



**The South Carolina Council on
Accreditation and School Improvement**

Southern Association of Colleges and Schools

Guided Self-Study Report
utilizing SACS CASI and SC State Department of Education Protocols
District Accreditation Process

Chesterfield County School District
Dr. John Williams
Superintendent

Quality Assurance Review Phase
of the *Quality School Improvement Process*
For Continuing Accreditation
2008-2009

Chesterfield County
School District
"Excellence in Academics, Arts and Athletics"

Introduction & Purpose of the Report

Welcome to the AdvancED Standards Assessment Report for school systems.

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

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

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

Structure of the Report

The Standards Assessment Report includes five sections: 1) executive summary of the school system profile; 2) a review of each standard; 3) a description of the school system's methods for quality assurance; 4) online peer-to-peer submission; and 5) conclusion.

The executive summary of the school system profile provides an opportunity for the school system to give a snapshot of the system's vision, goals, demographics, and community characteristics. This section helps provide the context for the standards assessment report.

The review of each standard is divided into three components: 1) the indicators rubric; 2) focus questions; and 3) overall assessment rubric (which is available as a separate Microsoft Word document from the AdvancED homepage at www.advanc-ed.org – the file appears just below this report). The indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

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

The overall assessment which is available as a separate document describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The “operational” level is required in order to demonstrate meeting the standard. The section asks, “How well are we meeting the standard overall?”

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

The peer-to-peer submission section asks the school system to share an effective practice. The submission allows the school system to highlight a practice that it feels is indicative of the quality work occurring across the system and its schools. The review team may refer to the practice and use it as the basis for identifying other successful practices occurring in the school system. In addition, the practice is included in the online AdvancED Resource Network where it can be accessed by other AdvancED schools and school systems. Further detail on submitting a peer-to-peer practice is provided just prior to the conclusion section of this document.

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

Resource for Completing the Report

To support your completion of the report, we have developed an “Examples of Evidence for School Systems” resource that can be downloaded in conjunction with this report. The examples allow school system personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. The examples help the school system answer the question, “How do we know we are doing what we say we are doing?”

Completion and Submission of the Report

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

Directions for Completing the Report

Follow the instructions to complete each section of the report. You may type directly in this document. Be thorough and concise in your answers, focusing on quality and depth over quantity. Submit the online peer-to-peer practice, using the instructions provided in this report.

Executive Summary of School System Profile

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

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

Chesterfield County School District Vision and Goals

The Chesterfield County School district believes in “Excellence in Academics, Arts and Athletics.” The mission of our district is to “*prepare all students to be productive citizens in a changing society, by continuously improving and implementing educational processes with ongoing community support.*” Administrators, teachers, support staff, parents, students, and the community work together to succeed in meeting the daily demands placed on our ever-changing school system.

Collectively, we envision a school district with high expectations and support structures that encourage all students to learn and apply this learning throughout life. In order to make this vision a reality, there are a number of beliefs held by the members of the Chesterfield County School District community. We believe that:

- All students are capable of learning if a variety of instructional approaches is used to support their learning.

- Parents should take an active and supportive role in their child’s education.
- Students are unique and have special talents.
- Cultural diversity is an asset and is celebrated with respect and dignity.
- Everyone has a right to learn in a safe environment and a positive climate.
- Successful schools have effective communication.
- Students should be responsible for their own actions and share in the responsibility for their own learning.
- Current technology should be accessible to all students.
- Character development should be integrated throughout the curriculum.
- Members of the community should share in the responsibility of learning.
- Faculty and staff should have high expectations for all students.

In the spring of 2005 numerous stakeholders in Chesterfield County School District completed the District Strategic Plan for Continuous Improvement. The schools worked together with their stakeholders to complete school improvement plans that were aligned with the district and individual school goals. Eleven schools were accredited by the SACS CASI for the years 2005-2010, four schools from 2003-2008, and one school from 2004-2009. These plans are updated yearly. Numerous documents were used to write the school improvement plans including the district’s Board Policy Manual, the prior five-year plan, the student performance data, and the school surveys from parents, teachers, and students. Information was obtained concerning the school’s climate, leadership, curriculum, resources, and parent involvement.

District goals were set in 2005 and renewed annually to reflect high expectations in the areas of student achievement, teacher quality, and school climate. Our district strategic plan goals are:

- 1) The percentage of our students in grades 3 through 8 who score proficient and above in English Language Arts as measured by PACT will increase from 28.3% in 2003-2004 to 75% by 2009-2010.
- 2) The percentage of our students who score proficient and above in English/Language Arts as measured by AYP will increase from 40.8% in 2003-2004 to 75% by 2009-2010.
- 3) The percentage of our students in grades 3 through 8 who score proficient and above in mathematics as measured by PACT will increase from 26.5% in 2003-2004 to 75% by 2009-2010.
- 4) The percentage of our students who score proficient and above in mathematics as measured by AYP will increase from 41.5% in 2003-2004 to 75% by 2009-2010.
- 5) The percentage of our students in grades 3 through 8 who score proficient and above in science as measured by PACT will increase from 17% in 2003-2004 to 50% by 2009-2010.
- 6) The percentage of our students in grades 3 through 8 who score proficient and above in social studies as measured by PACT will increase from 17.2% in 2003-2004 to 50% by 2009-2010.
- 7) The percentage of high school students who pass both sections of the HSAP on the first attempt will increase from 73.5% in 2003-2004 to 90% in 2009-2010.
- 8) The percentage of high school students who score basic or above on the first attempt in ELA, as measured by HSAP assessment, will increase from 81.6% in 2003-2004 to 92% in 2009-2010.
- 9) The percentage of high school students who score basic or above on the first attempt in mathematics, as measured by HSAP assessment, will increase from 77% in 2003-2004 to 88% in 2009-2010.
- 10) The percentage of students passing End of Course Tests (English 1, Algebra 1, Math Tech 2, Physical Science, Biology, Applied Biology) will increase from 75.1% in 2003-2004 to 85% by 2009-2010. *US History will be added for the 2008 data. Biology will be deleted for the 2007 data.
- 11) The average SAT scores will increase from 965 in 2003-2004 to 1010 in 2009-2010.
- 12) The graduation rate will increase from 72.9% in 2003-2004 to 88.3% by 2009-2010.
- 13) The drop out rate will decrease from 3.9 in 2003-2004 to 2.5% by 2009- 2010.

- 14) The preschool readiness opportunities will be enhanced through implementation of the 4K CDEPP program resulting in at-risk students being served in all-day 4K prior to their entrance to 5K by 2010.
- 15) The number of core academic subject area teachers who are highly qualified in the appropriate content and level as defined by NCLB by the beginning of the 2009-10 school year will be 100 percent.
- 16) The number of instructional paraprofessionals in Title I schools who are highly qualified as defined by NCLB by the beginning of the 2006-07 school year will be 100%.
- 17) The number of teachers who will be technology competent by the time their certificate expires will be 100% by the beginning of the 2009-10 school year.
- 18) The number of Induction Contract teachers who complete the year with a successful evaluation will be at least 95% each year by the beginning of the 2009-10 school year.
- 19) The number of teachers on annual contracts going through formal STEP Team evaluation who receive a judgment of “Competent” will increase from 92% in the 2003-04 school year to 95% by the end of 2009-2010 the school year.
- 20) The district student attendance rate will increase from 94.9% in 2003-04 to 95.8% by 2009-2010.
- 21) The percentage of parents/guardians who report satisfaction with school climate, as measured by an annual survey and reported on the state School Report Card, will increase from 78.9% in 2003-2004 to 85.3% in 2009-2010.
- 22) The percentage of teachers who report satisfaction with school climate, as measured by an annual survey and reported on the state School Report Card, will increase from 86.3% in 2003-2004 to 94% in 2009-2010.

Programs and Services

The Chesterfield County School District welcomes 7,888 students of diverse backgrounds and economic means. Sixty-four and one-half percent of our students qualify for free or reduced meals. All of the primary and elementary schools are classified as federal Title I schools. We currently serve 2.5% of students, speaking seven different languages, in our English Speakers of Other Languages (ESOL) program. These students are served by three ESOL teachers in a pull-out program.

According to our 2007 District Report Card, 10.6% of our students qualify for gifted and talented. Currently we have four full-time and five part-time teachers who serve these students. Students in grades 3-8 are served in either a pull-out program or a designated “gifted” course/class. The district has 11.2% of students who qualify for exceptional education services (excluding speech services). Students are served in self-contained, resource, itinerant, and inclusion programs.

The staff of Chesterfield County works diligently to meet the diverse needs of the students in our district. According to the 2007 District Report Card, our district employs 543 certified teachers who serve 16 schools: 58.4% of these teachers have advanced degrees, with 70 teachers having earned National Board Certification, and 93.2% of our teachers have returned from the previous year, with a 96% attendance rate. The average salary for a teacher in Chesterfield County is \$43,837.

Since 1968, Chesterfield County has operated a single school district, which now consists of two primary schools, seven elementary/intermediate schools, three middle schools, three high schools, and one middle/high school.

The Chesterfield County School District ascribes to a democratic educational philosophy designed to produce well-informed citizens who can become productive members of the home, community, and nation. Recognizing the dignity and worth of each individual, we strive to provide an appropriate educational program designed to recognize students' individual needs as well as providing for a basic education in language, mathematics, social studies, science, physical education, career and technology training, and the arts.

Chesterfield County's average yearly expenditure per pupil is near the state average as is the county's millage rate for taxes. Almost \$20 million in facility improvements took place in the district within the eight years prior to the passage of the bond referendum in May 2000. After the passage of the bond referendum, the district entered into a \$78 million building and renovation program that is now complete.

Chesterfield County School District is composed of four attendance areas:

The **Cheraw** attendance area has one primary school (grades K-2), one intermediate school (grades 3-5), one middle school (grades 6-8), and one high school (grades 9-12).

The **Chesterfield-Ruby** attendance area has two elementary schools (grades K-5), one middle school (grades 6-8), and one high school (grades 9-12).

The **McBee-Plainview** attendance area has two elementary schools (grades K-6) and one middle/high school (grades 7-12).

The **Pageland-Jefferson** attendance area has one primary school (grades K-2), two elementary schools (grades 3-5), one middle school (grades 6-8), and one high school (grades 9-12).

Attendance Area	Schools	Number of Students	Age of School
McBee – Plainview	Plainview Elementary (4K-6) McBee Elementary (4K-6) McBee High (7-12)	182 425 470	1957, Renovations 1990, 2002 1960s, Renovations 2002 Renovated 2003
Pageland – Jefferson	Jefferson Elementary (4K-5) Petersburg Primary (4K-2) Pageland Elementary (3-5) New Heights Middle (6-8) Central High (9-12)	346 415 400 574 650	Renovated 1994 1955, Renovated 1985, 1990, 2006 Renovated 2000 Built 2003 Built 1977, Renovated 2003
Chesterfield-Ruby	Ruby Elementary (4K-5) Edwards Elementary (4K-5) Chesterfield-Ruby Middle (6-8) Chesterfield High (9-12)	294 575 441 567	Renovated 2008 Built 2008 Built 2002 Built 1968, Renovated 2003
Cheraw	Cheraw Primary (4K-2) Cheraw Intermediate (3-5) Long Middle (6-8) Cheraw High (9-12)	580 581 592 841	1950s, Renovations 1981, 1991, 2002 Built 1996 Built 2003 Built 1976, Renovated 2003
District-Wide	Palmetto Learning Center – Alternative School (5-12)	29	Former National Guard Armory Building

Various programs and services are offered to the students of Chesterfield County School District. Current district initiatives include a credit recovery program, involvement in High Schools That Work and Making Middle Grades Work initiatives. Teachers receive training in the use of Thinking Maps and technology (Smart boards, Promethean boards, LCD projectors, etc.) within their classrooms. Representatives from various grade levels and subject areas attended the Standards Support Institutes, in which information was brought back to the district concerning the proper use of the South Carolina State Standards in the classroom.

Measures of Academic Progress (MAP) is given 2 – 3 times a year to provide individualized data regarding students’ reading, language, and math skills. The district recently purchased Compass Learning Odyssey, a computer-based assistance program that works in conjunction with the MAP scores to provide the individualized lessons. Teachers also use the DesCartes document produced by NWEA (Northwest Evaluation Association), the company that created the MAP

program, to gain information regarding which skills the students need to achieve at higher levels. Currently our MAP program serves grades 2-8.

Our area high schools participate in Gateway Standard Institutes, the SAT prep initiative, and Future Focus program. Advanced Placement courses are in place in each of our high schools. We are beginning work with Northeastern Technical College, located in Cheraw, to offer dual credit in various course subjects. Beginning in eighth grade, Individual Graduation Plans (IGPs) are created for all students who participate in the many career clusters available at each school.

Teachers new to Chesterfield County are provided with guidance and support through our mentor/induction plan. New teachers are required to attend a First Year Teachers' course in which they are provided pertinent information to help them survive and thrive in their first year of teaching. These teachers are provided a mentor located at his or her school who can provide extra support within the school.

Community

Chesterfield County is located in a pocket of South Carolina nestled between Charlotte, North Carolina and Columbia, South Carolina. These metropolitan areas allow for access to many of life's pleasures while Chesterfield County remains relatively unspoiled by urban sprawl. The school district covers an expansive land area of 799 square miles. This largely rural district includes the towns of Cheraw, Chesterfield, Jefferson, McBee, Mount Croghan, Pageland, Patrick, and Ruby. The district also houses the Carolina Sandhills National Wildlife Refuge,

located four miles north of McBee on U.S. Highway 1. The refuge comprises 45,348 acres of the county.

As of the census of 2000, there were 42,768 people, 16,557 households, and 11,705 families residing in the county. The racial make-up of the county was 64.34% White, 33.22% African American, 2.27% Hispanic or Latino, 0.34% Native American, 0.3% Asian, 0.02% Pacific Islander, 1.04% from other races, and 0.75% from two or more races.

There were 16,557 households: 33.4% had children under the age of 18 living with them, 49.6% were married couples living together, 16.3% had a female householder with no husband present, 29.3% were non-families, 25.9% were made up of individuals, and 10% had someone living alone who was 65 years of age or older. The average household size was 2.54, and the average family size was 3.05.

The population of the county was spread out with 26.6% under the age of 18, 8.5% from 18 to 24, 29% from 25 to 44, 23.9% from 45 to 64, and 12% who were 65 years of age or older. The median age was 36 years.

Student Performance

The Chesterfield County School District carefully analyzes student performance in order to make decisions relating to curriculum and instruction. Participation in the state mandated assessment programs yields information that can be used for this purpose.

Palmetto Achievement Challenge Test (PACT) results show that the number of students scoring proficient or advanced has increased in all areas with the exception of third grade English Language Arts, eighth grade math, and eighth grade social studies from 2004 to 2008. One of the more notable highlights is the great increases in the areas of science and social studies. These increases are due to an emphasis placed upon these subject areas in the previous school years. Professional development, provided by the state as well as independent consultants, helped teachers analyze the standards in each area and plan instruction to help meet these standards.

The administration of Chesterfield County School District notes that each school has subgroups that continue to need immediate attention. The more common subgroups are socio-economic, disabilities, racial/ethnic, and ESOL. There has also been concern about the decline in the number of third graders scoring advanced or proficient on PACT ELA. The district has initiated Response to Intervention (RTI) at the primary schools to prepare these students better for entry into third grade.

Currently our district uses MAP as a formative assessment for students in grades 2-8 in the areas of reading, language, and mathematics. The district has purchased CompassLearning Odyssey program that correlates with the MAP scores and provides individualized computer instruction based on the student needs. The Dominic Reading Assessment is given to students in grades K-2 to provide additional information regarding student reading skills.

Chesterfield County School District high schools have continued to increase the number of students passing both sections of the High School Assessment Program (HSAP), the test required

for graduation. The number of students passing both sections on the first attempt has increased from 73.5 % in 2004 to 78.8% in 2008. Students in the core subjects of Algebra 1/ Math Tech 2, English 1, and physical science are required to take an End of Course exam (EOCEP) that counts 20% of the student's grade for that class. District-wide the Algebra 1/Math Tech 2 scores slightly decreased from 75.1% in 2004 to 74.3% in 2008. English 1 scores have increased from 59.1% in 2005 to 62.5% in 2008. Physical science scores have also increased from 33.8% in 2005 to 42.7% in 2008. Students enrolled in United States History and Constitution have taken the test since 2006; however, scores are not reported at this time.

The district continues to lead the surrounding districts in the number of students graduating in four years. In 2004, the district's graduation rate was 72.9%. In 2007, the graduation rate increased to 83%. The dropout rate has decreased from 3.9% to 2.6% in four years. Central High School and Chesterfield High School had SAT composite scores higher than the state and national averages. Central High had an increase of 142 points from 2007 to 2008. Chesterfield High's average SAT score improved by 54 points. McBee High School showed an increase in the average ACT score in 2008 with a score of 17.7 up from the previous year's 17.2. Central High had the highest ACT average in the district with a composite score of 19.1. Scores are based on a 36 point scale.

All high schools in Chesterfield County offer advanced placement courses that allow students to earn college credit while still in high school. Almost half of the students who took the exams passed with a score of 3 or better. Thirty Cheraw High School students earned college credit on last year's test. Eight of the thirty students who passed the exam earned a perfect score of "5" and were designated "extremely well qualified" by the College Board.

Major Trends and Issues Affecting the District

- shared vision, beliefs, and goals
- high expectations for teachers, teacher quality, and professional development
- high expectations for continuous student achievement and accountability
- loss of industry and jobs across the district's attendance areas
- budget crisis

Major Strengths and Needs of the School System

Strengths

- shared vision
- high expectations for teachers and students
- instructional resources
- quality of personnel
- commitment to quality, safe, clean facilities
- commitment to integration of technology in the classroom
- commitment of the School Board
- involvement from a broad spectrum of stakeholders
- communication and relationships
- quality professional development
- resources and support systems

Challenges/Needs

- budgetary constraints
- a growth model accountability system – PACT gives no feedback other than score
- academic growth in all student groups
- accelerated growth and continued communication among stakeholders
- vertical and horizontal articulation between grades and schools

Plans for Continuous Improvement

- early identification of at-risk students and an early intervention plan for them
- intervention plan including differentiating instruction for all underperforming subgroups of students
- continuation of formative assessments and training of teachers in analysis of scores
- enhancement of staff development opportunities for vertical and horizontal articulation among teachers and administrators
- ongoing improvement of our communication efforts
- ongoing monitoring of compliance of quality assurance policies

Standards Review

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

Focus Questions

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

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?
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?
3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?
4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

The Chesterfield County Board of Education has adopted the mission, vision, and beliefs that serve as the standard for the quality work of students, staff, and the system as a whole. This standard is emphasized in the district motto/slogan **“Excellence in Academics, Arts and Athletics.”** The district mission, vision, and beliefs provide the foundation for the missions, visions, and beliefs of all the schools in the system. Collectively, these statements convey to the community stakeholders what Chesterfield County School District strives for in our day to day operations. These ideals are formally reviewed every five years with community and stakeholders. The stakeholders provide support by partnering with the district to implement the South Carolina Department of Education's “Model Planning Process.” This process includes collaborative strategic planning at the schools and district level based on the mission, vision, beliefs, profile, and goals, as well as the requirements of *SACS CASI*. Parents, teachers, administrators, district committees, School Improvement Councils (SIC), Parent Teacher

Organizations (PTO), and other stakeholders participated in developing the district plan. The district strategic plan is updated annually and forwarded to the South Carolina Department of Education. Principals presented the statements to their School Improvement Councils when informing them of the upcoming Quality Assurance Visit.

The district statements are displayed in written communications, official publications, the district website, schools, and the district office to inform our stakeholders and visitors of Chesterfield County School District's purpose.

Stakeholder perspectives on the effectiveness and direction of the school system were gathered during the initial study phase of strategic planning. The Chesterfield County School District Board of Education meets annually in all four school district attendance areas so that parents and community members have access to opportunities to offer input and suggestions to the superintendent and board members. Chesterfield County School District has an active Teacher Forum representing all schools in the system which gathers valuable information from teachers. This input is formally shared with administrators and school board members. Surveys conducted yearly in conjunction with the South Carolina School and District Report Cards provide data about student, teacher, and parent perspectives on a variety of topics related to school climate, leadership, and effectiveness.

The district employs a Coordinator of Testing who provides data analysis services to each school for EOCEP tests, HSAP, PACT/PASS, MAP-pre and post, failure rate, dropout rate, etc. Test View, an extensive data bank of student achievement results, is also maintained by the district.

In addition, resources from the State Department of Education and the South Carolina Report Card are used to compile data trends on student achievement.

The superintendent and/or his designees regularly meet individually with the principals to discuss staff development as well as goals and strategies planned to promote improvement in student performance. Principals model this process at the school level. They share and monitor achievement data throughout the year. District and school goals are monitored and supported by frequent classroom observations by administrators.

The mission and beliefs of each school remain current and aligned with the district's expectations for student learning. All stakeholders in Chesterfield County School District work diligently to achieve **“Excellence in Academics, Arts and Athletics.”**

INDICATORS		Evidence
In fulfillment of this standard, the system:		
1.1	Establishes a vision and purpose for the system in collaboration with its stakeholders	Agendas from meetings (Board, SIC, PTO, Principals, Teacher Forum, Faculty) District Strategic Plan School Improvement Plans ACT 135 Assurances
1.2	Communicates the system's vision and purpose to build stakeholder understanding and support	District/School web sites Newsletters Other District/School correspondence
1.3	Identifies system-wide goals and measures to advance the vision	District/School Reports to the Community District/School Report Card Narratives
1.4	Develops and continuously maintains a profile of the system, its students, and the community	District/School Report Cards ACT 135 Assurances District/School brochures/flyers
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	Agendas from meetings (Principals, Faculty, Advisory Council, School Board, Professional Development)
1.6	Reviews its vision and purpose systematically and revises them when appropriate	Agendas from meetings (SIC, School Board)

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

Focus Questions

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

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?
2. What process does the system’s leadership use to evaluate system effectiveness and its impact on student performance?
3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?
4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Chesterfield County School District is governed by a nine-member school board who is elected by the community. The mission of the Chesterfield County School Board is to provide vision and leadership while ensuring all students receive adequate preparation to be productive

citizens in a changing society by continuously improving and implementing educational processes with ongoing community support. Local advisory councils exist in each attendance area to provide an administrative bridge between the school, community, and district leadership. Members of each seven member council have either been elected or appointed by the district board or legislative delegation.

The process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools occurs on a continuing basis by the administration and members of the board. The administration and board members work with legal counsel and the South Carolina School Boards Association to ensure policies are compatible with state and federal laws and regulations. Policy information is disseminated to employees, parents, students, and community members by policy manuals located in each school. All policies and regulations are posted on the district's website and may be accessed by the Internet.

The district administration provides orientation and training for all employees pertaining to governance and policies. Each school within the system has policies and procedures for employees and students, which are published in handbooks. The administration of each school is responsible for providing orientation of school policies and procedures to employees, students, parents, and community members. District and school administrative staffs meet regularly to evaluate, discuss, and amend policies and procedures.

The district and schools use student performance data and survey results to direct the focus of professional development. Professional development plans are published and implemented by the entire system and by each school within the system. The leadership of the

district uses a wide range of indicators to evaluate effectiveness of professional development activities and their impact on student performance. Standardized assessments are one way of evaluating student achievement. Standardized test scores such as PACT, SAT, American College Testing (ACT), PSAT, HSAP, English Language Development Assessment (ELDA), EOCEP, and MAP results provide administrators with information concerning student achievement for individual students and trends across the district within schools. The district administration also evaluates retention rates, graduation rates, drop-out data, advanced placement enrollment, advanced placement student performance, dual enrollment participation, and college enrollment after high school.

The state of South Carolina produces annual accountability report cards for each district and each school in accordance with the Education Accountability Act and the federal No Child Left Behind Act. These reports contain an Absolute and an Improvement rating for each elementary, middle school, and the entire district based upon results on the state PACT/PASS test. The high schools are evaluated based upon HSAP passing rates, graduation rates, and EOCEP scores. The Adequate Yearly Progress (AYP) is based upon the performance of all subgroups within the school and district.

The leadership of the district evaluates all data and assesses its usefulness in adjusting the curriculum and guiding instructional practices. Stakeholders within the system and community are given opportunities to provide leadership and to contribute to the decision making process. The district administration collaborates with the School Board to create the agenda for each monthly meeting. During the regular monthly meetings policies are developed, and reports are introduced to the board for their information. This also allows board members the opportunity to

provide feedback concerning the development of policies and reports concerning all areas within the system. District and school administrative leaders meet regularly to assess administrative, operational, curricular, and instructional issues.

The superintendent attends meetings with business leaders through membership and active involvement with Rotary Clubs and Chambers of Commerce to discuss the role of schools within the community and gives attendees an opportunity to provide input. The superintendent meets with the district Teacher Forum to allow input and feedback regarding district and school initiatives.

The district has a tradition of collaborative hiring practices. This occurs in all hiring decisions as teams participate in interviews and provide feedback to administrators during the selection process. Professional employees participate in their development by collaborating with supervisors in establishing goals set for extended periods of time up to five years; goals may be related to content competency or an area which they desire to research. Chesterfield County School District encourages continued professional development and learning by offering courses throughout the year for certified employees. Courses offered are based on need as well as district initiatives. Professional development opportunities offered are graduate degree programs, graduate courses, conferences, seminars, mentoring, and instructional coaching. Classified/non-certified employees may also be required to obtain training related to their specific job responsibilities.

Each school has an active School Improvement Council consisting of parents, community members, students, employees, and administration. PTO/PTA and booster clubs allow parents to

be actively involved in academics, athletics, fine arts, and other extracurricular activities within the school system. Students participate in the leadership process through student governments or advisory groups.

Financial, instructional, human and physical resources are aligned with the mission, vision, beliefs, and expectations for student learning through the district’s strategic plan and each school’s improvement plan. The annual budget process allows all employees the opportunity to be involved in setting the priorities for funding allocations throughout the district and the schools.

INDICATORS		Evidence
In fulfillment of this standard, the system:		
2.1	Establishes and communicates policies and procedures that provide for the effective operation of the system	Board Policy Manual Emergency Flip Chart Budget Process Superintendent’s Report to the People
2.2	Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system	Copy of Principal Evaluations
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations	Annual Accreditation School/District Report Cards State Awards Recognition Palmetto Gold/Silver Example of State Audits
2.4	Implements policies and procedures that provide for the orientation and training of the governing board	New Board Orientation School Board Conference
2.5	Builds public support, secures sufficient resources, and acts as a steward of the system’s resources	Budget process – involves SIC, faculty, administration & board

2.6	Maintains access to legal counsel to advise or obtain information about legal requirements and obligations	Evidence of Report to the People Agendas of administration meetings from counsel
2.7	Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations	Copy of insurance policy documents
2.8	Provides for systematic analysis and review of student performance and school and system effectiveness	Disaggregated test data copies from Test Coordinator Goal setting conferences with students and teachers
2.9	Creates and supports collaborative networks of stakeholders to support system programs	Copies of Chamber meeting agenda Teacher Forum Agendas Board Agendas State Superintendents/ Area Superintendents Meeting Principal/staff meetings
2.10	Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals	Disaggregated test data copies from Coordinator of Testing
2.11	Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership	Copies of Chamber meeting agenda Teacher Forum Agendas Board Agendas State Superintendents/ Area Superintendents Meeting Principal/staff meetings
2.12	Assesses and addresses community expectations and stakeholder satisfaction	Minutes Board Meeting Agendas from Town Meetings
2.13	Implements an evaluation system that provides for the professional growth of all personnel	Copies of Principal Evaluations

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

Focus Questions

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

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?
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?
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?
4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

All instruction in Chesterfield County School District is driven by the South Carolina standards. Principals require that lesson plans are developed to cover each of the standards in its entirety. Frequent walk-through observations ensure that the instruction delivered is based primarily on the state standards. All four district high schools are involved in Southern Regional Education Board's (SREB) high school improvement initiatives and are High Schools That Work sites. The district is currently implementing the Making Middle Grades Work initiative in two of our middle schools to prepare students for the culture of high expectations and continuous improvement.

Students in grades 2-8 are administered the MAP formative assessment 2-3 times a year. This assessment has been correlated with the South Carolina state standards. Results from the MAP assessment are used to support our utilization of the CompassLearning software.

CompassLearning is research-based innovative curriculum software that supports differentiated instruction, formative assessment, and RTI.

Several A+nywhere Learning System (A+) labs have been created in the middle and high schools to provide an additional opportunity to remediate students who are deficient in various standards. This research-based core curriculum software is the primary instructional tool used in our district's credit recovery program. Credit recovery gives students an opportunity to recover the credit if their grades are between a 65 and 69, or they surpassed their maximum number of allowed absences.

The district supports a curriculum that meets the needs of all students through single-gender classrooms, gifted and talented classes, ESOL classes, exceptional education classes, an

integrated fine arts curriculum, and small group interventions. Speakers, consultants, and trainers are utilized to encourage an understanding and appreciation for diversity. A community based effort, “Boys to Men,” was initiated in December 2007 and meets regularly to address academic achievement, discipline referrals, and issues of youth crime and violence of the African American male.

Our district is committed to providing professional development opportunities for all of our faculty and staff members. All K-8 core content area teachers are required to attend professional development in the effective utilization of the CompassLearning software. High school teachers and select middle school teachers are required to attend professional development on the utilization of the A+ software. Approximately 62% of the teachers in our district utilize an interactive board in the delivery of instruction. Every teacher who utilizes the interactive board is required to attend a minimum of nine hours training on effective use of the technology. Professional development is offered in utilizing formative assessments, balanced literacy, single gender instruction, and arts integration. Opportunities are provided to attend state, local, and national professional conferences. The district has also had the privilege of offering several graduate courses in the areas of administration, exceptional education, effective discipline, and effective instruction to students from economically disadvantaged situations, such as *Ruby Payne’s Framework for Understanding Poverty*.

Chesterfield County Adult Education (CCAЕ) coordinates a systematic curriculum through varied instructional strategies that address adult student needs and promote achievement according to the National Reporting System (NRS) for 600+ adult students. Morning and evening classes are offered at various locations with Robert Smalls

Family Center (RSFC) as the main site. Classes at Robert Smalls Family Center (RSFC) are GED preparation, High School diploma (A+), GED Online, WIN-Workkeys preparation, ESL classes, Kuder® career inventory, Basic Reading and Math, and Literacy one-to-one tutoring. Other services offered in the facility are food bank (Cheraw Lion's Club), legal services (Equal Justice), and a community service site for DSS, probation/parole, and solicitor's office. We have a transitional specialist to assist our YAP (young adult population). The district family literacy program, Project T.R.E.E. (Team Resources Encouraging Education) offers childcare for any parents of children 0-5 years old attending classes at RSFC. Also, Project T.R.E.E. parent educators provide (home or center based) the four components to the most at-risk parents. The components are early childhood, adult education, parenting, and parent-child interaction.

The district ensures readiness for future schooling and employment by providing a highly qualified career specialist at every middle and high school. Guidance counselors assist students and their parents in developing Individual Graduation Plans (IGP) beginning in eighth grade.

The organizational structure in the district ensures that students, faculty, and staff are consistently given information about programs, policies, and practices in the district. The superintendent meets weekly with the assistant superintendents. Assistant superintendents meet periodically with the principals to ensure the information is disseminated to the students and staff. The district has a very informative website that keeps the entire county informed about the activities in the school district.

INDICATORS		Evidence
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	High Schools That Work Making Middle Grades Work State Standards MAP CompassLearning A+ system
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	High Schools That Work Making Middle Grades Work State Standards MAP CompassLearning A+ system
3.3	Ensures that system-wide curricular and instructional decisions are based on data and research at all levels	High Schools That Work Making Middle Grades Work Best Practices
3.4	Supports instruction that is research-based and reflective of best practice	Site specific Professional Development State and National workshops and conferences
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	Technology software systems High Schools That Work Making Middle Grades Work MAP A+ system

3.6	Allocates and protects instructional time to support student learning	Student scheduling designed by administrator Attendance Policy
3.7	Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment	MAP Data State testing data Technology software systems Reporting data Articulation between counselors, nurses Student placement conferences IEP and 504 Plans IGP
3.8	Supports the implementation of interventions to help students meet expectations for student learning	Response to Intervention (RTI) High Schools that Work Making Middle Grades Work Technology software systems Pre/Post TABE (Test of Adult Basic Education)
3.9	Maintains a system-wide climate that supports student learning	Discipline policy High Schools that Work Making Middle Grades Work Attendance Scheduling Training and curriculum design
3.10	Ensures that curriculum is reviewed and revised at regular intervals	Units of Instruction School Audits Using assessment data to impact curriculum decisions

3.11	Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction	Director of Technology Media Specialist Curriculum Departments
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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

Focus Questions

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

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?
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?
3. How are data used to understand and improve overall effectiveness of the school system and its schools?
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?

The district staff of Chesterfield County School District, under the leadership of the administrative team, provides rigorous and relevant learning opportunities for all students. Each school administers a wide variety of assessments beginning in pre-kindergarten through the secondary levels.

The data derived from these assessments is used to address individual, class, and school strengths and weaknesses. School and district personnel, in collaboration with all stakeholders, constantly review all assessment results to gain specific knowledge about their students in order to design

lessons that target academic weaknesses and to sustain academic strengths. The district has used information from state required tests such as Dominion Reading Assessment, Developmental Indicators for the Assessment of Learning (DIAL-3), DIBELS, PACT, HSAP, EOCEP, SAT, and ACT to guide instruction as well as make instructional decisions at both the district and school level. The district also uses formative, interim assessments such as MAP and teacher-made assessments to make individual classroom and student decisions. Computer-based programs such as CompassLearning Odyssey and A+ are used in conjunction with assessment results to provide even more individualized assistance.

The district, in collaboration with the school leadership, uses assessment data to provide professional development, make instructional decisions, analyze and determine the effectiveness of curriculum. Instructional strategies are research based and reflective of best practices. Chesterfield County schools participate in High Schools That Work, Making Middle Grades Work, South Carolina Reading Initiative (SCRI), balanced literacy, Math and Science Coaching Initiative, and other programs that incorporate these best practices.

District and school level professional development is guided by data assessment. The Assistant Superintendent for Curriculum and Instruction, along with the Coordinator of Testing, the Coordinator of Federal Programs, and the Director of Staff Development, meet collaboratively with school administration and school level curriculum leaders to review data. Plans for professional development are generated to meet the specific strengths and weaknesses at the school level. These plans guide training for teachers and staff to determine overall effectiveness and improve teaching and learning in the classroom.

INDICATORS		Evidence
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	MAP PACT Benchmark Testing Odyssey DIAL-3 EOCEP HSAP ASVAB EXPLORE PSAT SAT ACT Dominie DIBELS Pre/Post TABE (Test of Adult Basic Education)
4.2	Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning	Strategic Plan Needs Assessments Professional Development
4.3	Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance	District Level Reports Agendas for Staff Meetings Strategic Plan
4.4	Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders	District Report Cards Reports to the Public District/School Websites

4.5	Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness	District Report Cards Requests to visit other schools
4.6	Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence	PACT MAP HSAP EOCEP ACT SAT
4.7	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations	SASI Permanent records with checklists of contents TestView

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 accounting measures				X

	Physical Resources				X
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	

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Focus Questions

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

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?
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?
3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

Recruiting, mentoring, and retaining highly qualified teachers, paraprofessionals, and support staff is a top priority for Chesterfield County School District. Recruitment fairs at colleges and universities are attended throughout the year as well as the Teacher Expo in June. Applications for potential teachers are also obtained from the Center for Education, Recruitment, Retention and Advancement (CERRA) website, which we have found to be an effective and efficient way to view applicant information and find the most qualified individuals for positions within the system. The Director of Personnel, the Coordinator for Teacher Recruitment, the Director of Teacher Quality, and select principals attend these recruitment opportunities. To stay abreast of current personnel topics and issues, the Directors of Personnel and Teacher Quality attend the state's Personnel Round-Table and conferences. A graduate level course through Winthrop University is provided for all first year teachers to assist with the transition into teaching. Mentors trained in the new State Guidelines for Mentoring are also assigned to help them with this transition. On-going staff development activities and continuing educational opportunities are provided for all employees. Currently, all teachers have been trained and are utilizing Thinking Maps (graphic organizers) as language for learning. All high schools incorporate the High Schools That Work strategies, and two middle school incorporate Making Middle Grades Work strategies.

The district gives support to the schools by providing curriculum coaches, teacher assistants, and technology assistance where needed. Additional curriculum support is given through the services of the Assistant Superintendent for Curriculum and Instruction, the Coordinator of Testing, Curriculum Facilitators, the Title I Coordinator, and the directors of Career and Technology, Special Programs and Personnel. The Director of Teacher Quality works with these educators to coordinate and provide professional development throughout the district. When

possible professional conferences are attended and information shared with those teachers not attending. Chesterfield County School District encourages teachers to pursue their National Board Certification by employing a National Board Certified teacher to serve as a coach to lead and facilitate a support group that meets twice monthly. Presently, the district has 70 National Board Certified teachers. To ensure that our teachers are providing our students with effective classroom experiences, the following state approved evaluation instruments are used: Assessing, Developing, and Evaluating Professional Teaching (ADEPT)/Induction and Goals Based Evaluation (GBE), and Summative Teacher Evaluation Program (STEP 2) for formal evaluations are used.

Chesterfield County School District has just completed a five-year building project during which four new schools were built and the remaining twelve were renovated, making our facilities safe, clean, and inviting. Our buildings have been equipped with the latest in technology, computers, Promethean/Smart Boards, Internet and other educational programs. In the McBee/Plainview area, students in the sixth, seventh, and eighth grades are given laptops to use at home. In the future three buses in the McBee area will be equipped so that students can use their wireless computers as they travel to and from school. There are school resource officers at our high schools. These officers are available to assist the middle and elementary schools. We also have full time nurses in our elementary and middle schools to administer emergency first aid, perform health screenings, and dispense medications. Our school district welcomes volunteers and encourages parents to take part in our volunteer program. In this program, volunteer hours are logged, and the school that obtains the most hours is rewarded.

For students who have special learning needs, Chesterfield County School District's Exceptional Education Department holds meetings with the Exceptional Education staff to update them on changes within the district, state, and federal departments pertaining to laws, paperwork, testing, etc. Financially, the needs of the special learning students are met through the use of federal grants and local funding which provide staff, equipment, transportation, materials, and services. Outside agencies and qualified professionals are contracted in order to meet the needs of students that cannot be met by staff in the district. Chesterfield County School District strives to meet the needs of all special learning students, as is appropriate based on state and federal laws.

Chesterfield County School District believes nutrition plays a central role in the education of children. With the support of the administrators, teachers, cafeteria manager and staff, physical education specialists, counselors, parent volunteers, and all other team players, the schools exemplify teaching healthy lifestyles. Eight elementary schools (Cheraw Intermediate, Cheraw Primary, Jefferson Elementary, McBee Elementary, Pageland Elementary, Petersburg Primary, Ruby Elementary, and Edwards Elementary) recently received the National HealthierUS School Gold Award offered by the USDA Food and Nutrition Service. This award is one of the highest honors a school nutrition program can achieve and reflects a strong commitment to provide students with additional healthy food options throughout the school campus, and to emphasize nutrition education and physical activity in the school curriculum.

Our district has also implemented "Breakfast in the Classroom" at many of the schools. There were concerns about the number of students coming to school without having eaten breakfast and not taking advantage of the free breakfast program. Schools that have implemented the program

find that the day begins more smoothly, tardiness has decreased, students are more alert, and community is being formed.

Chesterfield County School District's budget is set to ensure financial resources are available, as much as possible, to support the school district's vision for educational programs and services to all students. The first step in the budget process is to request input from school board members, administrators, faculty, and staff. Principals receive a copy of their current year's budget sometime between January and February each year to evaluate with faculty and staff and provide input for budget requests. These requests are submitted to the district superintendent in early March. The superintendent and finance director also receive input from district level administrators on recommendations for changes or additions to the coming year's budget. After careful evaluation of all requests, the superintendent provides the finance director with his recommendations for the budget to be submitted to the school board for approval. A public hearing is provided for the proposed budget in mid-June. The superintendent and finance director recommend the budget to the board for their consideration and approval at the end of June.

The goals and strategies of the school district are updated and reflected in the budget requests each year. The school district strives to provide equitable funding for programs and services determined on a per-pupil basis for all schools. Any non-budgeted needs that occur are prioritized and evaluated by the superintendent, finance director, and other district administrators for approval as appropriate.

Plans for continuous improvement through extensive staff development and training opportunities are promoted and supported by the available financial resources of the district.

Chesterfield County School District strives to meet the needs of all students by supporting and monitoring resources provided for all students. The district follows regulations required by local, state, and federal guidelines in meeting the needs of all students.

All schools are networked to the district’s accounting system and have access to approved budgets and account balances. Internal controls and accountability processes for managing the school district finances have been established by the school board, superintendent, and finance director. Policies and procedures that reflect state law and regulations in business procedures for all aspects of financial accounting are used district-wide.

Financial records for the district are audited annually. Monthly financial reports are provided by the finance director to the school board.

INDICATORS		Evidence
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	Board Policy for hiring/recruiting Induction classes

		<p>Mentors</p> <p>Courses, seminars, conference</p> <p>ADEPT</p>
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)	<p>Budget process requests</p> <p>State certification requirements</p> <p>Title I requirement</p> <p>Student needs, accommodations</p> <p>Accreditation Process</p>
5.3	Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff	<p>Staff Surveys</p> <p>Principals, Curriculum Coaches</p> <p>Strategic planning</p> <p>Student Achievement results</p> <p>Employee evaluation process</p> <p>GBE</p>
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	<p>Monitor student:teacher ratio</p> <p>SpEd case loads</p>
	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	<p>Budget process</p> <p>SIC, PTOs & other stakeholders</p> <p>Director of Finance, Superintendent</p> <p>Administration regularly monitor budgets & fund balances</p>
5.6	Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures	<p>District and schools are audited annually</p> <p>Networked accounted system & software</p>

		Procurement codes State and Federal programs are audited
	Physical Resources	
5.7	Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment	Facility managers Work order system
5.8	Establishes and implements written security and crisis management plans with appropriate training for stakeholders	Yearly updates and evaluations of crisis management plans CPR/OSHA/BBP training
5.9	Implements processes and plans for maintaining and improving sites, facilities, and equipment	Custodial checklists Maintenance work orders Inventories
5.10	Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals	Director of Technology Software, hardware All technology related areas are evaluated and maintained regularly
	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	Crisis management plans Training of personnel Nurses Health Wellness policy Director of transportation
5.12	Provides student support services coordinated with the school, home, and community	SIC PTO IEP Committees Nurses

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

Focus Questions

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

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?
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 Chesterfield County School District understands that the success of each and every child is contingent upon many working components, including effective two-way communication between the schools and the stakeholders. The communications efforts of the district, therefore, are designed to meet the needs of both district level and local level stakeholders and to make them aware of the goals and objectives of Chesterfield County School District.

One component of effective communication is internal communication within the district to faculty, staff, and administration. In Chesterfield County, we strive to communicate with our employees in a number of ways. Before the beginning of each school year, new teachers must attend an orientation meeting with various district personnel. During this meeting, these new employees review the protocol and procedures of the local district, as well as the state. This is particularly important for those new to the profession. Also during this session, the new employees get to meet many of the district administration for the first time and get to talk to these administrators one-on-one.

Another facet of our district's internal communication plan is the use of the district's email system and district website. Due to the relatively large geographic size of the county, where some parts of the district are over 30 miles apart, district administrators utilize the email system to communicate to individual and large groups of employees.

The district's website also serves well as a tool of communication for faculty and staff. One part of the website is used for district and school news and announcements. Another part of the website has a list of resources that are useful to teachers, including an entire section devoted to teacher quality and recertification.

The district's website is a calendar of events, which is used by the district to make employees aware of upcoming events of importance. Our district's department of teacher quality, for example, meets regularly with new teachers throughout the school year to help them as beginning educators. The district's online calendar of events helps those beginning teachers be aware of when these meetings are to be held.

The district's website also serves as the main component of communication with other stakeholders. Several times a week, the district's public information officer updates the website with news stories and accompanying photographs from various events, honors, and recognitions from the district's schools and students. Members of the public can access this information at anytime on the website. Students also are communicated to via the district's website. Each of the district's computers used by students automatically logs on to the district website when an Internet browser is opened, thus communicating news and upcoming events directly to the students. The district's website also serves as the most important method by which the district

actively communicates with the local media outlets. Both electronic and print media in the area routinely visit the district's website to download press releases and photos. This electronic communication of press releases from the district to the media is effective, in part, because it is instant and very cost effective, particularly when compared to printing and mailing press releases. To ensure that the local media is checking the district's website routinely, the public information office emails links to contacts in the press.

The Public Information Officer also regularly communicates to school board members in the form of a printed newsletter called "Board Briefs." This monthly newsletter contains news articles and photographs from all around the district and helps to inform the board members of events that not only occur in their area but also events that take place in other attendance areas in the district. The Chesterfield County School District superintendent also communicates regularly with the school board members through written communication in which he outlines pertinent and current information.

The Chesterfield County School District encourages and assists local schools in communicating with stakeholders as well. These communications take place in a variety of methods. Many of the schools produce a periodical newsletter to stakeholders that convey messages of importance, and these newsletters are generally printed and also may be available online for instant viewing.

Some of the district's schools communicate directly with parents and stakeholders through the use of Connect-Ed phone messaging system, which allows these schools to deliver timely information via recorded phone messages directly to home and cellular phones. Additionally, the entire district has a reverse 911 phone message system at its disposal. The reverse 911 phone

messaging system is a communication tool that allows the district to relay messages of importance to the entire district or to selected geographical parts of the district, as needed.

To facilitate good communications between stakeholders and teachers, the Public Information Office produces a “How To” flyer each fall. This flyer is provided to all teachers in PDF format and covers all aspects of school communications with a particular emphasis of working well with the local media.

Schools also use parent/teacher organizations, local principal advisory councils, and student councils, all of which serve the purpose of allowing not only communications to the stakeholders, but also allow for stakeholders to communicate directly to the schools and the district about various needs and concerns.

To continue to measure the needs and concerns of stakeholders, the district’s schools periodically take a survey of parents and students on a variety of topics. These surveys assist the district and the local schools in understanding the needs of stakeholders.

It is also important that schools foster communication with businesses. Two of the secondary schools in the district, for example, are piloting the Kuder® to Connect 2 Business program. This program allows for employers to communicate their specific needs, standards, and opportunities directly to students early in the process of determining career paths.

INDICATORS		Evidence
In fulfillment of this standard, the system:		
6.1	Fosters collaboration with community stakeholders to support student learning	Surveys Booster clubs PTA/PTO Parent/Teacher contact
6.2	Uses system-wide strategies to listen to and communicate with stakeholders	Principal meetings SIC PTO Project T.R.E.E. Title I Parent Involvement Parent Surveys
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the system	SIC Town meetings
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders	Website School report card Annual Report to the People SIC Meetings Faculty meetings
6.5	Provides information that is meaningful and useful to stakeholders	Board Briefs Website

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 continuous process of improvement			X	

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

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

Focus Questions

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

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.
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?
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?
4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

Chesterfield County School District is committed to educational improvement that fosters a learning environment which ensures that all students have the best educational opportunities to reach their fullest potential. In keeping with our motto, “**Excellence in Academics, Arts and Athletics,**” Chesterfield County maintains a current description of students and their performance and ensures those students are involved in outstanding instructional programs with high expectations for student achievement.

The district has adopted the South Carolina Department of Education’s “Model Planning Process.” This model includes strategic planning based on pursuing a vision and establishing goals for the district that incorporate requirements of *SACS CASI*. The plan also includes state and national legislative requirements.

The district strategic plan and school improvement plans provide the system with a continuous process of improvement that articulates the vision and purpose of the district. The school improvement plans were developed collaboratively with the district strategic plan. Parents, teachers, administrators, district committees, school improvement councils, parent/teacher organizations, Title I committees, and other stakeholders participated in the development of the plans. Board meetings, faculty and district level meetings, surveys, teacher forum meetings, and parent committees serve as vehicles for providing direction for the district.

The “Model Planning Process” for grades K-12, along with the High Schools That Work model for grades 9-12, and Making Middle Grades Work for two middle schools is used in the district. These models provide a framework of research-based strategies to improve student achievement. Grade level meetings, department meetings, vertical team meetings, administrative meetings,

district and school level curriculum team meetings, and district level departmental meetings provide collaborative planning opportunities.

The district continuously evaluates and documents the effectiveness and impact of the strategies implemented as a result of the professional development provided to administrators and teachers. Test data, classroom observational records, student work, benchmark assessments, anecdotal records, surveys from professional opportunities, and input from teachers are used throughout the year to monitor the effectiveness of programs. Administrators and teachers meet to analyze data and engage in discussions and reflections that can result in modifications to the programs and practices. All revisions are designed to meet the needs of the students better and to increase student achievement.

Processes in place that demonstrate progress in improving student performance and school effectiveness, and that assure continuous monitoring of student performance, include:

- The Assistant Superintendent for Curriculum and Instruction and the Coordinator of Testing direct strategic planning, *SACS CASI* District Accreditation, and quality assurance monitoring.
- Annual updates of school and district profiles.
- Continuous analysis of data from PACT/PASS, HSAP, MAP, NWEA reports, CompassLearning reports, benchmark testing, Dominie Reading assessments, and classroom records.
- Annual goal-setting conferences between teachers and principals which include analysis of school and student data in order to review academic expectations of all students.

- Schools develop and implement professional development plans annually. These plans are based on needs assessments which may include data analysis, classroom observations, academic audit reports, and scientifically-based research on best practices.
- School level study groups and workshops to study best-practice instructional strategies for the classroom.
- The Annual Report to the People and School Report Cards are posted on the district website and placed in the schools. The School Report Cards are sent home with each student. These documents outline the district's goals, provide information on the state's assessment programs, offer highlights from the previous year, and contain a message from the superintendent.

INDICATORS		Evidence
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)	Annual update of District Strategic Plan and School Improvement Plans GBE Goals
7.2	Engages stakeholders in the processes of continuous improvement	PTO SIC Title I Committees Report to the People Parent/Teacher Conferences District Strategic Plan/School Improvement Plans
7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning	Alignment of School Plans with District Plan
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 Plans Title I Plans
7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals	Model Planning Process High Schools That Work Title I Plan K-5 Enhancement/PDSI Plans
7.6	Monitors and communicates the results of improvement efforts to stakeholders	SIC Report District/School Report Cards Report to the People Website
7.7	Evaluates and documents the effectiveness and impact of its continuous process of improvement	Annual Review of Strategic Plan

7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide	Principal Meetings Grade Level Meetings Departmental Meetings
7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts	Principal Evaluations School Improvement Facilitators/Curriculum Coaches

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?

Chesterfield County School District is committed to “**Excellence in Academics, Arts and Athletics**” by providing quality assurance through both internal and external review processes.

Excellence in teaching and learning is the basis for decision-making processes.

Internal Review

Student achievement is monitored at the school and district level as the Coordinator of Testing disaggregates data to provide detailed information to principals, district administrators, and the school board. School administrators as well as teachers have access to TestView in which they can produce reports targeting certain areas within the school. These stakeholders then identify performance gaps and provide instructional support to increase student achievement. The district provides support through the Assistant Superintendent for Curriculum and Instruction, the coordinators of Federal Programs, the Director of Staff Development, the Director of Adult Education/Family Literacy, the Director of Exceptional Education Programs, the Director of Technology, a School Improvement Facilitator, and Curriculum Coach. Resources provided by the district include: professional development, instructional materials, instructional technology, and financial resources. School administrators, teachers, and curriculum personnel are

responsible for using these resources as well as formative and summative data to improve individual student achievement.

A culture of continuous improvement is fostered through internal program evaluation as the district strategic plan and school improvement plans are reviewed annually. Accomplishments and progress are monitored by the superintendent and the district-level curriculum team.

External Review

All Chesterfield County Schools are SACS accredited. District and school teams review data and identify strategies established to meet improvement goals. External Review processes include: State Review of the District Strategic Plan, High Schools that Work reviews, Title I audits, annual financial audits, State Report Card comparison data, safety needs assessments, and other State Department of Education audits. The *SACS CASI* review provides a comprehensive, collaborative process to ensure the effectiveness of continuous improvement in Chesterfield County Schools. It is aligned with the planning model adopted by South Carolina Department of Education's "Model Planning Process." This model includes strategic planning based on pursuing a vision and establishing goals for the district that incorporates requirements of *SACS CASI*. The plan also incorporates state and national legislative requirements.

The district strategic plan and school improvement plans provide the system with a continuous process of improvement that articulates the vision and purpose of the district. The school improvement plans were developed collaboratively with the district strategic plan. Parents, teachers, administrators, district committees, school improvement councils, parent teacher

organizations, Title I committees, and other stakeholders participated in developing these plans. Board meetings, faculty and district level meetings, surveys, interviews and parent committees served as vehicles for providing direction for the district.

Monitoring and making progress in meeting state and national goals serves as the basis for the district and school plans. The South Carolina Report Card and accountability system requires growth in academic areas and sets benchmarks for attendance, discipline, and other indicators of effective schools. The data provided by the state is reviewed by the superintendent, assistant superintendents, directors, and principals extensively to determine increases and decreases for each level, subject, and group of students. Federal requirements for AYP are likewise analyzed at the school and district levels. Specific program areas require a prepared written report for state and federal agencies which include Title I, Title III, IDEA, Safe and Drug Free Schools, and finance.

Processes in place that demonstrate progress in improving student performance and school effectiveness and to assure continuous monitoring of student performance include:

- The Assistant Superintendent for Curriculum and Instruction with responsibilities for coordinating strategic planning and quality assurance monitoring.
- Annual updates of schools and district profiles by April 30th of each year.
- Annual updates of school improvement plans by May 15th of each year.
- Annual updates of the district strategic plan by April 30th of each year.
- Continuous examination and analysis of data from PACT/PASS, HSAP, EOCEP, MAP, Dominie, reports from CompassLearning Odyssey computer software systems, results

from teacher developed benchmark tests, and classroom anecdotal records provide the rich and current description of student performance.

- Annual goal setting conferences between teachers and principals include examination of many types of student data in order to establish specific academic expectations for students.
- Continuous high quality, on-going professional development opportunities in best practices for assuring the professional growth opportunities for administration and teaching staff are an integral part of Chesterfield County School District.
- School level study groups are led by the principals, assistant principal, and/or curriculum coaches to meet the needs of the individual school.
- Monthly collaborative meetings with district administrators and coordinators, principals, and the superintendent address student achievement, personnel, curriculum and instruction, facilities management, budget, professional development and other topics as needed.
- The superintendent meets with the members of the district's Teacher Forum to maintain open communication with teachers and to address their needs and concerns.
- The annual "Report to the People" is a document that is posted on the district web page and is available to all parents that outlines the district's vision and goals, provides test performance information, a financial profile, highlights from the previous year, and a message from the superintendent.

The district plan and school improvement plans, collaboratively developed, are monitored, revised annually, aligned with the vision, mission, and beliefs of the district, and reflect the requirements of South Carolina accountability laws and NCLB. System objectives are specific,

measurable, attainable, results-oriented, and timely. A culture immersed in professional learning assists the district in improvement efforts and ensures organizational effectiveness. Results of improvement are routinely communicated to stakeholders. A plan has been implemented through the strategic planning process which can easily include monitoring *SACS CASI* and AdvancED standards in each school and the district, as well as monitoring the quality improvement process.

Peer-to-Peer Practice Submission

Instructions

As part of this Standards Assessment Report, you are required to submit an online peer-to-peer practice to the AdvancED Resource Network. Please go to www.advanced.org/resourcenetwork, click on Submit a Practice, and follow the instructions provided.

Please attach the PDF of your peer-to-peer practice submission to this document for submission to the QAR Team Chair and State Office.

Background

A peer-to-peer practice is a description of interventions, strategies, programs, or activities that have been identified by a school/district to be effective. It includes practices that support classroom teachers and/or schools/districts in their efforts to improve student learning.

Examples of practices that have been submitted include:

- **Classroom improvements**
Sample practices submitted: Atlas Mapping Skills, Buddy Reading Groups, Student Folders/Portfolios
- **School improvements**
Sample practices submitted: Collaborative planning, after-school tutoring, academy programs for freshmen and sophomores, etc.
- **District/system improvements**
Sample practices submitted: 6+1 Writing Traits, Implementing School Improvement; Career Development

The submission form asks for the following information:

- Name of the practice; contact information for the practice
- Description of the practice
- Reason for the practice
- Subject areas, grade levels, student groups, and adult groups –to which the practice applies
- Length of implementation of the practice
- Resources needed for implementation
- Research that supports the practice
- Conclusion

As you identify a practice for submission, you may want to ask some basic questions. Does the potential practice have: 1) a defined problem or specific reason why you implemented the practice; 2) a research base or a research-based premise; and 3) documented results? If the answers to these questions are yes, you have a good practice to submit.

Submitting a practice allows the district to highlight a practice that it feels is indicative of the quality work occurring in the district. The practice is included in the online AdvancED Resource Network where it can be accessed by other practitioners using the network.

Conclusion

Focus Questions

Please respond to the following focus questions. The questions reflect the school system's overall analysis of their internal evaluation of the accreditation standards.

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

Chesterfield County School District proudly demonstrates a shared vision, beliefs, and goals that are incorporated into every aspect of our educational system. It maintains high expectations for teachers, teacher quality, and professional development as well as high expectations for continuous student achievement and accountability. As the stakeholders reviewed the analysis of the various trends, themes, and areas of focus, one factor has affected much of what goes on the district: the county has experienced loss of industry and jobs across the district's attendance areas. Along with this the district is facing a severe budget crisis. The district's commitment to quality education has forced the administration to look for alternative ways to fund the various events and activities. The district has chosen to keep as much money as possible in the classroom, reducing class sizes. While this has put a strain on the support and assistance that is provided from the district's administration, Chesterfield County continues to produce greater results than many districts in the same area with much larger budgets.

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?

Chesterfield County School District continues to have a shared vision that encompasses the system as well as the schools that are a part of the system. The district continues to have high expectations for teachers and students, and those expectations are met by the number

of highly qualified administrators, teaching staff, and support staff. Despite budgetary and staff constraints, the district provides instructional resources for classroom teachers through materials and supplies, support from the administration, and the many professional development opportunities. The district maintains a commitment to quality, safe, clean facilities and integration of technology in the classroom. The Chesterfield County School Board is committed to the success of its students and supports the efforts of the district and local administration. The communication and positive relationships between the broad spectrum of stakeholders assists the district in providing **“Excellence in Academics, Arts and Athletics.”**

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

At this time Chesterfield County School District’s greatest challenge continues to be budgetary constraints. With cuts from local and state sources, the district is actively working on how to reduce services that do not negatively affect the quality of education it provides for the students of the district. Major consideration is placed on keeping teachers in the classroom and maintaining lower class sizes.

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

This self-assessment has given the many stakeholders of Chesterfield County School District a clear picture of the school system. It has opened up the lines of communication among the different departments and allowed the system as a whole to find ways to enhance its quality assurance and continuous improvement efforts. Consideration has been given to

ways that the district can work more effectively while maintaining the quality and integrity of the system as a whole. The system and the schools have explored ways to improve the alignment of its school improvement efforts with the strategic plan offered by the district.

The greatest lesson learned from this process is the analysis of what is going on throughout the system. As it continues to find ways to improve quality assurance and open communication among all of the stakeholders, Chesterfield County School District applauds the many efforts of the members of the learning community in ensuring each student in the district is provided with a quality education.