data
4.4	Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders	Website - online One Call Now – access information State of the District – power point Community chat schedule Opening Day – Welcome Back - DVD School choice committee - minutes Grassroots committee - agenda Community Focus Group – Future High School – agenda and outcome All on Board – agenda and action steps Monthly “School Talk” - DVD
4.5	Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness	District report card Effectiveness Survey
4.6	Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence	Student achievement trend data
4.7	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations	SASI Permanent records SAS data warehouse

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		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
	Human Resources				
5.1	Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities				X
5.2	Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)				X
5.3	Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff			X	
5.4	Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable				X
	Financial Resources				
5.5	Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement				X
5.6	Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited				X

	accounting measures				
	Physical Resources				
5.7	Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment				X
5.8	Establishes and implements written security and crisis management plans with appropriate training for stakeholders			X	
5.9	Implements processes and plans for maintaining and improving sites, facilities, and equipment				X
5.10	Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals				X
	Support Systems				
5.11	Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students			X	
5.12	Provides student support services coordinated with the school, home, and community			X	

Definitions

- 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

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

The Rock Hill School District is an equal opportunity employer which commits itself to nondiscrimination in all education and employment activities. Currently, there are 2448 employees (74% white and 26% minority) and of those, 129 are administrative (71% white and 29 % minority); 1358 are certified (84% white and 16% minority); and 921 are support staff (59% white and 41% minority). Of the certified staff, over 59% have at least a master's degree, and 38% have at least sixteen years of experience. On 12/9/08, the district confirmed 30 new National Board Certified Teachers (NBCT), bringing the district's total number to 226. Thus, the district ranks eighth in the state for the number of NBCTs.

All employees have access to the District's online Employee Handbook which outlines the contact persons for anyone who has been discriminated against on the basis of race, religion, ethnicity, disability, sex, age, national origin, immigrant or non-English speaking status, or marital status. This handbook is updated annually and is referenced during initial contract/agreement processing or in district orientations. Additionally, all Board policies are online and available to employees and the public. These policies have been updated within the past four years and have been reviewed annually to determine the need for specific updates as warranted by changes in laws.

The employment process for administrative, professional (teachers), and support staff consists of five steps: screening, interviewing, selecting, recommending, and approving (Board). Because human resources has an electronic means of archiving all records and documents, application materials are online and available to hiring managers at their individual work stations. Applications are screened by managers in order to select those candidates to be interviewed. In the case of certified professionals, the Pre-screening Coordinator conducts a prescreening interview with all candidates who were not interviewed at a college job fair. The coordinator then is in constant contact with principals who have teaching vacancies to ensure they have the most up-to-date list of qualified interviewees. Once interviews have taken place, a telephone reference check is conducted, in most cases, if the hiring manager is unable to do so. A final step prior to Board approval for all employee groups is for the manager to complete an employee recommendation which is sent to personnel for processing (background checks, contracts/agreements, etc.) prior to future employees being contacted.

For the 2008-09 school year, the district recruited and employed 202 (76% white and 24% minority) certified teachers, supporting the fact that the District has a comprehensive recruitment process for professional employees. The process includes advertising vacancies on local, state, and national web sites (Rock Hill Schools, CERRA, NationsJob, and Teachers-Teachers.com), visiting college and university job fairs, and conducting a district-wide spring recruitment fair each year. In the fall of a given year, data from the previous recruitment season to include the costs of recruitment trips vs. the number of teachers hired from a particular college or university are analyzed. Recruitment materials are updated and revised, a recruitment schedule for the year is made, and projected vacancies are anticipated by looking at attrition information gleaned

from the January intent solicitation, 135-day report numbers, and future programmatic needs. Contacts with the local university and with interns currently serving or scheduled for the spring are made to get ahead on the spring hiring season. Plans are being made to visit nine in-state colleges and universities, five out-of-state college job fairs, and two in-state conferences to recruit for the 2009-2010 school year.

All employees participate in some form of evaluation each year. Administrators complete annual goals that are tied to district goals and are monitored by their supervisors. Principals, specifically, participate in the state's evaluation model, i.e., *Assisting, Developing, and Evaluating Professional Principals* (ADEPT). The district follows the ADEPT procedures for evaluating professional staff. Support staff are evaluated annually by their immediate supervisors who use a district-created form to document performance.

As required in state statute, the District awards contracts to teachers according to their certification status, i.e., teachers with initial certificates have induction or annual contracts; teachers with professional certificates have continuing contracts; and teachers who have retired and returned to teaching or who can earn less than a year's service credit are employed under an at-will Letter of Agreement. Contract status determines the evaluation model that is used to evaluate professional staff. Initial contract teachers are informally evaluated through *New Teacher Institute* (NTI) which incorporates the ten ADEPT standards in its requirements and is intended to build and sustain relationships that will assist in retaining first-year teachers. Novice teachers are assigned a mentor and are coached through their formative assessment year by a two-member team consisting of the mentor and a building administrator. Annual contract teachers are formally evaluated, since they must complete this requirement to be eligible for a professional certificate in South Carolina. This year, the district is one of twenty-four "jump start" districts to implement fully the new state formal evaluation system, *Summative ADEPT Formal Evaluation of Classroom-based Teachers* (SAFE-T). SAFE-T uses a two-member team to conduct classroom observations and analyze written documents over two semesters to determine a level of competence in teaching. GBE-R is the system used to evaluate continuing contract teachers. Those who are meeting standards for teaching develop, in consultation with their administrator, a research and development goal for the year. Those who need to work on specific performance issues develop a competency-

based goal for the year. This year, the district has 977 teachers on GBE-R, 231 on SAFE-T, and 66 on NTI. The remaining 84 professional staff have Letters of Agreement and are informally monitored by their supervisors.

To enhance the induction process for first-year teachers and to assist in retention efforts, the District began implementing a more comprehensive induction program which incorporated the revised Induction and Mentoring Program guidelines into the existing system and provided the impetus for refinement. After selecting two lead mentors to spearhead mentor training and coordinate activities between mentors and mentees during the coming year, the District redesigned the induction process. Prior to the first contracted day for teachers, the district hosted two orientations: one lasting two days for teachers who had previously taught elsewhere and one lasting an entire week for teachers new to the profession. In both orientations, time was spent with instructional leaders who provided training on district initiatives and conducted job-alike sessions to give teachers a chance for interaction with their new peers. First-year teachers were provided an opportunity to have extended time learning the expectations of the District and worked with trained mentors in establishing plans for the year. A survey completed by all participating teachers indicated that information about the District, the District's practices and approaches to teaching children, and the opportunity to interact with peers were the most beneficial outcomes of the orientations. Throughout the year, lead mentors will assist other mentors and first-year teachers to build professional relationships between and among students and staff and to address problems in classes before they become major issues. Lead mentors also periodically conduct surveys of mentors and mentees to ensure that expectations and needs are addressed.

“Welcome Home,” an annual event held in the fall to acquaint new professionals to the people and services in Rock Hill, is another retention event. Vendors representing banks, insurance agents, realtors, gyms, hospital, etc. come for an evening to greet new teachers. Signing bonuses for mathematics, science, and special education teachers and relocation packages for individuals who move from outside the county are ways to attract new employees to the District.

The District's renewal credit process is well-defined and provided to all professional staff, especially to teachers with continuing contracts who must have a professional growth and development plan that links to recertification of their teaching certificate and

that supports the goals of the school and district. Over the past two years, meetings were held at every school to acquaint professional staff with the revised guidelines and provide copies and a notebook in which to maintain documents. Since that time, new employees receive the notebook and explanation when they sign their contracts.

The professional development system for all staff in the Rock Hill Schools is designed to support job-specific competencies through numerous opportunities, including but not limited to: book studies, online and offline tutorials, workshops and courses, opportunities for job shadowing and mentoring, and district-wide events such as the annual Student Engagement Conference. Opportunities for non-certified employees to make systemic connections to the organization's mission and belief systems are also encouraged via workshops, presentations, and group studies. These events outline the broader roles all members play in support of the district's mission to provide challenging work that authentically engages students in the learning process. Certified staff are provided ample professional development opportunities that support district goals, organized around five initiatives or themes: developing content knowledge and expertise, designing engaging work for students, sequencing content via curriculum mapping, developing units of study via *Understanding by Design*, and data analysis/addressing achievement gaps. The District supports growth and competencies in these areas through online and face-to-face workshops, recertification courses, graduate courses, late-start initiatives, and design teams. Registration, participation, and evaluation of professional development for certified staff takes place via the district's online professional development management system, PD Planner. PD Planner provides advanced reporting features that enable teachers and administrators to identify, select, evaluate, and record district professional development activities. Information regarding staff development functions, offerings, and FAQs for PD Planner can be found on the web site under Departments/Staff Development.

The District has job descriptions and posted salary schedules in place. During 2007-08, the District contracted with Holden and Cobb to conduct a compensation study of administrative and support salaries and develop new salary scales based on market data. While salary adjustments for administrators were accommodated to some degree in the 2008-09 budget, no funds were available to make recommended adjustments for support staff.

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 Rock Hill School District accounts for all funds according to the annually updated *Financial Accounting Handbook* and the *Funding Manual* provided by the State of South Carolina. Both resources are updated annually. All financial accounts are maintained in accordance with accepted accounting procedures, and all accounts are audited annually by an independent Certified Public Accounting (CPA) firm. The annual financial audit is conducted along with the procurement audit in accordance with state regulations. A Comprehensive Annual Financial Report (CAFR) is prepared each year by the Office of Financial Services and meets the standards of excellence established by the Association of School Business Officials International (ASBO), as well as the Government Finance Officers Association (GFOA). Also, the District continues to receive an “unqualified” opinion on its financial statements. This is the best opinion that can be issued and demonstrates a strong commitment by the District to excellence in all aspects of financial accounting, recording and reporting.

The Office of Financial Services maintains and constantly monitors accounts that describe the overall health of the school district. Board Policy sets the fund balance at 50-60 days of operating reserves to position the district with the ability to adjust to changes in funding, economic downturns and timing of cash flows.

The Budget Process for Rock Hill Schools is almost year round as each department and school will constantly review and monitor the budget to determine the most efficient and effective manner of developing, maintaining and determining outcomes of the budget. In January, a more intense process begins as the Superintendent and Cabinet meet for advance planning. After meeting with stakeholders, principals develop and submit budget requests for their schools and the current budget is reviewed for effective use of allocated funds. The school level and program/department level requests are compiled and reviewed by the Superintendent and Cabinet and are presented to the Board of Trustees for input and feedback. Budget considerations are aligned with the mission, vision and strategic plan of the District. The budget proposal is presented and made

available to the public for review and is presented to the Board of Trustees for formal adoption.

All other budgets are reviewed and approved by either the administration or the governing body issuing the grant. Debt Service expenditures are controlled by the bond issue requirements and are administered through the Office of Financial Services. Annual funding for technology and operations as well as long-range budgetary funding for construction projects are generally originated through bond funding dedicated to specified projects.

The District periodically reviews long term building needs in order to ensure that facilities meet the needs of the community. In 1995, the District projected that elementary school age population would increase by an average of 90 pupils a year, its middle school age population would increase by 57 students per year, and its high school age population would increase by an average of 33 students per year. Without action by the District, the result of the increase in the school age population would have been overcrowding in some schools. Accordingly, upon staff recommendation for the construction of additional space for all levels and the rezoning of certain elementary schools, in February 1996, the Board submitted to the voters of the School District a \$40 million building program. The voters approved the program by a 3-1 margin.

Following a similarly systematic review of school age population trends, the Board submitted to the voters of the District on March 25, 2000, an \$80,000,000 school bond referendum to provide for the financing of the 2000-2005 Building Construction Program for the District. The voters approved the 2000-2005 Building Construction Program by a 3-1 margin. Plans included the construction of a new facility for 4-year olds (opened in August 2002), a new elementary school (opened in August 2002), a new high school (which opened in August 2005), a new middle school (opened in the Fall of 2004) to replace the current Castle Heights Middle School, and the replacement of roofing at 16 school facilities, which has been completed.

The Board submitted to the voters of the District on April 2, 2005, a \$92,000,000 school bond referendum for the purpose of constructing, furnishing and equipping two new elementary schools and a new middle school, the expansion and renovation of several existing elementary schools, the purchase of land for additional facilities, and various roofing, heating and air conditioning, electrical, paving and other facility upgrade

projects at existing school facilities. The voters approved this building program by a 3-2 margin. As a direct result of the 2005 Bond Referendum, India Hook Elementary School opened in 2007 and Mount Holly Elementary opened in 2008. A new middle school, Dutchman Creek, also opened in 2008.

The District also has continued to issue general obligation bonds on an annual basis subject to its constitutional debt limit in order to finance the implementation of technology into its curriculum and the repair and renovation of existing school facilities.

The District provides the physical resources needed to ensure safe, secure, comfortable, and attractive facilities where instructional programs can be effectively implemented to meet the needs of all students. District personnel work cooperatively with agencies such as the Office of School Facilities of the State Department of Education, the South Carolina Department of Health and Environmental Control, the South Carolina Fire Marshal, and city and county officials, to ensure the district is providing and maintaining facilities that meet all applicable codes and regulations.

The District employs approximately 175 staff members in the operations and maintenance of facilities. The maintenance staff includes electricians, HVAC (heating, ventilation and air conditioning) technicians, carpenters, plumbers, ground keepers, custodians, secretaries, and others who manage routine facilities improvements. The District has an electronic work order tracking system that allows each school to submit work orders electronically.

The District has completed studies of building needs and has developed a long range plan that includes future planned construction. The plan identifies existing facility needs and the space needed for projected growth in student enrollment in the next ten years. The current building plan is updated annually for new buildings and planned renovations or expansions.

School safety is a priority. The District has a comprehensive crisis management plan that includes a list of actions to be taken by schools in response to potential emergencies such as bomb threats, hazardous material incident, earthquake, student disturbance, possession of a weapon, and intruder. Each school has an individual plan tailored for site. Additionally, schools conduct drills throughout the school year for incidents such as a tornadoes, earthquakes, and school lock downs.

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 Rock Hill School District provides multiple academic support services as outlined in the Academic Assistance Guide as well as the Response to Intervention Model. Additionally, students are provided counseling and nurse's care while at school. The District employs homeschool workers to help intervene and support the social needs of students. Transportation for students is provided through the South Carolina regulations for bus transportation as well as use of locally funded activity buses. This includes transportation to and from school, between school facilities to provided access to specific programs, athletics and extended learning opportunities.

The student resource and support services and programs are defined within the various departments of the organization. Federal support programs, such as Title I, Title III-ESOL, Title VII-Native American and IDEIA - Exceptional Student Education are defined within the Instructional Department. Each Federal program has a director who is responsible for ongoing administration and compliance monitoring. Each of the Federal student support programs has procedures for referral, identification and maintenance of direct student services.

Title I

The District received \$3,284,615.00 in Title I funding during the 2008-2009 school year and currently serves nine schools with Title I funds: Belleview Elementary, Children's Attention Home Charter School, Ebenezer Elementary, Ebinport Elementary, Independence Elementary, Northside Elementary School of the Arts, Rosewood Elementary, and Sunset Park Elementary. District Set-Asides provide Title I Parent Teacher Specialists, Literacy Specialists, Math Coaches, a Bi-Lingual Parent Associate, and an ESOL Coach.

Neglected and Delinquent/Title I

The Children's Attention Home Charter School received \$29,741.00 in Neglected and Delinquent funding during 2008-2009. The Children's Attention Home's Charter School is for students in kindergarten through 8th grade. Based on Maslow's Hierarchy of Needs, the school focuses on meeting the basic needs of the children while providing a safe environment and an appropriate, individualized academic program. Utilizing

classrooms with low student to teacher ratios, children are able to spend significant individual or small group time with the teacher. Considerable emphasis is placed on teaching the children the appropriate behavioral skills needed for them to thrive.

Title III

The English to Speakers of Other Language program serves over seven hundred fifty four students from thirty-three countries who speak twenty-seven different languages. There are thirteen certified English to Speakers of Other Languages teachers serving our schools. In addition, a full-time ESOL Coach and full-time Bi-Lingual Parent Associate are available to serve our schools and families.

Title V

The District is currently awaiting our allocation for Title V from the State Department of Education. During the 2007-2008 school year, Rock Hill School District received \$25,903 in Title V funds. These funds were used to support Lab Classrooms in each of the core content areas as well as provide a Summer Bridge program for identified at-risk grade eight students transitioning to high school.

Title VII

The Rock Hill School District has currently applied for a formula grant through the Office of Indian Education for the 2009-2010 school year. There are currently over two hundred and fifty Native American students in the District.

IDEIA

Exceptional Student Education, well-defined procedures for Childfind are available on the department's website and published in department handouts available to parents from all of the schools. Childfind describes two methods of referral and identification of students with disabilities. Parent and community referrals are initiated through the bi-monthly Childfind activity and school referrals are initiated through the current Student Intervention Team (SIT) process. The provision of research-based interventions and strategies are employed in the pre-referral stage and monitored for effectiveness. From these identifications processes, federal and state guidelines are followed to ensure appropriate identification, resource allocation, and ongoing provision of specially-designed programs and related services. Once students qualify for services under federal and state IDEIA-2004 guidelines, special education teachers employ research-based interventions to address student unique needs. Highly qualified

personnel are employed to work within special education programs. Currently, the district Office of Exceptional Student Education (ESE) monitors the individual student programs through a web-based program, EXCENT, with individual compliance checks conducted by a compliance officer and monitoring reports run from directly from the EXCENT program. The local programs are monitored through state and federal data reports on specific compliance indicators using data provided by the ESE Department, the district's SASI program, or pulled directly from the EXCENT program. ESE Department procedures and policies are continually monitored and updated to ensure compliance.

Most recently, an ESE Department Procedures Manual was developed for the school psychologists. SIT procedures and manuals were updated and disseminated to each school and local private educational agencies and reflect requirements for team problem-solving processes and response to intervention data collection and reporting.

Community Partnerships

In addition to federal, state and local funds, the District works with a number of local agencies to secure support and enhance resources to meet educational needs of students, the District, and individual schools. Contributions of time, talent, and resources are donated to the District through The Rock Hill School District Foundation. The District models partnerships using a multi level partnership approach. Businesses, civic groups, government agencies, organizations, and faith communities enter into a two-way relationship to address the goal of enhancing the school experience for students. The South Carolina State Department of Education has recognized the Rock Hill School District annually for partnership, volunteer, and service learning opportunities for over 20 years.

The Rock Hill School District Foundation is organized exclusively to promote academic excellence in the elementary, middle, and high schools. The Foundation was founded in 1983 as a nonprofit 501 c 3 operating foundation to celebrate and encourage creative innovation in schools. Since that time, The Foundation has been fundraising, documenting, disseminating, and advocating for exemplary programs in K-12 public schools in Rock Hill to help these practices continue.

The core business of the Foundation is to support programming that enhances the teaching and learning experience. Grants may be awarded to district faculty and staff for

district sanctioned activities which are outside the financial support of the school site and/or general operating budget. The Foundation is independently managed by a volunteer board of directors. Directors represent all aspects of the Rock Hill community.

The District works with local government to address the needs of students. A member of the district administration serves on various task forces and steering committees that are designed to address the community initiatives set forth by the Mayor and City Council. Currently, we are actively participating in a steering committee organized to developing a 10 year strategic plan to end homelessness in York County. With the help of the community Homeless Steering Committee, the Rock Hill School District has developed a support service framework used to support homeless students and their families while in our schools.

Mentoring Program

The Power of Mentoring Program was launched in January 2008 as a means of providing a strong and secure support system that enhances the school experience and helps our students pursue a successful future. Students attending Rock Hill Schools are eligible to participate in the Power of Mentoring Program.

Selected mentors are carefully screened, trained and matched with the most compatible student by the mentoring coordinator. The program requires an academic year-long commitment between the mentor and mentee, with the option to continue into each upcoming school year. Each month, mentors and mentees spend between two to four hours together, participating in fun and enriching activities during the school day. Activities range from playing games, working on a service project together or helping with homework.

As both get to know one another and build their friendship, mentors will have an opportunity to share life experiences. Mentees have a chance to learn from someone they can relate to about life; handle difficult situations; and prepare for future goals.

Mentors often find the program to be far more than a chance "to give back" and have said the relationships they've developed have brought as much change and positive impact to their lives as to their mentees.

Current Partnerships:

City of Rock Hill

Crawford Road Church of Christ

Family Trust Federal Credit Union
 Friendship United Methodist Church
 Winthrop University
 Rock Hill Weed and Seed

Employees of Rock Hill School District are granted flextime if they choose to mentor a child through the Power of Mentoring Program. Since January 2008 the program has matched 75 mentors with students. The program tracks student grades, attendance, number of visits to the health room, and discipline to ensure student and program success.

INDICATORS		
In fulfillment of this standard, the system:		Evidence
5.1	Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities	Employment process checklist Induction processes materials Board policies (online) New teacher orientation Recruitment fair materials Lead mentor contacts Mentor/mentee surveys National Board statistics
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)	Statistics Teacher/student spreadsheet Certification reports Staffing meeting Job descriptions and qualifications
5.3	Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff	Staff development surveys PD Planner Student engagement conference agenda School Improvement Plans ADEPT Materials
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	Enrollment report Board philosophy Staffing Guidelines Special education caseload
Financial Resources		
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	Budget process Long range facility plan Capital improvement plan
5.6	Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures	Financial audit CSI software State and federal audits

	Physical Resources	
5.7	Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment	Crisis management plan Maintenance log Work order system Climate survey Long range facility plan
5.8	Establishes and implements written security and crisis management plans with appropriate training for stakeholders	Crisis management plan district and for all schools Safety training CPR OSHA
5.9	Implements processes and plans for maintaining and improving sites, facilities, and equipment	Crisis management plan Maintenance log Work order system Climate survey Long range facility plan
5.10	Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals	Technology plan Technology coordinators at each school
	Support Systems	
5.11	Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students	Staff directory – includes nurses, counselors Federal application Transportation safety guidelines Response to intervention Wellness policy Healthy choices – nutrition Back the Pack Steppin High
5.12	Provides student support services coordinated with the school, home, and community	Home school workers Coordinator of community services Nurses Catawba Mental Health Services Drop-out Summit Power of Mentoring Parent Educators

Stakeholder Communications & Relationships

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

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

Indicators Rubric

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

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

Definitions

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

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

The leadership of our school system is proactive and ensures that community expectations are met or exceeded by continuously participating in civic, legislative, and business partnerships, and School Improvement Councils. The District leadership coordinates Board focus groups, community forums, legislative advocacy grassroots meetings, and informal monthly coffee chat hours with the Superintendent. The members of the leadership team are active participants in a variety of civic, business, and social service agencies. The superintendent, associate superintendents and directors hold seats on:

- Rock Hill Chamber of Commerce
- Rock Hill Economic Development
- YMCA
- York County All on Board
- United Way
- What's Good for Children
- Boys and Girls Club
- Arts Council
- Superintendent's Leadership Network
- Keystone – Drug/Alcohol Prevention
- Youth Net
- Community Builders
- Olde English Consortium
- City Mayor Roundtable
- Central City Optimist Club
- NAACP
- York County Tourism Travel Sports Alliance

In addition to serving on community and civic groups, the leadership team requests to be placed on the agenda of monthly meetings for a variety of community organizations. A member of the leadership team partners with one or two board members to present current district initiatives and to seek feedback.

Each year the leadership team works with the Board to determine a specific group to invite to quarterly focus groups. Over the past years we have invited restaurant owners,

hair salon/barbers, retail and banking, and faith based organizations. We have held focus groups at the district office and we have held meetings at our local churches.

Our Board Chair is also the co-chair of a county school district initiative, partnering with Keystone Rehabilitation, forming York County All On Board, (AOB). AOB is a joint venture of the four schools districts in the county, police and sheriff departments, solicitor's office, parents, Keystone, Juvenile Justice and Winthrop University to address drug, alcohol, and tobacco abuse. AOB meets monthly and has formed a solid coalition, sharing best practice in preventative intervention for abusive behaviors and providing alternative options for our young people faced with peer pressure to use.

Most recently, the District partnered with the City of Rock Hill to host the first annual Dropout Summit. During the spring of last year, the City of Rock Hill received the distinction of being named one of the "100 Best Cities for Young People" from America's Promise Alliance, Washington, D. C. The call to action for cities across the county was to bring awareness to local communities that our students need to stay in school, the number of students dropping out of school has led to a "Silent Epidemic". The Mayor, school district, community leaders, and social service agencies came together to look at district trend data related to students who drop out of school. The summit affirmed that dropouts from school are a community issue and a community response will be needed to keep our students in school. One hundred forty members of the community which included students, parents, senior citizens, chamber of commerce, city officials, law enforcement, members of the clergy, retired teachers, social service agencies, and post secondary education attended. The results of the summit produced strategies for a community response to the number of students who dropout of school. From those attending, 50 people have signed on to continue our efforts.

To improve communication with parents and the public, the District has established a uniform web site at each school based upon the front page used on the district site. The expansion of the district and school web sites allows for a broader scope of parent and community information. As an additional venue to share stakeholder information, all schools are mandated by the state to hold monthly informational meetings with School Improvement Councils (SIC). The SIC is charged by the state to monitor student achievement, provide feedback on school improvement plans, and work with the principal and school team to develop an annual report to parents based upon the school's

state report card. Curriculum has been added and programs expanded through a parent led initiatives.

The demographics of our district have changed over the past 10 years. We have moved from a district with 30% free and reduced lunch population to 45%. This shift, along with managing our growth, has created a sense of urgency to meet the needs of our growing diverse population. Over the past five years, we have opened three elementary schools, one middle school, and one additional high school. Populating the schools and rezoning students can be a volatile issue for school districts. Parents, school board members and community stakeholders were invited to be a part of the reassignment committee. With balance of socioeconomics and state tests scores in mind, the committee did the work of moving planning segments to populate the schools and maintain balance. Community forums were held and the Board listened to feedback from the parents to realign and adjust boundaries as needed. The process is described below.

Reassignment Process

Approximately 18 months before a new school opens, the planning department asks for parent volunteers to serve on a reassignment committee. Parents serving on the committee come from the schools that will be affected by reassignment and also from neighborhoods that will populate the new school. The committee members include school administrators, district office administrators, school board members, and parents.

To begin the process, the committee is informed that the school board has given direction to maintain balance in the schools by focusing on balancing the number of students who qualify for free and reduced lunch and by looking at student state test score performance. The Director of Technology describes our mapping system and the geo-coding of our student population, which is aligned with the county mapping system. The planning segments are described and school zones are outlined for the committee. As the committee works with adding planning segments to the new school zone, by taking segments away from surrounding schools, the free and reduced number percentages and the test score performance percentages fluctuate.

The reassignment committee meets several times, modifying segments to attempt to balance the school population. The committee views maps without streets or neighborhoods identified. When the committee has agreed to three different map scenarios, the maps and balance charts are presented to the Board of Trustees. The Board

reviews and holds a public forum before voting on an approved map. The goal is to conclude the process by November so that families may be informed in January of school assignment for the new school year.

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

The district reaches out to stakeholders using a variety of resources. The superintendent gives a “State of the District” address during the month of January. All teachers and administrators attend. At the start of the school year, every district employee attends a morning, “Back to School” celebration. The superintendent presents initiatives, awards teachers of the year, and continually challenges teachers to create lessons that engage students in the learning process.

The superintendent hosts a monthly “School Talk” production on the local cable television channel. Topics discussed vary from month to month, recent topics include: student achievement, curriculum, school safety, student awards and recognition, mentoring, transportation, school assignment, homework, and intervention programs. Members of the leadership team and school staff are invited to the program to discuss the topics with the superintendent during the taping.

The District has conducted an Effectiveness Study for the past two years. Results are reported to the Board at a public, televised business meeting. The results are also shared with SIC’s, the leadership team, and at individual schools. The Board business meeting is televised each month on the local cable television and is replayed many times throughout the month. School report cards are sent home, when released from the state department of education. The SIC’s work with principals to create an informational newsletter sharing student achievement results. Each school has assembled a school improvement plan team to develop and monitor the planned action steps leading to increased student achievement. Stakeholders are informed using a variety of communication resources, not limited to the following:

- Print media – fliers, posters, newspaper articles, newspaper inserts, newsletters, memos, brochures
- Mailings

- Public forums and meetings
- Radio Announcements
- School marquees
- Report cards – school, district, and student
- Promotional items, i.e., magnets, mugs, t-shirts
- Community service projects
- Focus groups
- Website
- Email
- Edline (Pilot at Northwestern H. S.)
- Superintendent community chats – monthly coffee hour with the superintendent

The district has implemented, *One Call Now*, which is a parent notification service to deliver staff and parent emergency notification messages. It has been used to notify parents and stakeholders of emergency situations, district-wide staff development day information, and inclement weather. The notification system has improved parent involvement by sending announcements related to parent-teacher conferences, state tests and school/district activities. The district employs a director of Information Services who serves as the direct link between the school district and the community. All citizens of Rock Hill are invited to attend local school board meetings. Citizens who wish to address the board may do so by following the procedures posted on the school district's website.

INDICATORS		
In fulfillment of this standard, the system:		Evidence
6.1	Fosters collaboration with community stakeholders to support student learning	Agenda for focus groups Chart D.O. sign up for community meetings Foundation agenda Community chat schedule SIC guideline booklet School partnerships – List of business partners PTO – school listing Title I parent meeting
6.2	Uses system-wide strategies to listen to and communicate with stakeholders	Website - online One Call Now – access information State of the District – power point Community chat schedule Opening Day – Welcome Back - DVD School choice committee - minutes Grassroots committee - agenda Community Focus Group – Future High School – agenda and outcome All on Board – agenda and action steps Monthly “School Talk” – DVD
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the system	Drop-out Summit – agenda and DVD Grassroots committee – agenda and informational printout Community Focus Group – Future High School - above in 6.2 Reassignment committee – minutes Volunteer program – Framework and guidelines
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders	State report card Parent friendly standards Student report cards School Improvement Plans Effectiveness Study Community annual report SIC meetings, faculty meetings
6.5	Provides information that is meaningful and useful to stakeholders	Community newspaper One Call Now Televised Board meetings School newsletters and high school newspapers State of the District address Community Chats Focus groups

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		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)				X
7.2	Engages stakeholders in the processes of continuous improvement			X	
7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			X	
7.4	Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels			X	
7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals			X	
7.6	Monitors and communicates the results of improvement efforts to stakeholders			X	
7.7	Evaluates and documents the effectiveness and impact of its			X	

	continuous process of improvement				
7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide			X	
7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts			X	

Definitions

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

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

The Rock Hill Schools strategic plan is aligned with the vision, mission, and beliefs of the system aimed at continuous improvement of the educational process in the system. These stakeholders consisted of supervisors, principals, teachers, parents, higher education representative, and community leaders who met on a recurring basis in order to achieve effective implementation of the plan. The district constructed an action plan that identified the vision, profile, plan of action, and the results indicating the person(s) responsible for the accountability of the action described. The action plan was developed by the stakeholders to meet the needs identified by the disaggregated data from standardized tests. By utilizing research-based instructional strategies, to address specific needs, student achievement should increase throughout the system.

Each school in the Rock Hill School District is responsible for the development of a yearly school improvement plan, identifying specific school weaknesses from current data and including strategically written goals to remediate these areas of concern. This plan takes into consideration and incorporates NCLB requirements, state standards, the system improvement plan, and local academic plans. These plans present opportunities to provide staff development for teachers and administrators based on data-driven decisions. The goals of these annual plans and the result of the accreditation process drive the continuing efforts for improvement.

Time is set aside monthly for collaboration and professional development of principals. This includes training in development and monitoring of School Improvement Plans, study of the principles and framework of the Schlechty Center for School Reform, Urban Learning and Leadership, and multiple nationally known authors and leaders. Nationally recognized speakers have presented at our Student Engagement Conference annually.

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?

Training in the development of the School Improvement Plans included use of trend and disaggregated achievement data. The results of this analysis drives goal setting and strategy development to ensure that students are engaged in profound learning and that we are on the path to becoming a learning organization.

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?

Continuity and collaboration are enhanced through system-wide workshops and meetings in order to achieve improved vertical, as well as horizontal, planning which occur during district-wide late start days. Aggressive professional development planning provides the system and individual schools the capability to improve instructional goals and strategies. System-wide staff development days provide quality instruction for system employees to increase academic performance through research-based trends and initiatives.

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

Formative assessment data is gathered periodically and School Improvement Plans are reviewed and monitored by district personnel as well as principals. Individual school leadership teams present results to parent advisory groups, district office and the school faculty. One of the strengths of the district is collaboration among all stakeholders of the system. Schools throughout the system have student and parent advisory groups who provide input into the daily actions of the school. In addition, district advisory groups are

established in order to inform and gain information that contributes to the effectiveness of the school district.

INDICATORS		
In fulfillment of this standard, the system:		Evidence
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)	Yearly Update of Strategic Plan Staff Development Plan GBE Goals
7.2	Engages stakeholders in the processes of continuous improvement	SIC Annual Training Report to the Community
7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning	School Improvement Plans Rock Hill Climb
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	School Improvement Plan
7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals	Staff Development Plan Student Engagement Conference
7.6	Monitors and communicates the results of improvement efforts to stakeholders	Report to the Community Board Reports Website Focus Groups
7.7	Evaluates and documents the effectiveness and impact of its continuous process of improvement	Annual Review of Strategic Plan Effectiveness Survey
7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide	Leadership Meetings District Design Team Principal Meetings Departmental Meetings
7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts	Principal Evaluations Instructional Specialists Literacy Specialists Math Coaches ESOL Coach

Description of the School System's Methods for Quality Assurance

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

- What processes does the district use to monitor and document improvement?
- How does the district provide meaningful feedback and support to its schools and across the district?
- How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?
- How does the district regularly collect, use, and communicate results?

Improvement is monitored and documented through multiple avenues. These include state and federal monitoring reports, local evaluation of programs and personnel, including goal setting conferences, achievement data analysis and individual school improvement plans. Each school writes and implements a School Improvement Plan based upon student achievement data. These plans are reviewed and shared at the district level in order to drive support services through staff development and resources. Additionally, plans are reviewed to ensure that they align with district vision and purpose and AdvanceEd standards. District Office personnel visit each school in small teams which include personnel from Instruction as well as Planning and Program Support. These teams meet as a group to share information and build a district picture for the superintendent. The School Improvement plans are collected and reviewed in the fall. Schools are revisited in February. Formative assessment data is collected multiple times each year through NWEA Measures of Academic Progress and other formative assessments. This information is accessed by schools and teachers individually as well as at the district level. The results are review at the classroom, school, district and leadership levels. District information is shared with the School Board regularly at a televised board meeting.

AdvanceEd standards will be continuously monitored by District Review Teams through the school improvement process. Each school will update and monitor the School Improvement Plan as needed. These plans are used as data to drive district improvement initiatives and the strategic plan.

Conclusion

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

The Rock Hill School District provides exceptional opportunities for student growth and support while focusing on data to drive continuous improvement. Innovative programs and personnel are valued as is the input of all stakeholders. Continuous growth in population and increase in diversity present new challenges as the district works to balance funding issues.

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

The district's greatest strength is the level of resources and support it has historically provided to all aspects of the daily instruction of students. The sustained support and cooperative relationship between the district and business partners, faith based community and social agencies continue to be a major asset.

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

The district's greatest challenge is to accommodate growth while meeting the academic needs of an ever increasing diverse population. This challenge has been magnified by a decrease in national, state and local revenue.

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

The insights from this self-assessment and the recommendations from the accreditation committee will guide strategic goal setting for the next five years. Additionally, it will highlight opportunities to operate more efficiently and effectively to meet the challenges before us.

AdvancED Standards Assessment Rubric for School Systems

STANDARD	NOT EVIDENT	EMERGING	OPERATIONAL	HIGHLY FUNCTIONAL
<p>VISION AND PURPOSE</p> <p><input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Emerging</p> <p><input checked="" type="checkbox"/> Operational</p> <p><input type="checkbox"/> Highly Functional</p>	<p>The school system has not committed to a shared purpose and direction. The system has little or no evidence that expectations for student learning are aligned with the system’s vision with little support by system and school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance, system and school effectiveness. The vision has little influence on allocations of time and human, material, and fiscal resources.</p>	<p>The school system has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The system is developing expectations for student learning aligned with the system’s vision that is supported by system and school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance, system and school effectiveness but the process is not fully in place. The vision has some influence on allocations of time and human, material, and fiscal resources.</p>	<p>The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system’s vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The school system has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system’s vision that is fully supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.</p>
<p>GOVERNANCE AND LEADERSHIP</p> <p><input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Emerging</p> <p><input type="checkbox"/> Operational</p> <p><input checked="" type="checkbox"/> Highly Functional</p>	<p>The school system has leaders who have not established or are currently establishing processes to develop the system’s vision and improvement efforts. The leaders’ process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for system and school improvement among stakeholders. The system’s policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p>	<p>The school system has leaders who have established processes to develop the system’s vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for system and school improvement among stakeholders. The system’s policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied.</p>	<p>The school system has leaders who are advocates for the system’s vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the system, and the results are varied.</p>	<p>The school system has leaders who are advocates for the system’s vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for system and school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The system’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the system and its schools functions.</p>
<p>TEACHING AND LEARNING</p> <p><input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Emerging</p> <p><input checked="" type="checkbox"/> Operational</p> <p><input type="checkbox"/> Highly Functional</p>	<p>The school system implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The system demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.</p>	<p>The school system implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire requisite knowledge, skills, and attitudes. The system demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the system. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.</p>	<p>The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.</p>	<p>The school system implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the system. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.</p>

AdvancED Standards Assessment Rubric for School Systems

<p>DOCUMENTING AND USING RESULTS</p> <p><input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input checked="" type="checkbox"/> Operational <input type="checkbox"/> Highly Functional</p>	<p>The school system is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The assessment system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.</p>	<p>The school system is currently using assessments that have limited alignment with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The assessment system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.</p>	<p>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.</p>	<p>The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.</p>
<p>RESOURCE AND SUPPORT SYSTEMS</p> <p><input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input checked="" type="checkbox"/> Operational <input type="checkbox"/> Highly Functional</p>	<p>The school system has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system does not systematically employ and allocate staff members who are qualified for their assignments. The system provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.</p>	<p>The school system has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are generally qualified for their assignments. The school system provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.</p>	<p>The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.</p>	<p>The school system effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The system systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The system provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.</p>
<p>STAKEHOLDER COMMUNICATION AND RELATIONSHIPS</p> <p><input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input checked="" type="checkbox"/> Operational <input type="checkbox"/> Highly Functional</p>	<p>The school system has little understanding, commitment, and support of stakeholders. System personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.</p>	<p>The school system has begun the process to gain the understanding, commitment, and support of stakeholders. System personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.</p>	<p>The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.</p>	<p>The school system has the understanding, commitment, and support of all stakeholders. System and school personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.</p>

AdvancED Standards Assessment Rubric for School Systems

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