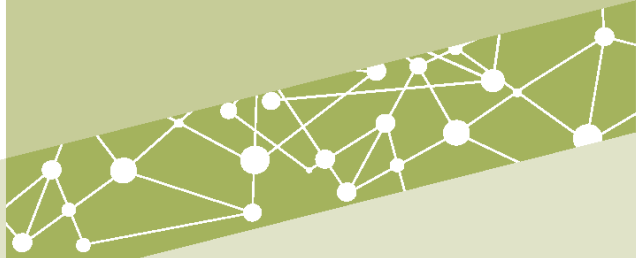


April 1 - April 3, 2019

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## AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

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» **Results for:**  
**York 03 (Rock Hill)**  
386 E. Black Street  
Rock Hill, SC 29730

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## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

### AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Exceeds Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Meets Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Meets Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Exceeds Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Meets Expectations

## Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Exceeds Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations

Learning Capacity Standards		Rating
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Meets Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

## Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Meets Expectations
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Exceeds Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Meets Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

# Effective Learning Environments Observation Tool® (eleot®)

## Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
<b>Total Number of eleot® Observations</b>	<b>88</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Equitable Learning Environment</b>	<b>2.83</b>	<b>2.86</b>
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.35	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.17	3.74
Learners are treated in a fair, clear and consistent manner	3.38	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.42	2.06
<b>High Expectations Environment</b>	<b>2.78</b>	<b>3.02</b>
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.95	3.17
Learners engage in activities and learning that are challenging but attainable	2.98	3.14
Learners demonstrate and/or are able to describe high quality work	2.47	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.62	3.06
Learners take responsibility for and are self-directed in their learning	2.90	2.89
<b>Supportive Learning Environment</b>	<b>3.31</b>	<b>3.61</b>
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.22	3.66

eleot® Observations		
<b>Total Number of eleot® Observations</b>	<b>88</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
Learners take risks in learning (without fear of negative feedback)	3.17	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.38	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.47	3.66
<b>Active Learning Environment</b>	<b>2.76</b>	<b>3.08</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.95	3.34
Learners make connections from content to real-life experiences	2.60	2.80
Learners are actively engaged in the learning activities	3.05	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.42	2.74
<b>Progress Monitoring and Feedback Environment</b>	<b>2.70</b>	<b>3.14</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.64	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.06	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.90	3.37
Learners understand and/or are able to explain how their work is assessed	2.23	2.63
<b>Well-Managed Learning Environment</b>	<b>3.18</b>	<b>3.58</b>
Learners speak and interact respectfully with teacher(s) and each other	3.43	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.41	3.83
Learners transition smoothly and efficiently from one activity to another	2.76	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.14	3.54
<b>Digital Learning Environment</b>	<b>1.58</b>	<b>1.50</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.80	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.56	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.39	1.46

## Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	<b>X</b>	Unmet	
Unmet Assurances			

## AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

### Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

### Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

### Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.



## Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

I3 Rubric Levels	STANDARDS
<b>Initiate</b> Priorities for Improvement	
<b>Improve</b> Opportunities for Improvement	<b>Standards:</b> 2.2, 2.3, 2.7, 2.10, 2.11 <b>Standard:</b> 3.5
<b>Impact</b> Effective Practices	<b>Standards:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 <b>Standards:</b> 2.1, 2.4, 2.5, 2.6, 2.8, 2.9, 2.12 <b>Standards:</b> 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8

## Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

<b>Institution IEQ</b>	<b>332.74</b>	<b>AIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
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## Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes that correlate to the continuous improvement process for enhancing the goals of the York 03 (Rock Hill) schools. These themes represent the strengths and opportunities to guide the school system's improvement journey.

York 03 (Rock Hill) schools have established a leadership environment that is founded on trust, collaboration, relationships, and commitment. From observations and interviews, it is evident that the leadership have a deeply embedded, trust relationship among the leaders. The Board of Trustees (Board) indicated that their trust and faith in the superintendent and the leadership team are strong and supportive. Also, the superintendent and leadership team noted that they felt secure in the direction and support of the Board. The Board members, as indicated by one member, "mirror the community at large." In addition, the leadership team works very well in a collaborative effort to ensure the very best for the system. As one system-level leader stated, "Collaboration is a part of our (system) DNA." Even though the system is a large, fast-growing entity, the leaders work together to ensure the voices of all stakeholders are heard, that everyone feels a part of decision making and that their commitment to children never wavers. In one teacher interview, the teacher stated, "The voices of the teachers are heard and valued." In addition, one recent example of the visionary decision making of the Board and the superintendent was the relocation of the schools' central office. In Rock Hill, a developing area of downtown known as Knowledge Park, a corridor focused on bringing technology-based businesses and industry to the downtown area, was selected as the property for the central office. This location places the schools' central office directly in the hub of development, revitalization, and growth. As the city grows in economic development, the school system will be a prime partner in both growth and expansion for the system. The system's organizational chart is a visual of the direct line of communication to the superintendent for the principals of the system's 27 schools. The interviews with leaders, school personnel and parents emphasized the open-door policy of the system's leaders as evidence that the leaders are available, welcoming and supportive of all stakeholders. The superintendent indicated his personal interest in all schools in this statement, "I need intimate relationships with all principals. I need to know what is going on in our schools!" In addition, the superintendent's monthly Listen and Learn meetings with various stakeholder groups also indicate the openness of the leadership. The stakeholders involved in these meetings are teachers, business

partners, students, parents, faith-based groups, National Association for the Advancement of Colored People (NAACP) representatives and other stakeholders. As indicated by the motto of the schools, the first term is “One Team” and it is apparent that this is a building block of the system.

A collegial family-like atmosphere was not only observed and documented in a variety of ways but also reiterated by members of all stakeholder groups. The culture was described by many stakeholders using words such as family, welcoming, diverse, supportive, and accepting. Focus group interviews and classroom observations confirmed the “community school” feeling. The classroom observations indicated that student-teacher interactions were respectful, and students were treated in a fair and consistent manner. In addition, the eleot results indicated students demonstrated knowledge of school and classroom rules and behavior expectations. Survey results indicated that parents were very pleased with their schools and the teachers; 69 percent of parents indicated a respectful manner in the classrooms and 64 percent indicated their children were supported by the teachers. As a large, diverse system, of over 17,500 students, with 51 percent free/reduced lunch population, an expanded English to Speakers of Other Languages (ESOL) population, 32 different languages represented and fifteen percent of students qualifying for special education services, the system has worked diligently to ensure the needs of all children and families are being met. The collaborative effort among the leadership team, the school personnel, and the community is an integral part of meeting these students’ needs. The team heard repeatedly in focus group interviews of the combined efforts of various departments to know, understand and support children at different levels of need. To ensure all system personnel understand the unique experiences children bring to school each day, the superintendent has initiated a mentoring program involving all system leadership team members. The leadership team members are asked to mentor students in a system’s school each week. This gesture of support from the system’s office underscores the understanding that the work of each office, each decision made, and each resource allocated is in support of all children. For the leadership to see that the children have a specific face, name and circumstance could ensure personalization of all decisions made. In addition, early morning observations confirmed children were greeted by school principals and staff members. It was observed that the students were eager to get to school and happy to see their teachers and friends. A high level of adherence to the schools’ routines was evident. At the end of the day, again as students met parents or boarded the buses, caring and helpful adults ensured students left with a “hope you had a great day” and “see you again tomorrow.”

The stated purpose for the system is to provide all students with opportunities to achieve their highest potential. Documentation, student and parent interviews and classroom observations supported the efforts of the system in the commitment to the purpose. This system’s purpose is undeniably focused on students, steeped in pride and tradition and relentless in seeking academic achievement for all students. The institution has a plethora of programs and initiatives designed to reach the goals of all student groups. The commitment is not only stated in system documents, newsletters, and media information but also it is realized in opportunities afforded each student. The system of 27 schools includes seventeen elementary schools (eight of those have full-day 4K programs), five middle schools, three high schools, a comprehensive applied technology center and an early learning 3- and 4-year old

center which offers half-day programs. The system also provides “schools of choice” options in seven elementary, two middle schools and one high school setting. Documentation and observations indicate these choice programs range from a Montessori school, a school of inquiry, International Baccalaureate, language immersion programs to Science, Technology, Engineering, Arts, Math (STEAM) opportunities and many other programs. Also available for students are programs for adult education, the Phoenix Academy, a non-traditional setting for high-school age students and virtual learning through online courses. In addition, the system’s leadership has forged pivotal partnerships with community and business leaders to ensure student opportunities. For example, the system has collaborated in engaging business partners for activities such as guest speakers, mentorships, job shadowing, student conferences, career fairs, and internships. As one board member stated, “We are blessed to have a community that supports education.” In addition to the business community, the system has partnered with surrounding universities, such as Winthrop University and York Technical College, for dual-credit, mentoring, student-teacher placements, practicum placements, and tutoring services. In seeking to provide all students opportunities to reach their highest potential, the stakeholders are unyielding, determined, and persistent in efforts to achieve this goal.

An area of growth for the system is the intentional and consistent integration of rigorous assignments and tasks, the use of research-based strategies, and the setting of high expectations for all classrooms. This theme was evidenced by the superintendent’s overview, the executive summary, and eleot classroom observations. Classroom observations showed that students were compliant and respectful. However, higher-order questioning, challenging assignments, and differentiated opportunities were limited. The system utilizes the instructional model Learning Environments, Equitable Resources, Achievement, Prepare for Success (L.E.A.P.) as the foundation for developing lessons that are engaging and personalized. In several observations, the teacher-led instruction delivery model was used most often. In survey results and interviews, students indicated that they listened to the teacher most of the time and spent much time working worksheets. Even though the team did observe pockets of engaging lessons, rigorous tasks, examples of project-based learning, and students’ collaboration, this was not consistently observed throughout the system. The system does use Canvas as its learning management system. This system is used for grades, assignments, tasks, and other digital resources. In teacher interviews, the awareness of increasing rigor and integrating research-based strategies was very evident. As one teacher said, “We are constantly talking, working, asking...How can we change to make it better?” An intentional focus on collaborative assignments, project-based learning, and the use of higher-order thinking skills could address one of the systems’ five-year goals, which is to increase student engagement in all classes. The team also noted that opportunities exist to better integrate core instruction with approaches of choice, such as STEAM. The system utilizes Classroom Mosaic for classroom walkthrough information. A purposeful plan for the monitoring of the integration of enhanced rigor, the consistent use of high expectations, and the modeling of well-defined, research-based strategies could lead to growth in student academic performance.

Even though the system has been intentional in providing 1:1 technological devices to students in grades 3-12, the eleot classroom observations and interviews indicated that the consistent and intentional

student use of technology was limited. The expansion of a plan for the integration of these information technology devices in the classrooms could provide more opportunities for students to acquire 21<sup>st</sup>-century skills necessary for success at the next level. The eleot observations were rated somewhat low in areas of the student use of technology to communicate and/or work collaboratively and to conduct research, solve problems, and/or create original works for learning. Information and technological devices are available in all classrooms; SmartBoards, document cameras, projectors, Chromebooks, iPads, and traditional laptops are used to equip the students for authentic learning. As the system endeavors to empower students to prepare for the global world of technology, increasing opportunities for student use of technology devices could extend their learning beyond the classroom.

York 03 (Rock Hill) schools are to be commended for the visionary leadership, consistent focus on students, the commitment of all stakeholder groups to support the purpose and direction of the system and transparency in identifying not only the successes but also the challenges of the system. The quest for sustained academic growth, the assurance of a supportive and welcoming environment, and the commitment to the continuous improvement journey are visionary and progressive goals for the system. The motto of Rock Hill Schools is fundamental...One Team. One Mission. One Rock Hill.

## Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<b>Donna Wear, Lead Evaluator</b>	Donna Wear holds a Bachelor of Science, Master of Arts and Rank I certification from Murray State University. She began her career as a secondary English and social studies teacher followed by a middle and high school assistant principal and principal. She actively led curriculum, instruction and assessment initiatives at the school level. Ms. Wear served as the principal/director of the Commonwealth Middle College, the first Middle College in KY. In this position, she was the supervisor and college counselor for dual-credit students from several school systems. Currently, Ms. Wear supervises and coordinates services for alternative certification, student teachers and professional development school teachers for Murray State University. Ms. Wear serves as an AdvancED field consultant, is a lead evaluator and team member for school and system-level Engagement Reviews and Diagnostic Reviews and serves as an AdvancED report reviewer.
<b>Dr. Glenda Bigby</b>	Dr. Glenda Bigby is currently the principal at River Ridge Elementary School in Spartanburg Five, Moore, SC. She has over forty years of experience in education having served as a teacher at the elementary level, a curriculum facilitator for a preschool-4 <sup>th</sup> grade school, an assistant principal and a principal. She received an Ed.D in curriculum and instruction from the University of South Carolina. Dr. Bigby also received a Bachelor of Science in elementary education from Winthrop College and received a master's in early childhood education from the University of South Carolina-Upstate. Recently she received administrative endorsement in Read to Succeed, training in Cognitive Coaching and certification as an evaluator for the South Carolina Teaching Standards 4.0. Having served on numerous AdvancED Engagement Review teams, Dr. Bigby is committed to the continuous improvement process and its impact on the lives of all students.

Team Member Name	Brief Biography
<b>Dr. Connie Dennis</b>	<p>Connie J. Dennis has earned a Bachelor of Arts and a Master of Education from Francis Marion College in addition to a Master of Education, an Educational Specialist and a Doctor of Philosophy in educational administration from the University of South Carolina. Dr. Dennis has served as the superintendent of Clarendon County School District Three since January 2008. Prior to this role, Dr. Dennis served as an assistant superintendent of curriculum and instruction in Clarendon School District Two. She entered the educational world as a social studies teacher in the middle and high school levels. Additionally, Dr. Dennis held teaching positions in the primary, elementary, junior and levels. Dr. Dennis also held an elementary principalship in Clarendon Three. Dr. Dennis continues to serve on AdvancED Engagement Review teams. She remains supportive of the value of the continuous improvement process which impacts her passion of the daily instructional delivery of teachers and administrators which impacts the future of all students as leaders.</p>
<b>Mark Johnson</b>	<p>Mr. Mark Johnson began his career in education teaching mathematics and taught at the middle school and high school levels for seventeen years. Early in his career, Mr. Johnson recognized the importance of assessment in education and became a leader in the Vermont Portfolio Project in 1990. He continued as a teacher consultant for thirteen years for a variety of assessment projects such as New Standards Project, Massachusetts Portfolio Assessment Program, and Massachusetts' Teacher As Assessor initiative. Mr. Johnson embarked on a full-time career in assessment in 2003, joining the Office of Student Assessment at the Massachusetts Department of Elementary and Secondary Education, where he served in a variety of roles of increasing responsibility, including as acting director of Student Assessment. Mr. Johnson joined The Achievement Network in 2010 as their vice president of assessments and standards, helping to develop a new, strong assessment team charged with the development of curriculum-aligned, paced, interim assessments</p>
<b>Chris Price</b>	<p>As executive director of administration and student services in Chesterfield County Schools, Mr. Price works with student services, administration, athletics, patron issues, operations and county agencies to help Chesterfield students and schools be successful. He is also the district lead for the AdvancED process. He has been in this role for the past six years. Previously, he worked as a principal for seven years at the elementary level. He was an assistant principal at a middle school for two years, and a teacher at the middle level for seven years. In addition, he has participated as a team member, associate lead, and lead evaluator with AdvancED.</p>

Team Member Name	Brief Biography
<b>Andress Carter-Sims</b>	<p>Andress Carter-Sims received a Bachelor of Arts in interdisciplinary studies with an emphasis in early childhood education and a master's in environmental science from the University of South Carolina. Her graduate studies also included an Education Specialist degree from Cambridge College in curriculum and instruction. During Mrs. Carter-Sims' 28 years in education, she has had the opportunity to serve as a classroom teacher as well as a district level consultant in the areas of science, mathematics and technology. She has also served as a Title I coordinator focused on providing professional development for instructional assistants, teachers and principals. In addition to serving in consultant roles, she has served as a director for school improvement, assistant principal, principal and currently she serves as the School Improvement Program manager at the South Carolina Department of Education.</p>



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## **About AdvancED**

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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