



Accreditation Report

Cherokee County School District #1

Dr. Quincie L Moore, Superintendent
P.O. Box 460
141 Twin Lake Road
Gaffney, SC 29342

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Cherokee County School District (CCSD), a district known for its pride and tradition, is located in the Upstate of South Carolina, in the Piedmont area approximately one hundred miles north of the state capital Columbia. Encompassing the towns of Gaffney and Blacksburg, the county has a population of over 56,000 residents and a school population of 9,102 students. The area is filled with historic value and offers visitors the opportunity to see and experience three historic sites, Cowpens Battleground, Kings Mountain Battleground, and Victory Trail Battleground. The county also has many opportunities for educational growth, housing both Limestone College and the Cherokee Campus of Spartanburg Community College inside the county lines. Moreover, there are numerous opportunities for recreational, spiritual, and cultural growth as well and our students are the true beneficiaries.

Cherokee County School District has, in two attendance areas, one primary school, eleven elementary schools, four middle schools, two high schools, one career and technology center, an alternative school, and an adult education center. The school district partners with Piedmont Community Actions to offer an Early Head Start Program at our adult education site. The school district partners with Limestone College to offer dual credit opportunities, the Teacher Cadets course for high school seniors, internships for student teachers, mentorships for students, and training for area daycare facilities. Cherokee County School District partners with Spartanburg Community College to offer dual credit offerings, provide Lego Robotics for all students in K-12, and provide the opportunity for those students obtaining a GED or diploma to transition into an associate's degree program at Spartanburg Community College. Cherokee County School District partners with Winthrop College to offer internships for student teachers and provide professional development opportunities for Cherokee County School District staff members. The Boys and Girls Club has programs in two of our elementary schools and the YMCA partners to offer afterschool activities in two other elementary schools. The community reaches out to our district and the students reap the benefits.

The district educates 9,102 students in grades K-12 and another 477 in pre-school classes. The student population is about 66% White, 26% African American, 6% Hispanic, 1% Asian, and 1% mixed race and other. Students are 51% male and 49% female. Cherokee County School District has 72% of our students qualifying for free/reduce price lunches and 28% categorized as full pay.

In May 2013, Cherokee County School District contracted with M.B. Kahn Construction Company to perform a district-wide facilities study. While the initial mission was to provide a professional assessment of the physical and functional condition of all existing facilities, the scope of work increased to include long-range planning information. The report contained existing facility needs and the beginnings of a long term capital improvement plan. The report included a comprehensive facility upgrade and replacement plan, a funding analysis, a summary of eliminated facility concepts, individual facilities assessments, and a schedule of improvements. These findings will help Cherokee County School District develop a capital improvement program that is achievable within the proposed funding plan and assist us in making maintenance investment decisions. Our Board of Trustees is presented with the challenge and opportunity to balance the need for appropriate student-centered learning environments, incorporating both buildings and technology, with the willingness and ability of the citizens to support and pay for these facilities. The funding available through re-authorization of the county one-cent sales tax that will sunset in early 2015, will only cover about half of the total projected needs as defined in the report. Therefore, it is incumbent upon the district's leadership to make decisions that will best serve the needs of the students of Cherokee County. Our current education funding mechanism in South Carolina is based on Act 388 passed by our legislature in 2006. This law eliminated property tax on primary residences for school districts general funds and was replaced with a one cent increase in the sales tax. This law has had an adverse effect on our school

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revenues and coupled with inadequate funding for student base cost, Cherokee County School District faces many funding obstacles to complete these projects at a minimum cost to our taxpayers and within the eight percent bonding limit.

Reviewing the enrollment data for the past ten years, it is clear that the overall district enrollment has not changed significantly. However, populations have shifted to the northern parts of the county, and these shifts have presented some capacity issues in the elementary schools in that area. It is our belief that the economy will continue to improve and the quality of the school district will do so as well, making the future of economic development for our county brighter. Duke Power is opening a nuclear plant in the Draytonville area in the next ten years and job creation is picking up momentum in our county.

Cherokee County is a wonderful place to live, work, raise a family, and go to school. Our county conducted a Community Indicators Study five years ago and that report revealed that at least twenty-five percent of our adult population did not have a high school degree, which was eye opening for our community. Since that time, many citizens have made it their mission to help improve our way of life and our educational system. With this goal in mind, the future of our students looks promising.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

System's Purpose

The mission of Cherokee County School District, steeped in pride and tradition, in partnership with all stakeholders, is to ensure that all students have the education necessary to succeed as responsible, productive citizens by providing excellent opportunities in academics, athletics, and the arts. Our mission statement provides the fundamental focus for activities within and outside the classroom. This direction provides high expectations for administrators, teachers, support staff, and students. We believe that every decision made in our district should have students' best interest at the core and we act accordingly. We strive to provide a high quality education for all students utilizing research-based curriculum, effective instructional practices and multiple forms of assessments. We believe that our mission statement, other purpose statements, and action plans in our district strategic plan clearly define, shape, and describe our district culture and guide the philosophy and operation of Cherokee County School District. All school improvement plans are aligned to the district plan and we are aimed at increasing student achievement and constantly strive for continuous improvement by monitoring all facets in the system and adjusting when necessary. We believe that all stakeholders are accountable and we set that expectation to accomplish our goals.

The advancement of technology, combined with a paradigm shift in teaching philosophy and methods, has forced our district to keep up with advances in classroom technology and instructional practices utilizing technology. We have numerous Promethean Boards, mobile laptop labs, classroom computers, iPads, Kindles, Nooks, document cameras, iPods, tablets, wireless connectivity, a multitude of servers, updated infrastructure, increased bandwidth, and e-rate funding measures that provide opportunities for our students, but we want to provide one-to-one computing in the near future for all students. We are currently piloting programs in both high schools, researching different devices, and visiting other districts with one-to-one computing in place to make decisions that will better prepare our students for the twenty-first century.

We have worked tirelessly on establishing a positive culture in our schools and believe that this atmosphere creates an environment for positive learning experiences. We provide stakeholders the opportunity for input and involvement and we communicate through such avenues as the district website, social media outlets, communications with the media, newsletters and publications, PTO meetings, SIC meetings, Title I meetings, phone messages, the Superintendent's Advisory Council meetings (teachers, business/community, support staff, parents, and students), surveys, email correspondence, and parent/teacher conferences. Our district is committed to open, honest, timely, accurate, transparent, and ongoing communication with our stakeholders. We understand that maintaining a two-way conversation with stakeholders is essential for building relationships and developing trust. These relationships then become the foundation for a strong school system.

Cherokee County School District is committed to strengthening the professionalism of all of its stakeholders, including students. We want our students to be able to compete on the local, state, national, and international levels and we believe that this focus will move us in that direction. We also believe that improving professionalism will result in better prepared students that will improve student achievement, improve the workforce and the socioeconomic levels, as well as provide better opportunities for families in our community. Strong leadership at every level will help make this goal a reality.

Safety is paramount if you expect students to learn. With the heightened awareness of safety in our schools due to recent tragedies, our district has refocused our attention on providing safe and supportive environments to allow academic excellence to thrive. We have created a [district crisis management plan that we have thoroughly reviewed with city and county officials. City and county officials use our sites to run](#)
SY 2013-2014

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drills and conduct training sessions for their respective staff members. Seven School Resource Officers are stationed at secondary schools and these officers work with our elementary schools as needed. We are in the process of installing an upgraded DVR system in every bus as well as an additional camera to help deter discipline issues. We have provided our bus drivers with an employee handbook that includes implementation of uniform Bus Evacuation Drill procedures. We will train all bus drivers and monitors in CPR/Choking procedures this spring. School safety is an ongoing effort and we will continue to assess our needs to provide a positive learning environment in all schools.

The major components of our district strategic plan help us maintain focus on providing optimal educational and extracurricular opportunities for our students, as well as opportunities for students to succeed as responsible, productive citizens and these opportunities encourage students to give back to their community. Extracurricular activities encourage students to participate in areas of interest outside the school day. Finally, Cherokee County is widely known for its athletic programs and students develop a sense of pride and tradition during these competitive events. This variety of excellent offerings and opportunities in academics, athletics and the arts help Cherokee County School District meet the diverse needs of the students in our community. We want our students to be well-rounded and involved and be able to explore their interests. We believe that this focus on providing exemplary learning environments and high expectations will ensure that all students will have the education necessary to succeed.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Cherokee County School District strives for continuous improvement and increasing student achievement. Our mission statement is proudly displayed in each department of the district office, each school building, and on the district website to serve as a visual reminder of why we do what we do each and every day and to help hold all stakeholders accountable for the academic achievement of our students. As you visit schools, you will see a healthy dose of pride and tradition in all of our schools and constant assessment efforts to try and get better results.

Some of our notable points of pride include:

Cherokee County School District improved the Growth rating on the 2013 South Carolina School District Report Card from At-Risk to Average, increasing two levels from the previous year.

Cherokee County School District increased the percentages of our third through eighth graders meeting MET and EXEMPLARY levels in nineteen of the twenty-six content areas tested by the South Carolina Palmetto Assessment of State Standards (SC-PASS). Our students in these same grades also increased the mean score in nineteen of the twenty-six content areas tested on SC-PASS.

Cherokee County School District students in grade ten increased the passage rate on the High School Assessment Program (HSAP) from 76.8% to 81.1%, an increase of 4.3%. Our students also increased the percentage of students scoring at ELA EXEMPLARY level on HSAP from 17.7% to 27.1%. This is the highest percentage the district has experienced in 5 years.

Cherokee County School District students improved their ACT composite scores from 19.1 to 19.3 in 2013.

Cherokee County School District students improved End-Of-Course (EOC) results in Algebra I and U.S. History and the Constitution in 2013.

Cherokee County School District decreased the number of expulsions from 72 to 53 in 2013 from the previous year.

Cherokee County School District decreased the dropout rate from 3.5% to 2.6% in 2012 from the previous year.

Cherokee County School District had 491 graduates from Blacksburg High School and Gaffney High School and 106 Adult Education graduates in 2013.

Cherokee County School district increased their scholarship earnings from \$12,768,624 to \$12,915,810 by the class of 2013.

Cherokee County School District had 107 CATE completers, 15 Palmetto Fellows, and 355 LIFE Scholarship recipients during the 2012-2103 school year.

There are other notable achievements for our students and staff members that are worth noting during this past school year. The Gaffney High School football team earned the AAAA Division I state championship in 2013 and our Gaffney High School basketball team earned the AAAA state championship in 2012. Gaffney High School also had two individuals earn state championships in wrestling and one in track. The SY 2013-2014

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Gaffney High School AFJROTC Unit was named Distinguished Unit with Merit for the 10th year in a row. CM Sgt. Randall Byars received the AFJROTC Outstanding Instructor Award. Brenda Sharts, principal at Corinth Elementary School, was named SCIRA State Finalist for Administrators in Reading. Lisa Hannon, director of Adult Education, was named State Adult Education Director of the Year. Blacksburg High School was named as one of the top South Carolina High Schools by U.S. News and World Report. Four elementary schools, Corinth Elementary School, Draytonville Elementary School, Goucher Elementary School, and Northwest Elementary School were recognized as Title One Reward Schools. Alma Elementary School and Gaffney Middle School have been designated as Winthrop University Professional Development Schools. Limestone-Central Elementary School was designated as a Limestone College Professional Development School. The Cherokee Technology Center and Northwest Elementary School earned a Gold Award for General Performance on the 2013 South Carolina State Report Card. Palmetto Silver General Performance Awards were earned by Corinth Elementary School, Draytonville Elementary School, and Granard Middle School. Granard Middle School also earned a Silver Closing the Achievement Gap Award.

Many factors such as student effort, teacher dedication, parent support, district leadership, and community help and input contribute to these successes. While we are not where we want to be academically yet, we are seeing the results of hard work and commitment and are pleased with our efforts and accomplishments. Cherokee County School District is on the cusp of accomplishing great things and we are prepared to stay the course.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

- Focus on Student Achievement

Cherokee County School District developed a district-wide plan and timeline to ensure consistent implementation of the Common Core State Standards (CCSS) across our district. With full implementation of the Common Core State Standards required by 2014-2015, our district laid groundwork in several areas. First, we invested in resources, training, and building leadership capacity to get results. We worked with our principals during the summer, we established an Assistant Principal Academy, and we implemented a Professional Development Academy for teachers in order to provide a variety of professional development opportunities for collaboration and equip our staff with the necessary training and skills needed to implement the CCSS. Secondly, we developed a Response to Intervention (RtI) framework for the district at every level. While we believe that the best instruction takes place in the individual classrooms, we are open to providing all interventions necessary to meet the needs of all learners in our district. We actually had an increase in our placement rate students in need of special services. Finally, we have reinstated data analysis as a priority across our district to use to help make academic decisions for our students. We have established data walls, data notebooks, and data conversations throughout the district to discuss with staff, parents, and students to help increase achievement. We have worked on our testing schedule to administer our benchmark tests with integrity in our effort to get better results on our statewide assessments.

- Focus on Management and Operations

During the 2012-2013 school year, Cherokee County School District worked with all district stakeholders and the South Carolina School Boards Association (SCSBA) to completely revise and edit all sections of our Board policies. This process allowed district leaderships to clearly identify areas of strength as well as opportunities for improvement. Secondly, the Director of Finance entered into an agreement with a new insurance carrier and we are working diligently to reduce the number of lawsuits, workers' compensation claims, and personal claims against the district. Next, the Superintendent is working with secondary principals and the Director of Operations, to create a district-wide athletic handbook and be more consistent with athletic procedures across the district. Finally, the Director of Finance, Director of Personnel, the Superintendent, and the Board of Trustees have developed salary ranges for administrators to be fiscally responsible and create more autonomy in our hiring practices.

- Focus on Changing the Mindset of Education

In 2010, Cherokee County conducted a Community Indicators Assessment of our community and found some alarming results and needs from our community members. It was evident that education was the primary source that would be instrumental in improving all of the other areas of need in our county. Through the efforts of many concerned citizens, an amazing initiative known as Cherokee Know (2), has been established, to help change the mindset of our citizens and help emphasize the importance of obtaining a quality education in our county. Task forces have been formed and school employees and concerned citizens have joined forces to accomplish this task. As you travel from school to school, you will see evidence that our schools are heavily supported by our community and major efforts are in place to change this paradigm shift.

- Summation

In Cherokee County School District, our staff is dedicated, our administration is focused, our community is supportive, and our students are motivated. All stakeholder groups are committed to providing a world-class education for the students we serve. We are proud and we have great traditions of excellence from the past and will catapult us into the future.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •Examples of schools' continuous improvement plans •Statements or documents about ethical and professional practices •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements of shared values and beliefs about teaching and learning •The district strategic plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Examples of schools continuous improvement plans •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The district data profile •The district strategic plan 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The Cherokee County School District (CCSD) has established its purpose and direction through the district mission statement. This mission

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statement is proudly displayed in each department of the district office, each school building and on the district website. The mission of Cherokee County School District, in partnership with all stakeholders, is to ensure that all students have the education necessary to succeed as responsible, productive citizens by providing excellent opportunities in academics, athletics and the arts.

Some areas of strength noted are the mission of the district, the strategic plan process, district leadership, student growth opportunities and communication with stakeholders. The district's mission statement is developed through a systematic process of stakeholder input. This process provides open communication between school staff, parents and the community. Stakeholders take part in this valuable development process through open dialogue and contribution. This inclusive process allows for revision, review and communication of the mission statement. Cherokee County's mission statement provides the fundamental focus for activities within and outside of the classroom. This direction provides high expectations for administrators, teachers, support staff and students.

Opportunities for student growth and success are continually provided through an array of challenging and equitable programs throughout the district. Academic programs from elementary through high school have a primary focus of college and career readiness. Monitoring of these programs is ongoing through professional development opportunities, school/classroom observations, superintendent advisory groups and purposeful use of district data for program enhancement.

System leadership development and growth is maintained by building capacity as a district. This is evident by the district's strategic plan development, district/school advisory committees, the summer leadership academy and the district professional development academy. Continuous improvement of leadership is further developed through monthly meetings of the district leadership team, principals and school staff to ensure system commonalities. The Board of Trustees meet monthly to discuss policies and take action as needs of the district arise. Additional workshop meeting for the Board of Trustees are scheduled as the need arises.

Parents and community members are kept informed through the district website, school/district calendars, school newsletters, school handbooks, Board Policy Manual, Alert Now System, media releases, PowerSchool for teachers/parents, transportation call system and the superintendent's annual State of the District Address. Communication to parents and the community will continue to be a top priority within the Cherokee County School District.

The unique culture of each school is encouraged to meet the needs of individual schools, while maintaining the common focus of the district. Advisory committees and parental involvement are contributing factors in maintaining the positive culture of each school. Each school will continue to encourage parental support through school based activities and celebrations.

The superintendent's advisory groups meet quarterly during the school year to discuss educational needs and opportunities within the district. The advisory groups consist of teachers, support staff, students and community members. During these meetings the participants speak openly and honestly about their vision of the district as stakeholders. The advisory groups' communication will continue to support the adherence of the mission of Cherokee County Schools District.

To sustain these areas of strength the district will review the strategic plan annually to ensure we remain focused as a district. The district leadership team will continue to build capacity through intentional professional development and training. Communication will remain a priority in the district by continuing the superintendent's advisory meetings, leadership team meetings, building level meetings, current school and teacher web-pages and newsletters home to parents.

The purpose and vision of Cherokee County School District is upheld through transparent communication. The district strategic plan aligns the purpose and vision for all stakeholders to be accountable for their participation in the educational process of the county.

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Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> •Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Governing authority training plan •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •Communications regarding governing authority actions •District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Survey results regarding functions of the governing authority and operations of the district •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of decisions aligned with the district's strategic plan •Professional development offerings and plans •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's purpose statement •Examples of decisions in support of the schools' continuous improvement plans •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the system and its schools, a strong sense of community, and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Survey responses•Involvement of stakeholders in a school improvement plan•Communication plan•Involvement of stakeholders in district strategic plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The mission of Cherokee County School District, steeped in pride and tradition, in partnership with all stakeholders, is to ensure that all students have the education necessary to succeed as responsible, productive citizens by providing excellent opportunities in academics, athletics, and the arts. To achieve this mission, the school district has developed policies and procedures that clearly provide a positive direction for our system. During the 2012-2013 school year, the Board of Trustees and District Administration revised and adopted new school board policies on General School Administration, Fiscal Management, Support Services, Facilities Planning, Instruction, Students, School-Community Relations, and Inter-organizational Relations. This process allowed the School Board and District Administration to clearly identify areas of strength as well as opportunities for improvement.

Cherokee County School District is governed by nine Trustees that represent single-member districts. They are provided various opportunities to attend professional development sessions to increase their knowledge on the specific roles and responsibilities of a School Board Trustee. The Superintendent works in close collaboration with the School Board to ensure that they are informed of any questions or concerns that may need to be discussed during a meeting. In addition, the Superintendent conducts presentations to recognize honors and accomplishments during each board meeting that showcase the positive achievements of the district.

District and School Administrators are encouraged by the Board of Trustees and Superintendent to make sound educational decisions that will improve the academic performance of all students. The district has established a clear chain of command and offers assistance as needed to support the schools in areas such as legal concerns, safety plans, data analysis and technology. Meetings are conducted with

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directors and principals on a monthly basis to review pertinent information that will help the district achieve outlined goals and objectives set forth by the Superintendent. Directors and Principals are evaluated on a yearly basis by the Superintendent and provided feedback to facilitate professional and personal growth as an educator. The Superintendent is evaluated each year based on specific criteria established by the Board.

The Board of Trustees and District Administration value input from a variety of stakeholders. The Superintendent has established separate advisory groups for students, parents, business leaders, teachers and support staff personnel that meet on a regular basis throughout the school year. They are also notified of all Board meetings and encouraged to attend. The School Board conducts work sessions periodically to discuss and review issues that affect curriculum, finance, maintenance, and any other topics of importance. Board meeting agendas and minutes can be accessed for review by visiting the Cherokee County School District website and clicking on the Board of Trustees link. The district also utilizes data gathered from surveys to increase stakeholder participation. This information aids in making decisions that benefit students in Cherokee County to address the needs and concerns of business partners, community members, and parents.

The Board of Trustees and District Administration have established a foundation for success by providing a clear vision, setting high expectations and involving stakeholders as evidenced by the improved overall growth rating on the district report card last year. The school district remains focused and committed on meeting today's challenges and building tomorrow's future.

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> • Learning expectations for different courses and programs • Course, program, or school schedules • Student work across courses or programs • Course or program descriptions • Survey results • Lesson plans • Graduate follow-up surveys • Posted learning objectives • Enrollment patterns for various courses and programs • Descriptions of instructional techniques 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•A description of the systematic review process for curriculum, instruction, and assessment•Common assessments•Standards-based report cards•Surveys results•Program descriptions•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices•Curriculum writing process•Products – scope and sequence, curriculum maps•Lesson plans aligned to the curriculum	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Authentic assessments •Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Interdisciplinary projects 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Supervision and evaluation procedures•Documentation of collection of lesson plans, grade books, or other data record systems•Peer or mentoring opportunities and interactions•Recognition of teachers with regard to these practices•Surveys results•Examples of improvements to instructional practices resulting from the evaluation process•Administrative classroom observation protocols and logs•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •Evidence of informal conversations that reflect collaboration about student learning •Examples of improvements to content and instructional practice resulting from collaboration •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	All system personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all system personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> •Performance-based report cards •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Samples of exemplars used to guide and inform student learning 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Description of formalized structures for adults to advocate on behalf of students •Survey results •List of students matched to adults who advocate on their behalf •Master schedule with time for formalized structure 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample communications to stakeholders about grading and reporting •District quality control procedures including the monitoring of grading practices across all schools •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is individualized based on an assessment of needs of the system and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •District quality control procedures showing implementation plan for professional development for district and school staff •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and district purpose and direction 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The Cherokee County School District (CCSD) strives to provide a high-quality education for all students utilizing research-based curriculum, effective instructional practices and multiple forms of appropriate assessments. Our priority goal is to provide the necessary support that will facilitate teacher effectiveness and student achievement throughout all grade levels and courses.

The Cherokee County School District implements a cyclical process of curriculum review and revision correlating to the adoption of new texts and state/national academic standards. The curriculum and learning experiences in each course and class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills, with equivalent learning expectations across the district. Student assessment data is utilized by teachers to monitor and adjust curriculum in order to ensure that instruction is aligned with achievement goals for students. While teachers in most schools use instructional strategies that require student collaboration, self-reflection and critical thinking skills, we have determined that this is an area of need for us in Cherokee County. In order to meet this challenge, we have implemented a Professional Development Academy for teachers with representation from all district schools. A major focus of this academy has been professional development in the area of student collaboration and inquiry based learning utilizing the text *Comprehension and Collaboration: Inquiry Circles in Action*, by Stephanie Harvey and Harvey Daniels.

As effective school leaders in the Cherokee County School District, we consistently monitor instructional practices through a formal process of supervision and evaluation. Our practices are aligned with high expectations for all staff members and are directly correlated to Common Core State Standards. A strong focus on student engagement is evident in our district Common Core Observation Tool implemented in the fall of 2013. This on-line tool affords our district the opportunity to gather data in order to provide continued support for teachers in the area of effective instructional practices.

A variety of professional development opportunities are provided for all certified staff members in CCSD. These opportunities include on-going professional learning communities, book studies focused on best practices and the effective implementation of Common Core State Standards, as well as content-focused workshops. We will continue to implement our Professional Development Academy in order to

provide opportunities for collaboration among teachers and equip staff members with the skills and strategies that will enhance their instructional practices.

A data-driven approach to instructional planning is of high importance at the district level and is utilized by most teachers in the district as a means to inform students of learning expectations and Standards of Performance. Multiple measures of formative assessment, including the administration of MAP, K-10, are utilized to assist teachers in planning for large group and small group instruction. Quality assessments, including Performance Tasks, have been developed as part of the district curriculum guide initiative. Continued support of multiple assessment measures will be provided for staff members as a part of the effective implementation of Common Core State Standards as a means of increasing student academic achievement. At all levels, a variety of student assessment tools will be used to evaluate student progress.

In the Cherokee County School District, all personnel are engaged in mentoring, coaching and induction programs that communicate our values and expectations for teaching and learning. High expectations for all personnel are communicated through specialized programs, recognitions, and a formal system of observation and feedback. We will continue to implement and modify the current procedures in support of increased instructional improvement for all staff members.

Programs that engage families in their children's education are designed and implemented in our district. We regularly inform families of their children's learning process through parent-teacher conferences, open houses, Alert Now messages, awards day programs, PTO meetings, the district website, volunteer programs, School Improvement Councils, as well as community support groups such as Know(2) and our local media. Understanding the importance of communication with the home, our district will continue its current efforts and expand upon the opportunities provided through community focus groups.

With the knowledge that relationships and relevance are important factors impacting a student's desire to learn, the CCSD implements many programs designed to foster positive interaction between students, staff members and the community. Advisor/advisee programs, IGP mentors, comprehensive guidance, character education, RTI teams, and other community based efforts help build relationship over time with students in our district. This process allows school employees to gain insight into the learning needs of students and provides an opportunity for connections with additional agencies. As a district, we will continue to seek ways to build positive relationships with students and their families.

Teachers across the CCSD utilize the state Uniform Grading Scale as well as grading policies and procedures developed by a district committee of administrators and staff members. Both documents provide clear criteria that establish the basis for the reporting of each student's attainment of content knowledge and skills. In addition, our district utilizes interim progress reports, handbooks, newsletters and a district calendar to inform parents and stakeholders of our process and procedures. This process is reviewed each year during our Administrator's Summer Academy and is revised as appropriate.

All staff members in the CCSD participate in a rigorous, continuous program of professional development that is aligned with our district's mission and vision of providing a world-class education for all students. Professional development is based on the needs of our district and is designed to build capacity in all staff members as evidenced through our Principal's Summer Academy and our Teacher Professional Development Academy. In addition, we participate in state and national webinars, the Olde English Consortium, SCASA, NetLead with Winthrop University and the Upstate Consortium with Furman University. CCSD also provides technology training, substitute training, transportation training for bus drivers, School Board Member Retreats and an Assistant Principals' Academy. Each program is rigorously and systematically evaluated for effectiveness in improving instruction and student learning. Revisions are implemented on a regular basis in response to the needs of faculty and staff.

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As part of our mission to provide a high-quality education for all students, district and school personnel utilize data to identify the unique learning needs of all students at all levels of proficiency as well as other learning needs such as English as a Second Language. Staff members stay up-to-date with current research related to these unique characteristics and provide appropriate learning services to all students through guidance, RTI, IEP's, 504 plans, ESOL accommodations and support, Adult Education programs, alternative programs, Gifted and Talented instruction, and extra-curricular activities such as STEM and Lego League Robotics. Programs and academic response mechanisms are reviewed and revised as necessary to meet the individual needs of our students.

The key to ensuring the success of our mission of providing a high-quality education for all students is the continued support of teachers, administrators and staff members through intensive, sustained professional development designed to increase instructional effectiveness and student achievement. High priority will be given to continuing our efforts toward this end.

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 3.12

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes •Example school records of depreciation of equipment 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has clearly defined policies and procedures for strategic resource management. The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •Policies, handbooks on district and school facilities and learning environments 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Policies relative to technology use at the district-level and school-level •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •District quality assurance procedures that monitor program effectiveness of student support services •Description of referral process 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The mission of Cherokee County School District, steeped in pride and tradition, in partnership with all stakeholders, is to ensure that all students have the education necessary to succeed as responsible, productive citizens by providing excellent opportunities in academics, athletics, and the arts. In order to fulfill its mission, the district must attract and retain a staff that, in a complex and ever changing environment, can provide a 21st century education to our students. The school board policies have been updated recently to provide guidance and structure for the recruiting, hiring, and retention of qualified professional and support staff. The administration assesses the staffing needs to ensure that the faculty and staff of each school, and the district wide support staff are adequate to meet the needs of our students. The principals and district staff evaluate changes in the student population each year to make sure that class sizes are in line throughout the district and that class sizes are at a level that promotes maximum teaching and learning. In order attract a highly qualified and diverse group of professionals, the district participates in numerous job fairs at colleges and conferences throughout South Carolina and neighboring states. The district also advertises on its website for all positions and in local media for support positions. In order to provide a support system for new teachers, first year teachers are required to take induction classes and are provided mentoring with veteran teachers. The district also offers professional development classes to its teachers and training programs for its support staff. As the district is shifting its focus toward implementing the Common Core State Standards (CCSS), the district has a team of teachers from the schools that meet monthly to learn the processes and objectives of CCSS. This Professional Development Academy gathers information that is then disseminated back to their schools. The district also holds an assistant principal academy to help our current assistant principals gain insightful knowledge as they prepare to become a principal.

Cherokee County School District is careful to allocate its material and fiscal resources in a manner that supports the educational program and system operations. Recently updated board policies and district procedures provide the district with a comprehensive budget process and internal controls for financial transactions. The annual budget process allows the district to align professional and support staff to the schools and classrooms where they are needed. It also provides an opportunity to evaluate the effectiveness of current programs and to provide the means to implement new programs. Each school and department is provided an operational resource budget based on its student population and school characteristics. After discussing the budget needs with their stakeholders, the principal or department head supplies the district administration with a budget that reflects the goals and objectives of the school or department. During the budget process, administrators, faculty, support staff, Board members, and the public at large are given opportunities to examine and offer input to

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the annual budget. The budget requests that are made support both the school and district's strategic plan. The administration provides monthly financial updates to the Board. After the end of the fiscal year, the district is audited by an external accounting firm that provides its opinion about the completeness and quality of the financial records, accounting systems, and internal controls. Instructional time is given high priority in the district. Board policy protects the teaching and learning aspect of the instructional day. District and school calendars are designed with priority to the instructional process and to keep other school activities to a minimum during the school day.

Cherokee County School District provides a safe, clean, and healthy environment for its students, faculty, staff, and visitors. Each school in the district has a nurse to provide medical support and to contact parents with medical concerns that may arise during the day. The district also provides at least School Resource Officer (SRO) at each middle and high school, and they are made available to the elementary schools if needed. Each school has fire and other safety drills on a regular basis to keep the students and staff familiar with the procedures in case a real emergency occurs. The district prides itself on the cleanliness of its schools and provides training to its custodial staffs. The district does have five schools that contract custodial services and is looking at the advantages and disadvantages of district staff versus contracted services. The district, through a third party, conducted a facilities needs study in the summer of 2013 to evaluate the condition of its buildings and equipment. The district is looking at options to address some of the needs identified in the study as well as sources of funding for these projects. During the budget process, the principals and department heads provide a capital projects list of items to consider for the budget year. A cost estimate of the items on the list is made; the list is prioritized, and is presented to the Board for approval.

The district recognizes the importance of information resources and technology infrastructure as a key element in a successful educational program. In 2011 and 2012, the district provided a total of \$1,000,000 for the purchase of new computers and servers through its capital budget. Annually, the capital budget provides around \$250,000 for technology upgrades. The district has upgraded the wireless coverage a number of schools to provide consistent coverage among our schools. The facilities study plan also includes a \$10,000,000 option to upgrade technology infrastructure and equipment throughout the district. This year, the district is piloting a one to one technology initiative with a few classes in both of the high schools. The technology department is also providing staff development in the schools for the latest in classroom technology. An independent company assessed the media collections in each of our schools. The information received from that assessment is being used to improve the media centers in all of our schools.

Cherokee County School District has provided support systems to meet the physical, emotional, and social needs of its students, as well as the services that support their counseling, assessment, referral, education and career planning needs. The Special Services department has been instrumental in providing support for our students that are in special needs programs, are homebound, homeless, or in residential treatment facilities. The district offers vision and hearing screenings to its students. The individualized education programs (IEP) for students with special needs are reviewed and adjusted annually. We have recently begun the Motivating Adolescents to Choose Health (MATCH) program with seventh graders to help students make wise nutritional choices and realize the advantage of physical activity. Annual BMI inventories in grades one, three, and five are an attempt to combat the problem of childhood obesity throughout Cherokee County. We are using the OLWEUS bullying prevention program to help our students understand and prevent bullying in our middle schools. We have partnered with a number of local community programs such as Boys and Girls Clubs, YMCA, and area mental health organizations to improve the lives of our students. In order to give our students the best possible opportunity to be successful, the district has a number of programs and initiatives to support that success. The guidance counselors in our district have a new professional development program that began this year. The district also has dual credit programs in place with Spartanburg Community College and Limestone College. Our students receive career counseling and individual graduation portfolios to assist them with their career choices. The district has also begun to recognize the need for our students nearing graduation to improve their soft skills and interview skills in order gain an advantage in the interview process.

Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results 	Level 3

Accreditation Report

Cherokee County School District #1

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Policies and procedures specific to data use and training •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •Executive summaries of student learning reports to stakeholder groups 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The Cherokee County School District (CCSD) implements a comprehensive data utilization assessment system that uses a wide variety of verifiable data about student learning and overall system effectiveness, and uses these results to guide our continuous improvement for

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students, parents, teachers, and administrators. High expectations are communicated throughout our district. All stakeholders are involved in communication that addresses our use of data to drive decision-making processes about student performance.

State mandated assessments include:

- South Carolina Palmetto Assessment of State Standards (SC PASS) in grades three through eight
- High School Assessment Program (HSAP) exit exam in English language arts and mathematics, which students take for the first time as tenth graders
- End of Course Examination Program (EOCEP) administered in Algebra I, English I, Biology I, and US History and Constitution
- English Language Development Assessment (ELDA)

The assessment system includes several assessments that are district-directed:

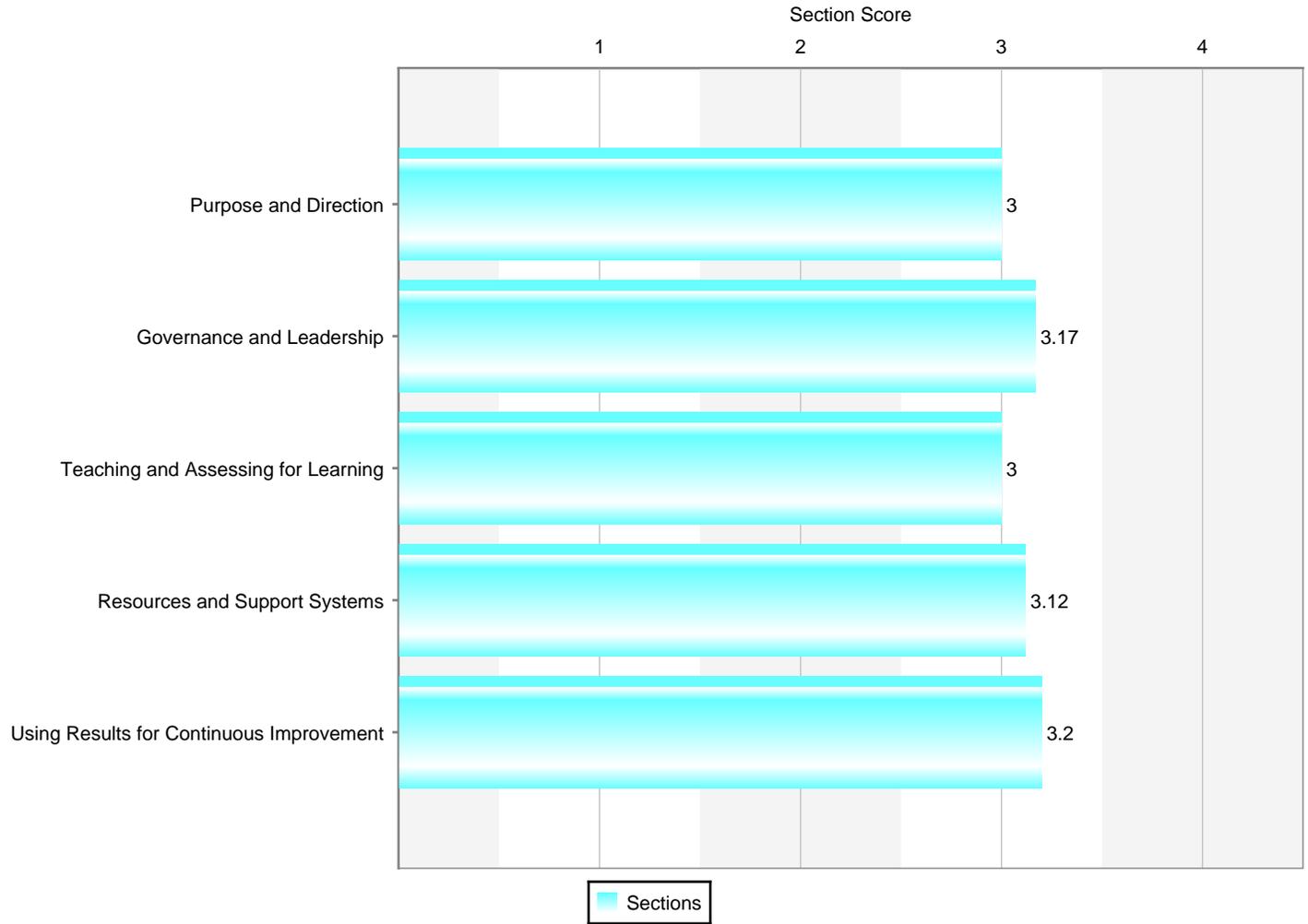
- Measures of Academic Progress (MAP) is a formative assessment aligned with Common Core State Standards and administered two to three times a year to students in grades Kindergarten through tenth grade; MAP is administered in the fall and spring with the winter assessment being optional for At-Risk students identified through our Response to Intervention (RtI) Program
- Advanced Placement Courses
- PSAT, SAT, PLAN, and ACT are administered in our middle and high schools. Data is used to assess the potential for success during post-secondary education and to benchmark the performance of our students against students in other districts, across our state, and throughout the nation.
- Performance Tasks
- Dial 4
- District Benchmark tests

Cherokee County Schools monitor and implement the effectiveness of the assessment system on a continuing basis. The superintendent leads our dissemination of evaluation and analysis of our data and has high expectations for district office staff, principals, instructional coaches, and teachers to persistently review, evaluate, and analyze data that reflects their students learning and progress. PADEPP (Program for Assisting, Developing, and Evaluating Principal Performance) conferences along with Principal Instructional Conferences maintain the communication with principals throughout the district. The superintendent and Curriculum and Instructional Directors lead our professional development. Two way communication is solicited from administrators, district and school staff, parents, students, and members of our business and local community. Our KNOW(2) initiative along with recent Strategic Planning has enhanced our efforts to establish strong community interest and increased transparency. Professional Development led by our curriculum and instruction department is consistent, focused, intentional, and updated on our data and where we are headed with assessment. Implementation of new assessment information is part of the professional development process. Data are used to update and district and school strategic plans. Our district Professional Development Academy and District Implementation Team for Common Core State Standards meetings are held monthly. Participants in these groups return to collaborate and guide their colleagues in implementing instructional strategies and assessment. Some schools have an established data wall with all students identified and categorized based on their overall assessment. Other schools use data notebooks for this purpose. Schools then strategize to target the needs of each student.

We look forward to continuing to implement consistent and valid assessments and to emphasizing the importance of assessment data for improving our student learning. We are directing our energy toward meaningful training for our support staff that work with our students in classroom learning. We will always seek and provide professional development opportunities to enrich our abilities to effectively use and analyze our assessment data ensuring that ALL our students learn and progress toward continuous improvement.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		District Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parents - Purpose and Direction (School leadership implements a continuous improvement process)

Parents - Teaching and Assessing for Learning (Curriculum provides equitable and challenging learning)

Staff - Purpose and Direction (School leadership implements a continuous improvement process)

Staff - Using Resources for Continuous Improvement (Continuous process to determine verifiable improvement)

Students - Purpose and Direction (School leadership implements a continuous improvement process)

Students- Using Resources for Continuous Improvement (Continuous process to determine verifiable improvement)

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Parent responses on the AdvancED surveys as compared to the annual state department survey showed an improvement in home school communications.

Staff responses on the AdvancED surveys as compared to the annual state department survey showed an improvement in teacher satisfaction with technology infrastructure and the availability of computers and other media for instructional use.

Student responses on the AdvancED surveys as compared to the annual state department survey showed an improvement in cleanliness at their schools.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

South Carolina spring survey parent data indicated a high level of support for teacher and principal effectiveness and the teaching and learning environment at the schools.

South Carolina spring survey staff data indicated a high level of support for the use of data to drive improvement.

South Carolina spring survey student data indicated a high level of satisfaction with the learning environment in their school.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Parents and staff - Governance and Leadership (The governing body ensures that the school leadership has autonomy)

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Home School Communication indicators on the AdvancED surveys were low for staff and students.

What are the implications for these stakeholder perceptions?

The concern over governance and autonomy is a perception that is based largely on prior governing bodies. The current Board of Trustees has worked diligently to dispel this perception but it will take time. Increased communication and transparency are helping with this change.

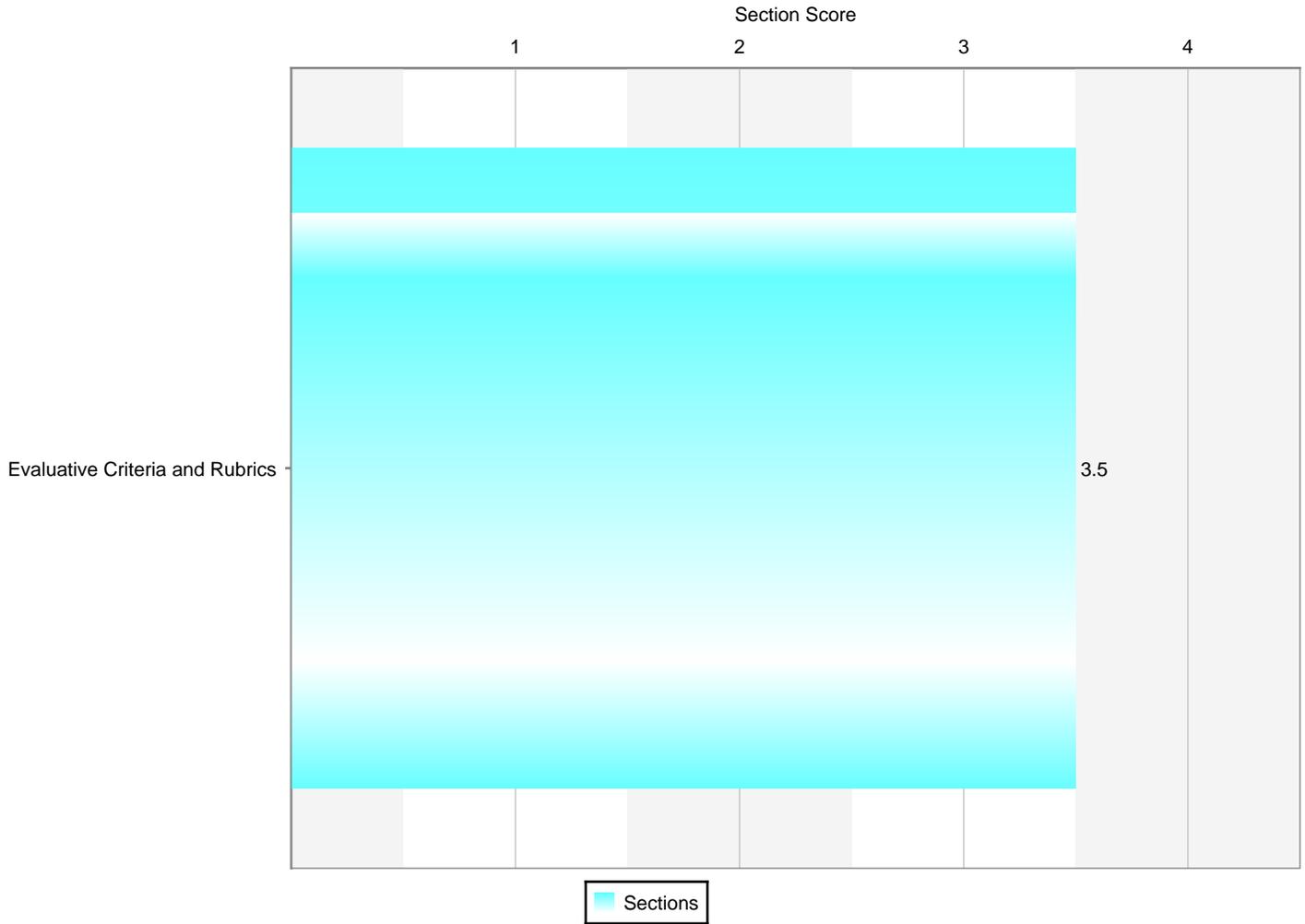
Home School relations is an area that will continue to be a challenge for our community. A major strategy for the 2014-2019 district strategic plan is an emphasis on public relations. We will need to continue to emphasize communications and increase parental involvement at all levels.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Home School communication scores were somewhat lower than most on the AdvancED surveys. An average of 75% approval for Home School satisfaction was among the lowest on the state department spring surveys.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	We will answer the questions online. THE STATE OF SOUTH CAROLINA ANNUAL DISTRICT REPORT CARD for 2013 is attached for your review.	2013 District Report Card

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The state of South Carolina Annual District Report Card for 2013 Growth Rating increased from At-Risk to Average.

Algebra I EOCEP mean scale score is above the state average.

Students in grades 3-5 exceeded the state Annual Measurable Objective in ELA and Math.

Describe the area(s) that show a positive trend in performance.

Grades 3-7 SC PASS ELA increased percentage of students scoring Met or Exemplary from previous year

Grades 3-8 SC PASS Math increased percentage of students scoring Met or Exemplary from previous year

Grades 3, 6-7 SC PASS Science increased percentage of students scoring Met or Exemplary from previous year

Grades 3, 5-8 SC PASS Social Studies increased percentage of students scoring Met or Exemplary from previous year

Which area(s) indicate the overall highest performance?

SC PASS ELA grade three

SC PASS Math grade four

SC PASS Science grade seven

SC PASS Social Studies grade seven

Algebra I EOCEP

First attempt HSAP ELA and Math all students

Which subgroup(s) show a trend toward increasing performance?

SC PASS grades 3-5 Disabled Students showed growth in ELA

The Subsidized Meals sub-group showed growth in ELA, Math, and Science at the High School level according to ESEA waiver measures.

Graduation rate is also a growth area for the Disabled sub-group

Between which subgroups is the achievement gap closing?

LEP and Non-LEP students closed the achievement gap on SC PASS from 2012 to 2013 by 2.2 points.

Which of the above reported findings are consistent with findings from other data sources?

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Cherokee County School District #1

The NWEA SOUTH CAROLINA ESEA SUPPLEMENTAL STUDY was used for comparison data. Student RIT scores from Spring 2013, while not exactly matching the study projections, were within 5-10 points of the score that indicated success on SC-PASS. The data also supports the success our students had on the Algebra I EOCEP test.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

SC PASS Science

SC PASS Social Studies

EOCEP U.S History, Biology I, English I

Describe the area(s) that show a negative trend in performance.

EOCEP English I and Biology I

Which area(s) indicate the overall lowest performance?

SC PASS Science

Which subgroup(s) show a trend toward decreasing performance?

Grades 3-5 LEP Math

Grades 6-8 African American students

Between which subgroups is the achievement gap becoming greater?

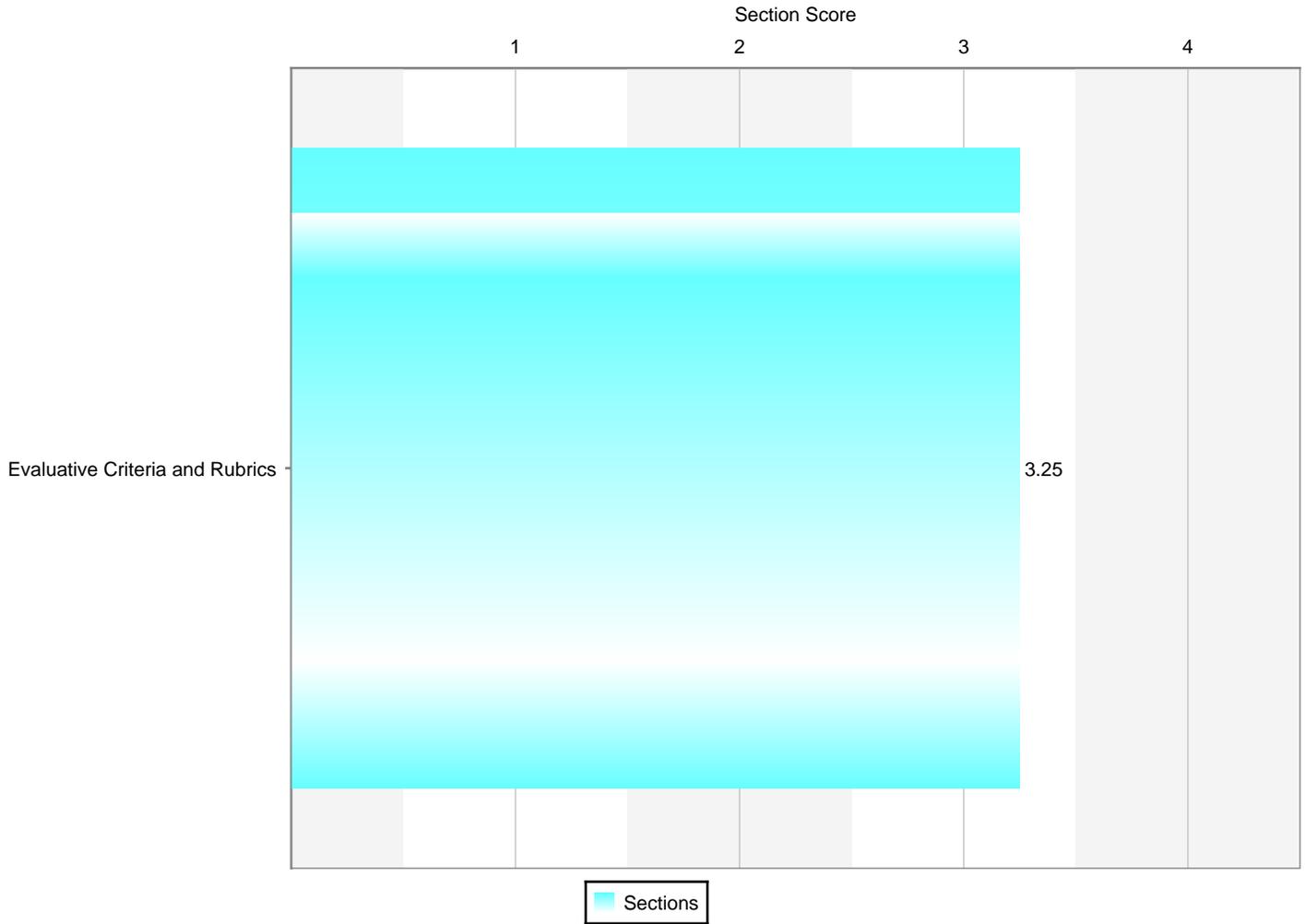
Students receiving subsidized meals scored lower than full pay.

Which of the above reported findings are consistent with findings from other data sources?

NWEA does not provide a minimum RIT score for achievement in ninth grade. However, the CCSD 9th grade mean RIT score of 220 on Reading falls below the projected mean score for grade 8 (225) indicating a possible need for increased emphasis on reading in grade 9 so that the percentage of students passing the EOCEP English I test will increase.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Additional safety and emergency documents will be available for your review.	Cherokee County Emergency Procedures

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		CCSD Financial Statements 2013

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		CCSD 2014-2019 Strategic Plan

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Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes		Standards Monitoring Process