



Accreditation Report

Spartanburg County School District #2

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School System.....	3
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	8
Additional Information	10

Self Assessment

Introduction.....	13
Purpose and Direction.....	14
Governance and Leadership.....	18
Teaching and Assessing for Learning.....	22
Resources and Support Systems.....	28
Using Results for Continuous Improvement.....	33
Report Summary.....	36

Assurances Report

AdvancED Assurances.....	38
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Stakeholder Feedback Diagnostic

Introduction 40

Criteria for Assessing Stakeholder Feedback 41

Areas of Notable Achievement 42

Areas in Need of Improvement 43

Student Performance Diagnostic

Introduction 45

Assessment Scores 46

Areas of Notable Achievement 47

Areas in Need of Improvement 49

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?

Spartanburg County School District Two, one of the premier school districts in South Carolina, is located in a picturesque area of the Piedmont nestled in the shadow of the Blue Ridge foothills. Encompassing the city of Chesnee, the community of Boiling Springs, and the intervening rural regions of approximately 134 square miles in the northeastern portion of Spartanburg County from I-85 to the North Carolina state line, the district has an estimated population of 65,000 and a school population of 10,016. The area offers abundant opportunities for educational, recreational, spiritual, and cultural growth. Our schools boast impressive academics, dedicated faculty and staff, a supportive community, a committed administration, and motivated students.

District Two has, in two attendance areas, seven elementary schools, one intermediate school, three middle schools, a ninth grade campus and two high schools. Swofford Career Center is shared with adjoining Spartanburg School District One. The McCarthy-Tezler School for students with severe disabilities and the Whitlock Flexible Learning Center are shared with all seven Spartanburg school districts. Two other programs shared with the seven districts are housed at local colleges: the Scholars Academy at the University of South Carolina Upstate and the Gateway to College/College LINK program at Spartanburg Community College. The districts have also collaborated to provide the Spartanburg County Public Virtual School which is in its second year of existence. We provide primary support for the Upstate Family Resource Center, a 501(c)3 nonprofit organization housed in a former school; it provides adult education and English for Speakers of Other Languages (ESOL) classes, family therapy opportunities, food/clothing/utilities assistance and a myriad of other programs germane to our area's needs.

The district educates 9,758 students in grades K-12 and another 358 in pre-school classes. The student population is about 74% white, 11% African American, 8% Hispanic, 4% Asian, 2% mixed race, and 1% other. Students are 52.4% male and 47.6% female. We have 50.7% of our students qualifying for free/reduced price lunches and 49.3% categorized as full pay.

After two decades of growth of between 200-250 students per year, in the last four years we have leveled out with virtually no increase in numbers until this current year when we grew by about 75 students. We were rather grateful for the pause in that it decreased our need for additional staff during troubled budgetary times and allowed us to work on facilities projects that eliminated most of the need for portable classrooms. It is our belief, however, that as the economy continues to improve, so will our district's population and student counts. Just this year, Amazon opened a new distribution center with over 1.5 million square feet in our district, and BMW is in the process of building a gigantic addition to their plant on the west side of Spartanburg County; jobs creation is picking up momentum in the area.

A problem this creates for us is that as people move to the area in search of jobs, many choose to live in our school district which serves as a bedroom community to the industrial areas. Realtors tell us that potential buyers with children often come here asking about homes in District Two as they understand our schools are very good.

Our Board of Trustees and administration are in the process of adding a 10-classroom Freshman Academy and a new gymnasium at Chesnee High School. We are exploring options regarding the idea of building a third high school in the district. We would also like to build another intermediate and another elementary school to reduce our current school populations in several feeder schools. Our goal is to do this with a minimum of cost to our taxpayers and within the 8% bonding limit making a referendum unnecessary. To this point in our history,

Accreditation Report

Spartanburg County School District #2

we have been able to meet our facility needs in this manner.

An obstacle in this process is the current education funding mechanism in South Carolina. In 2006, our legislature passed Act 388 into law which eliminated property tax on primary residences for school districts' general funds and replaced with a one cent increase in the sales tax. The swap worked for one year, but when the recession hit, the wisdom of replacing the stable property tax funding stream with a volatile sales tax inflicted much damage on our school revenues. To balance our budget this year, we are dipping into our fund balance for \$2 million. We are attempting to work with professional education organizations, our local legislative delegation and others around the state to replace our antiquated and convoluted system with something more stable and reasonable. Of the 85 school districts in South Carolina, we are 84th in expenditures per pupil and class size.

Another challenge the funding issue presents is our ability to keep up with advances in classroom technology. While we have added Promethean Boards, laptop labs, classroom computers, wireless connectivity, a multitude of servers, increased bandwidth and are making our first forays into iPad computing, we are far behind those districts capable of one-to-one computing.

One may ask how we have been able to sustain solid academic results with such a meager funding stream. Much of our success rests on two primary factors: an outstanding system with strong leadership and classroom teachers and a supportive community. Many of our students come from two-parent families, and the area is a highly faith-based type of community; good families help make good schools. Spartanburg Two, striving for continuous improvement, is a wonderful place to live, work and go to school.

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.

In Spartanburg School District Two, "Our mission is to prepare our students for tomorrow's world by providing effective and innovative educational practices in a safe and supportive environment." Undergirding our purpose statements and practices is the Core Principle of "Students First" and our Vision to "unlock the full potential of every student." We believe that one will find that our district epitomizes and emphasizes teaching and learning for all students through innovative instructional methods and that our mission statement and other purpose statements clearly define, shape, and describe our district culture:

Vision Statement:

Unlock the full potential of every student.

In pursuit of this vision, our schools are committed to

inspiring life-long learners,

progressing technologically,

motivating students and staff,

fostering a student-centered culture,

providing a safe, equitable learning environment,

welcoming parent and community involvement,

teaching life skills necessary for success,

cultivating responsible citizens, and

improving continually.

Beliefs:

All students can learn.

Learning is a life-long process.

Everyone is unique and has value.

Individuals must be prepared for a global society.

A safe and supportive environment nurtures growth.

Decisions must be based on what is best for all students.

Education is a joint school, family, and community venture.

Learner Expectations:

We expect students to become

self-directed learners,

adept users of technology,

innovative problem solvers,

competent in foundational skills,

quality producers and performers,

confident and effective collaborators and communicators, and

contributing citizens able to succeed in a changing society.

Accreditation Report

Spartanburg County School District #2

Our inviting, family-friendly schools set the stage for positive learning experiences. We believe that a combination of safe environments and high expectations provide a solid foundation and focus for the work of our system.

Our core principle, mission statement, vision, beliefs, and learner expectations guide the philosophy and operation of the district. All school improvement plans align with these values. Progress toward accomplishment of the system's goals is constantly monitored, and adjustments are made as needed. A report that outlines our achievement levels is published annually and provided to the Board of Trustees and the community.

Information regarding the district's foundational principles are communicated through such avenues as the district website, publications, reports to the Board of Trustees, data displayed in the schools and District Office, the Superintendent's Advisory Council meetings (teachers, support staff, parents, students, business/community), communication with the media, and faculty/staff meetings.

District Two schools model the importance of beginning with the end in mind by ensuring that each student, even in 4K, knows the date that he/she will graduate from high school. This simple practice lays the groundwork for a future of educational successes for the students of Spartanburg District Two.

The educational opportunities provided by Spartanburg District Two center around a high degree of student involvement, rigor and relevance. District teachers have collaborated to produce curriculum guides that reflect the approaches to instructional delivery aligned with district expectations. In addition, the collaborative curriculum provides consistency in instruction across the district. Technology is used to support real-world learning and to meet the unique needs of each student. One of our schools, Hendrix Elementary, is an International Baccalaureate School.

Numerous opportunities are provided for students to grow as local and global citizens. Activities such as canned-food drives, recycling events, Relay for Life, Walk to School Day, Habitat for Humanity involvement, and various other school efforts encourage students to learn about giving to others. Life Skills are taught and practiced in all schools. In addition, Boiling Springs Intermediate School emphasizes the tenets of Stephen Covey's "The Leader in Me" program. Special needs students learn life skills in the PAES Lab (Practical Assessment Exploration System) housed at the Upstate Family Resource Center.

Extracurricular activities encourage students to participate in areas of interest outside the school day. Spartanburg District Two has a strong athletic program beginning at the middle school level. Students can participate in football, baseball, basketball, golf, volleyball, soccer, wrestling, cross country, tennis, and cheerleading. Four of our elementary schools have been selected for funding and participation in the Professional Golf Association's youth development program, The First Tee.

Additional non-traditional opportunities are offered in an effort to meet the diverse needs of the learners of Spartanburg District Two. The Spartanburg County Public Virtual School provides opportunities for students to participate in online courses. Students can take one course or enroll full-time.

Dual Credit opportunities are provided in our high schools. For example, Scholars Academy was developed for students who excel academically. Through a partnership between Spartanburg County Schools and USC Upstate, the program allows students to take college courses and advanced high school classes while continuing to participate in classes and extracurricular activities at their own schools. Gateway to College, in partnership with Spartanburg Community College, is a program that provides opportunities for at-risk students to earn both high school and college credit.

Accreditation Report

Spartanburg County School District #2

The program offerings in Spartanburg District Two enable each student to find a niche to address his/her interests, further illustrating our vision of unlocking the potential of each student. The district's focus is on providing exemplary learning environments in order to develop students who are responsible and productive citizens through academic, exploratory, extracurricular, civic, and athletic opportunities.

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.

Spartanburg Two is a goal-oriented district, striving for continuous improvement. Our primary goals are posted in the Board Room for us to see each time it is used for staff development and any type of meeting whether for our internal or external publics. It is a visible way of holding ourselves accountable for the academic achievement of our students. You will see them during your visit. The Superintendent also writes a blog and posts results not only of those measures, but of other accomplishments of staff and students, as well.

Hitting some of the highlights, our High School Assessment Program (HSAP) passage rate on both the reading and math on first attempt by our sophomores increased from 81.5% to 83.8% this past year.

We increased the percentages of our 3rd-8th grade students moving into the exemplary levels in 16 of the 26 areas tested by Palmetto Assessment of State Standards (PASS) even after improving them last year in 18 areas. In Measures of Academic Progress (MAP) testing, 89% of our students showed growth in math, and 81% grew in reading besting our goal of 80%.

Forty-three of the 126 students who qualified for the Scholars Academy at USC Upstate are from Spartanburg District Two.

Our ACT scores improved from 20.6 to 20.7 compared to the state average of 20.2, but still below the national average of 21.1. Our SAT scores improved from 1459 to 1472 compared to the state's 1431 but still below the national average of 1498. Both of those gaps have closed significantly the past few years.

Our scholarship total grew from \$14,687,560 to \$17,745,803 earned by the class of 2012.

A figure we are most proud of, our graduation rate (including fifteen fifth year graduates), increased from 79.8% to 81.4%! We are setting our sights on a 90% graduation rate next.

The state's new ESEA waiver Report Card ranked Spartanburg Two as an "A" district, scoring a 91.7 on a 100 point scale, effectively rating us in a tie for 12th among the state's 85 school districts.

There are other student accomplishments that indicate excellence in our extracurricular programs. The Chesnee and Boiling Springs BETA Clubs have consistently earned accolades at the state and national levels for their skits and have had several students earn leadership positions at those levels. Our athletic programs are becoming more and more competitive. For example, the BSHS football team had the first 10 win season in school history last year and CHS finished the regular season in 2012 with a 9-1 record. The BSHS band has been the 5-A Upper State Champion four years in a row, and the CHS band earned that distinction for the first time in school history this year in 2-A competition. The CHS volleyball team has been undefeated in region play for the past two years. Chesnee's boys' track and baseball teams earned state championships in 2010. Baseball Coach Dean Jones was named the National Coach of the Year and retired after 46 years and over 700 wins. The BSHS chorus boasts 225 members, the orchestra seats 75, the band has over 200; one-fourth of the student body is in one of these three music programs. Both high school competitive cheering squads have excelled in regional and state competitions.

Anecdotally, we had three teachers in a span of six weeks this past fall named as Golden Apple Award winners and featured on a local

Accreditation Report

Spartanburg County School District #2

television station. They earn that distinction by being nominated by the parent of a child upon whom they have had a positive impact. Another teacher was named the Magic 98.9 Teacher of the Month in November. One of our principals has been nominated and is competing for the 2013 Elementary Principal of the Year award. Two of our schools have been finalists in the Palmetto's Finest competition over the past three years. We lost two district employees, our Director of Personnel and our Assistant Superintendent of Instruction, when they were named as Superintendents in neighboring districts in the past couple of years.

How are we getting these results? It is every employee, especially our teachers, striving for continuous improvement, collaborating with one another and with leadership, focusing on implementing the curriculum written for each class using the instructional strategies we advocate, and adjusting instruction according to the daily formative assessment of their students' understanding. It is each one of us working with families and caring enough about our students to walk the second mile to meet their needs. Because of our people, Spartanburg Two is a wonderful place to live and work!

Additional Information

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

School Safety

As our district mission statement indicates, the Spartanburg Two school community realizes that a safe and supportive environment is necessary for academic excellence to thrive. Every parent who entrusts a child to us depends on us to keep him or her safe at school, and the recent tragedy at the elementary school in Newtown, Connecticut has refocused our attention on providing a safe haven in an unpredictable world. A comprehensive approach is necessary to safeguard our schools. Realizing that no one solution is the fail-proof answer for all situations, we continue the ongoing process of reviewing and upgrading school security and procedures.

In addition to the district crisis plan, each school has an individual plan tailored to its specific needs; these emergency plans and procedures include a perpetual "protective lockdown" in which classroom and perimeter exterior doors are locked or monitored at all times, and lockdown as well as fire/evacuation and natural disaster drills are practiced regularly. Quick reference cards for the school office and red and green reference cards for teachers were developed and implemented in 2010.

Our most valuable resource for ensuring student safety is school staff, through prevention, swift and appropriate response, and mitigation. School Resource Officers are reviewing crisis team assignments and lockdown procedures with schools. School Safety is a frequent topic on Principals Meeting agendas. A Safe Schools Committee meets annually to review concerns and vulnerabilities, and the Superintendent's Advisory Groups are asked for their input; an extensive list of school safety measures now in place can be attributed to suggestions from these various perspectives. Eight School Resource Officers are stationed at secondary schools and are assigned to specific elementary school campuses (within three minutes response time). SROs may ultimately be stationed at all schools; meanwhile, we have recently secured off-duty officers to be present on elementary campuses during arrival and dismissal times for the remainder of the school year. The Sheriff's Office and county Emergency Management Office have provided personnel to present to staff on topics such as gang prevention, crisis response, and passive alcohol sensors. The Emergency Management Office has entered the school and mobile phone numbers of administrators into their Emergency Notification System (ENS), an automated phone calling system, to alert us during severe weather/other emergency events. This telephone notification serves as a means of warning in addition to our alert monitors.

In the past five years, cameras have been added and upgraded, older entrances have been redesigned for security (airlocks or buzzer systems), bus drivers and classroom teachers have access to communication in case of emergency, nurses are in all schools, administrators and SROs have cell phone access to student emergency information via PowerSchool, School Messenger has been upgraded to reach parents quickly in case of a crisis, and Versatrans transportation software along with new bus procedures (including picture/address labels for younger students for the first few days of school) help to ensure that bus riders are loaded on the correct bus and safely delivered to their home. Campuses are designed with or have been improved with safety in mind. Keyless entries and panic buttons are our immediate next steps in tightening building security.

School safety is one of those areas where we can never do enough, especially with limited resources, but vigilance is a must, and we will continue to consider our circumstances and the most practical measures to address potential vulnerabilities, while maintaining a welcoming and family-friendly environment.

Growth and New Schools Trigger Changes

Since our previous accreditation visit, District Two has added two new school buildings and undertaken several school grade level changes. The new Chesnee Elementary in 2008 replaced the old 1940s Chesnee Elementary structure, with no changes for the students except a new facility in a new location, about a mile away. However, the opening of Rainbow Lake Middle in 2010 prompted several changes.

The 2010-11 school year was one of staggered transition for Rainbow Lake Middle and Boiling Springs Junior High. Both schools housed
SY 2012-2013

Accreditation Report

Spartanburg County School District #2

only seventh and eighth grade students with the post-Thanksgiving opening of Rainbow Lake Middle. The middle school transition to grades six through eight was fully implemented in 2011-12, easing growing pains in feeder schools and equalizing the middle school grade structure throughout the school district. Boiling Springs Junior High was eventually renamed Boiling Springs Middle to reflect the change in grade composition, and Boiling Springs Intermediate now houses grades four through five, further alleviating growth issues, especially at Hendrix Elementary and Boiling Springs Elementary, the two elementary schools that are now kindergarten through third grade (others go through fourth or fifth grades).

Though our growth leveled off somewhat with the recession (and allowed us to focus on upgrading current facilities), we, along with the consultant who made projections for us, expect families to continue to be attracted to our communities and schools for the foreseeable future, and we look forward to welcoming them with a clean, safe, and challenging learning environment!

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: 3.75

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 process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •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 	Level 4

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 clearly 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 and training for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •Survey results •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction 	Level 4

Accreditation Report

Spartanburg County School District #2

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 •Survey results •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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and 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 •Survey results •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 4

Accreditation Report

Spartanburg County School District #2

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.

As the foundational statement of the district's purpose and direction, the District Two Mission Statement is prominently displayed in each building throughout the district and appears along with related statements (Vision, Expectations, etc.) in programs, brochures, websites, handbooks, etc.: Our mission is to prepare our students for tomorrow's world by providing effective and innovative educational practices in a safe and supportive environment.

The district and school mission statements communicate a common purpose of student success and shared values and beliefs about teaching and learning agreed upon by stakeholders. More importantly, the concepts are incorporated into system processes and daily routines, establishing high expectations for student achievement.

Expectations set forth in the mission statement provide focus, purpose and direction for curriculum development, student performance assessments, and the overall effectiveness of the district's endeavors. Each year, a committee composed of administrators, teachers, parents, business/community, support staff, and students meets to review the district's mission statement, core principles, vision, beliefs, and learner expectations. As a result, any needed revisions to goals, plans, procedures, training, and delivery of instruction are made and affirmed by the group to reflect the district's emphasis on teaching and learning.

Spartanburg Two is resolute and productive in its endeavors to provide opportunities for students to grow academically, artistically, athletically, socially, and technologically. District administrators guide and monitor adherence to the district purpose and direction for student achievement through staff development, school visits, updated curriculum guides, and interpretation/utilization of test data. Progress toward the accomplishment of the system's goals is monitored and adjusted, as needed. District and school data walls are utilized to continually chart student progress and identify strengths and areas in need of improvement. Current strategies that produce desired results will be refined and utilized along with additional avenues for improvement.

District and school administrators monitor activities provided for students at each school. Stakeholder input is highly regarded as decisions are made about adding new opportunities or discontinuing those that are no longer effective in meeting the needs of students. As the district continues to experience growth, providing equitable educational opportunities for all students remains a priority and a challenge.

Spartanburg School District Two aligns its Communications Plan with the district's Strategic Plan, goals, policy, and mission, and utilizes various means for keeping staff and the community clearly, effectively, and positively involved in and informed of school and district operations and education news. Publications and electronic media for the district's stakeholders include school newsletters and websites, student handbooks, employee handbooks, Board Policy Manual, media releases, Two Bits electronic employee newsletter, E-Notes for timely information, academic calendar, district and school brochures, district website, School Messenger, PowerSchool/Parent Portal, calendars, blogs, and special publications as needed. As our partners in publicizing news and important information for our constituents, media are kept informed of board meetings and district news and are invited into schools for special events.

The district website is a source of current information for staff, parents, students, and the general public. Board agendas and minutes are posted on the website. The headlines feature staff and student news. A "Contact Us" link provides contact information for district administration. School links provide information about schools. Employment information and forms are available for employees and job applicants. The "Parent Information" section provides links to resources, explains inclement weather procedures, and includes a safety message for parents. The district calendar and various publications are also available via the website. Communication efforts will continue to be enhanced by the expanded use of electronic media.

Special events such as Grandparents Day, Veterans Day, alumni gatherings, multicultural assemblies, plays, musical performances, and athletic events are opportunities for inviting parents, grandparents, and community members to experience firsthand our caring community schools. The unique culture of each school is strengthened by the fabric of the community it serves in providing a supportive environment in which students can learn.

Spartanburg District Two's administrative cabinet meets weekly, principals and district administrators meet monthly, and the Board of Trustees meets monthly to discuss plans, goals, policies, and strategies. An opportunity for public input is offered at every board meeting.

Accreditation Report

Spartanburg County School District #2

The Superintendent's advisory groups (teacher, parent, student, support staff, and business/community) have been established and meet quarterly during the school year to discuss current issues pertaining to schools. These meetings provide a forum for concerns and input from individuals representing all stakeholders. Among topics addressed recently were school calendars, budget, school safety, district goals, facilities, and traffic issues.

Spartanburg School District Two aligns with its purpose and direction the district Strategic Plan, goals, policies, curriculum, and communications. Staff and community are effectively and positively involved in, and informed of school and district goals and operations. Stakeholders are knowledgeable about why we exist --- district mission, vision, core principles, beliefs, learner expectations, and results both through publication and through practice in every facet of a district culture focused on high expectations and continuous improvement.

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 support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide 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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	<ul style="list-style-type: none"> •Proof of legal counsel •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing authority policies on roles and responsibilities, conflict of interest 	Level 3

Accreditation Report

Spartanburg County School District #2

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 consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear 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 4

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 •Survey results •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction 	Level 3

Accreditation Report

Spartanburg County School District #2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders 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' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Examples of stakeholder input or feedback resulting in district action•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in district strategic plan	Level 3

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.

Spartanburg District Two has strong system and school leadership, with a collegial atmosphere designed to engage students and promote learning. The district is governed by a Board of Trustees that adopts and revises written policies and procedures which facilitate the system's operation and establish the governance and leadership roles of the district. Board policies address the Board's legal status, powers and duties, authority of members, the number of members and their qualifications, terms of office, election parameters, and unexpired term fulfillment. Additional policies address general school administration, fiscal and business management, personnel, and instructional programs.

School Board Trustees receive an overview of the district prior to their candidacy and an orientation following their election. The training includes information about the parameters of their responsibilities and of those that are designated as administrative decisions. Board Member Effectiveness Forms are completed by the board members at the end of each Board Meeting so that each member can evaluate his/her effectiveness with regard to the night's meeting. The Superintendent maintains an open door policy with the Board in an effort to address any concerns, or just to have general conversations. The Board operates efficiently and provides their support to the Superintendent and the schools of Spartanburg District Two.

District administrators and principals are empowered by the School Board and the Superintendent to set long-term goals for improvement and make decisions regarding the daily operations of the district and schools. An organizational chart that illustrates the designation of each administrator's immediate supervisor is utilized. The Superintendent meets with district administrators and principals frequently to offer guidance and support. Principals meet monthly at the District Office with district-level staff, and the Superintendent's Cabinet meets weekly.

Accreditation Report

Spartanburg County School District #2

These meetings enable the Superintendent to supervise all staff members who directly report to him, as well as communicating with him about current issues of importance. The supervision and evaluation of the district's leadership team is ongoing. The Superintendent is evaluated annually by the School Board. Principals meet twice each year with the Superintendent for Instructional Conferences to discuss student and staff goals, implementation of district initiatives, school morale and climate, parental involvement, and the principal's overall effectiveness as a leader. Feedback is provided to encourage positive, productive, professional growth.

The leaders of Spartanburg School District Two consider stakeholder input essential for district success. Community members, parents, teachers, staff, and students are notified of all upcoming School Board and Advisory group meetings. The School Board holds work sessions throughout the course of the year to learn and discuss matters that impact operations, school improvements, curricular matters, and general policies and procedures within the district. All Board agendas and minutes are posted on the district's website under the Board of Trustees link. In addition, the district uses parent, teacher, and student surveys to assist with decision-making processes. Survey results provide valuable insight into the perceptions, desires and needs of the community. District Advisory Boards are also utilized. The Superintendent meets three times a year with groups of community members, parents, students, teachers, and staff members to share information about district initiatives, and to ascertain the topics that are of importance to the district's constituents. The district will continue to strive to identify effective methods of involving the community.

The School Board and Administration of Spartanburg District Two remain focused on student achievement and promoting a culture that emphasizes growth. A firm commitment to always placing students first enables the district to provide exceptional learning experiences. Sustaining the strong leadership team of Spartanburg District Two will continue to be a high priority for the School Board and District administration.

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: 3.08

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 • 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

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 • Standards-based report cards • Surveys results • Curriculum writing process • Lesson plans aligned to the curriculum 	Level 3

Accreditation Report

Spartanburg County School District #2

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 throughout the district plan and 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 students when necessary. Teachers 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 teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Interdisciplinary projects 	Level 3

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"> •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 •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

Accreditation Report

Spartanburg County School District #2

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"> •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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Samples of exemplars used to guide and inform student learning 	Level 3

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.	System personnel are engaged in 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 expectations for all system personnel and include 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 3

Accreditation Report

Spartanburg County School District #2

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"> •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 	Level 3

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"> •Survey results 	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"> •Survey results •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"> •Survey results •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 	Level 4

Accreditation Report

Spartanburg County School District #2

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•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.

Spartanburg District Two prides itself on providing the highest quality of research-based curriculum, instruction, and assessment methods in order to facilitate teacher effectiveness and student achievement throughout all grade-levels and classes. Meeting the specific needs of all stakeholders is a continuous process, as we are constantly reviewing results that validate the educational goals for all students.

In Spartanburg District Two, high quality curriculum is the outcome of a continuous review and improvement cycle of the teacher-created curriculum guides which are based on the South Carolina State Standards for Kindergarten through Grade 12. The standards identify high expectations for student learning and state the essential concepts, skills, and thinking to be achieved at each grade level. The district uses the Backward by Design Model. Expectations for student learning are shared at grade level and department meetings. Based on data results, revisions to the state standards, the transition to the national Common Core State Standards, and teacher feedback, district curriculum guides and instructional materials are reviewed and revised following annual meetings led by district instructional teams.

Academic rigor, student-centered differentiated learning, and college/workplace readiness are the keys in supporting the implementation of research-based instruction in District Two. Instructional practices promote student engagement in the learning process and use best practices and interventions to meet individual student needs. Daily strategies are aligned to the level of rigor required by the South Carolina State Standards, and progressively to the Common Core State Standards (CCSS). They promote real-world connections to learning through modeling, demonstrations, guided practice, application, and reflection. Instructional practices support learning objectives with high expectations for the diversity of the student population, such as gifted and talented, special education, English Speakers of Other Languages, and intervention options for struggling and advanced learners. Hands-on, collaborative, inquiry-based learning is the focal point of all elementary, intermediate, middle and high schools. Instructional technology, software and strategies that actively engage students in learning are used daily. The use of these interactive learning tools and strategies provide timely feedback for teachers by reinforcing learning objectives and providing differentiated instruction. Their use is monitored by school and district leaders and supported through professional development and classroom support provided by school-level math and literacy instructional coaches. These coaches provide on-going professional development and feedback to ensure the alignment of instructional strategies to learning goals. A variety of professional development opportunities are provided, which include on-going professional learning communities, book studies focused on best practices and the transition to the CCSS, and content-focused workshops. This training will continue to equip teachers with 21st century technology skills and strategies that will enhance their instructional practices as they implement the CCSS.

A data-driven approach to instructional planning is of high importance at the district and school levels. Quality assessments have been a district focus for several years. Each unit in the curriculum guides is designed with comprehensive assessments accompanied by a detailed rubric that measures learning while students apply their knowledge to real-life situations. Teachers are trained in various methods, and in the use of technology, to assess students formatively on a continuous basis. District curriculum guides, support documents, and instructional practices are reviewed and revisions are made based on teacher feedback and formative and summative student assessment data. In all programs and at all levels, a variety of student assessment tools are used to evaluate student progress. It is essential that we remain focused on this process to ensure alignment of curriculum, instructional strategies, and assessments to student expectations for learning. Several tools, such as Measures of Academic Progress (MAP), High School Assessment Program (HSAP), American College Test (ACT), English Language Development Assessment (ELDA), and Palmetto Assessment of State Standards (PASS), are used to assure that student assessment data is in the hands of those who make decisions. Student assessments and achievement data are analyzed to verify alignment of the curriculum to academic standards and students' needs. The analysis of student achievement data is displayed on data walls and used to guide the process of identifying and providing instructional materials and resources that support instructional goals and align resources to student learning targets; ultimately improving the educational program of Spartanburg District Two.

Communication is essential in each student's learning process. Teachers conduct parent conferences for all students in October of each year, and offer conferences throughout the year at other times to assure that there is open communication between the parents and teachers. Email and telephone conversations are also a part of the communication plan.

The key to ensuring the continued success of the district's curriculum, instruction, and assessment cycle is the support for extensive, sustained, and embedded professional development designed to ensure effective implementation of the instructional program and mandate the use of student data to adjust instructional practices to meet student needs. Professional development provides opportunities to work within learning communities to examine, study, and reflect upon student performance. Funding for professional development and instructional coaches is a high priority to sustain the high level of student achievement demonstrated by District Two students.

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: 3.25

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"> •Survey results •District budgets or financial plans for the last three years •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 •Survey results •District strategic plan showing resources support for district 	Level 3

Accreditation Report

Spartanburg County School District #2

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 •Survey results •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments 	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 strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •Survey results •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"> •Survey results •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

Accreditation Report

Spartanburg County School District #2

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 •Survey results •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 each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated 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 •Survey results •Schedule of family services, e.g., parent classes, survival skills •List of support services available to students 	Level 4

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 •Survey results •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.

Accreditation Report

Spartanburg County School District #2

Spartanburg School District Two provides resources and services in all schools to support the district's purpose and direction and to ensure that multiple opportunities for success are available to each student. The district's effort to recruit, employ and retain qualified professional and support staff is considered an area of strength. Policies and procedures are in place to hire, retain, and assign teachers and support staff. The district recruits candidates from accredited university programs and encourages consideration of culturally diverse candidates in the recruiting and hiring process. First year teachers participate in an induction class and are provided with a mentor to assist with the transition into teaching. The induction classes meet to provide instruction and training to improve the quality of the instructional services they offer to their students. The district provides ongoing staff development for all teachers and a variety of educational opportunities for all employees. Placement and addition of staff is based upon student enrollment with consideration given to student and community needs. Media specialists in each school guide and assist students with information retrieval. Instructional coaches serve each school by providing curricular leadership through staff development such as modeling, coaching rounds and facilitating learning community meetings. Stakeholder feedback indicates that instructional coaches are vital to the academic success of each school and to the district. Funding for coaches will continue to be evaluated by the district and Board of Trustees.

Spartanburg School District Two provides a safe, clean and healthy environment. School resource officers are housed at the middle and high schools and are readily available to the elementary and intermediate schools. Each school in the district has a full-time registered nurse to provide medical support services and communicate with parents on medical issues during the school day. District maintenance and custodial staff maintain facilities to support student learning. School cleanliness reviews are conducted by an outside vendor every four to six weeks to assess the condition of each school. The district presents an annual award to the school custodial staffs that have the highest school cleanliness reviews.

Staff and parents consider resource management a strength of Spartanburg District Two. The School Board and the Superintendent operate under policies and procedures reflecting state law and business protocol for procurement, expenditures, and financial accounting to establish internal controls and accountability in managing school and district finances. The district's budget process allows input from administrators, faculty, staff, community members, and School Board members. Budget requests reflect the goals and strategies of each school and support the district's Strategic Plan. Financial resources are allocated to schools on a per-pupil basis to provide equitable funding for programs and services throughout the district. The district's financial records are audited annually. Monthly expenditure reports to the School Board are provided by the district's Finance Officer. The district gives careful consideration to available resources, future needs, potential areas of growth and historical community data to guide in the allocation of resources toward facilities expansion and instructional needs. Plans to address current and future growth are in progress. A consultant completed a facilities needs survey in June, 2012. Based on this data, the district is considering various approaches to addressing current facility needs.

Instructional time is given a high priority. Every effort is made to protect the valuable time that is allocated to teachers. Instruction is a priority and every effort is made to assure uninterrupted learning time. The time that is so greatly needed to educate students will remain a priority in the district.

The district considers the coordination and evaluation of student support services an area of strength. The district has established cooperative agreements with community agencies to provide student and family supports and has created networks among district staff to address the needs of students and families. The Upstate Family Resource Center (UFRC) partners with the district to meet the needs of families in crisis. The UFRC also provides GED, Rosetta Stone, parenting classes, and assists low-income families with financial assistance for utility bills, or items from the food closet. The district also works closely with Spartanburg Mental Health to make referrals for students as needed. A district social worker and Title I Parenting Liaison work closely with administrators to assist students and their families. Response to Intervention Models have been established at every instructional level within the district. Teachers, counselors, parents and administrators work together to create plans that help promote academic, social, and/or emotional improvement. The RtI committees meet frequently to discuss the needs of identified students.

Input provided by stakeholders indicates that strategic improvements must be made in technology infrastructure and expansion of equipment to support instructional and operational needs. Gaps in the provision and availability of instructional technology need to be identified and addressed. The district's Instructional Department is focused on improving technology exposure and use in all schools. Frequent meetings

Accreditation Report

Spartanburg County School District #2

with the Technology Department support the development of an updated district Technology Plan. Financial resources are currently being reevaluated in an effort to support infrastructure updates. It is a priority for Spartanburg District Two to use a myriad of technology resources in order to prepare the students for the implementation of Common Core State Standards and for a global and digital society.

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: 3.0

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"> •Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •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"> •Survey results •Written protocols and procedures for data collection and analysis •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Accreditation Report

Spartanburg County School District #2

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 •Training materials specific to the evaluation, interpretation, and use of data 	Level 3

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"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •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 to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of meetings regarding achievement of student learning goals •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	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.

Accreditation Report

Spartanburg County School District #2

continuous improvement for students, teachers, parents, and administrators. A high expectation of using data to inform the decision-making process is communicated consistently at each school and is illustrated in the goals that are displayed prominently in the district office boardroom. Accountability for student achievement and improvement is emphasized in Spartanburg District Two.

Beginning with 4K, students are assessed throughout the year in an effort to individualize learning and to inform instructional decisions. Dial 4 assessments, district-created assessments, and informal assessments establish a baseline for student achievement. District-created Curriculum Guides contain culminating assessments that provide teachers with immediate feedback. Students in grades 5K through eight participate in MAP (Measures of Academic Progress) testing each year. Teachers receive district and school level training regarding the effective use of the results provided from MAP. Administrators and instructional coaches meet with teachers to analyze and review MAP data after each test administration and begin to make plans based on the results. In addition, results from previous years are compared with the most current administration results to analyze trends and note anomalies. Information from MAP, PASS (Palmetto Assessment of State Standards), DRA (Developmental Reading Assessment), mock PASS Writing tests, and other school assessments are compiled and posted on school data walls to monitor student progress and plan next steps. A district data wall includes information that assists with monitoring the progress towards meeting district goals and overall student achievement. At the middle and high school levels, Benchmark Tests, End-of-Course tests, HSAP (High Schools Assessment Program), SAT (Scholastic Aptitude Test) and ACT (American College Testing) are utilized to provide information regarding student achievement. Training will continue to be provided on data analysis and its instructional implications. Additional time for analyzing results and instructional planning will be considered by district administrators.

District administrators, school administrators, instructional coaches, and teachers review results from School Report Cards. Comparisons are made with schools from inside and outside of the district. Results from Parent/Student Surveys are analyzed and used for setting goals for improvement. District administrators visit each school twice a year to provide feedback regarding the learning environment of each classroom.

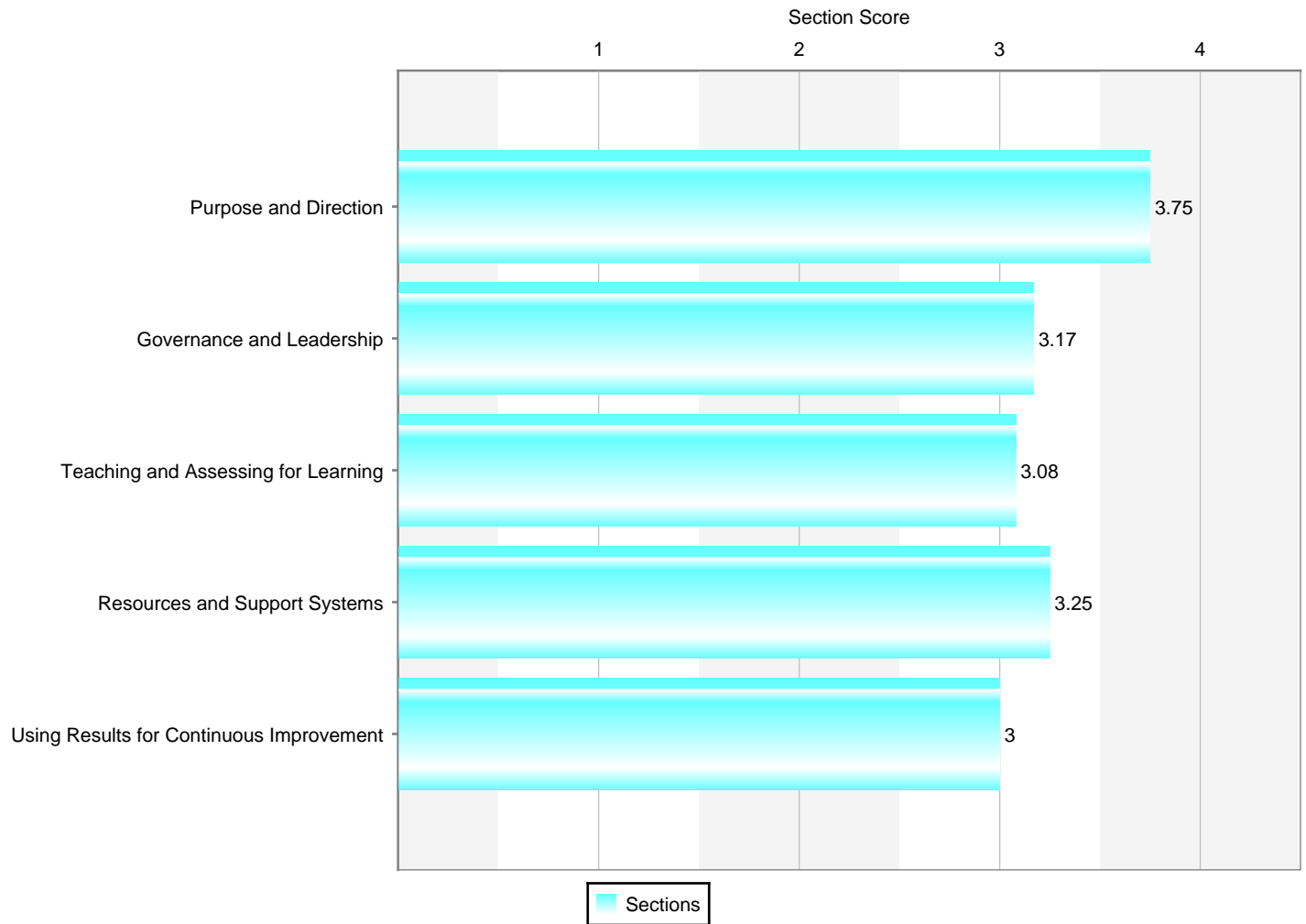
In addition to different types of summative data gathered, formative assessment is used throughout the district at all grade levels to gain immediate feedback to guide instruction. The district's Staff Development Coordinator and the Literacy Coordinator provide a myriad of staff development opportunities focusing on simple strategies that provide specific feedback to teachers. Instructional coaches also provide information on formative assessment through faculty meetings and grade level planning meetings at their schools.

Communicating student achievement information with stakeholders is an essential part of Spartanburg District Two's comprehensive assessment system. Parent conference days are held in October and are scheduled throughout the year, as needed. Teachers share MAP results, targets for growth, PASS results when applicable, and information from daily assessments to inform parents of their student's progress. Historical MAP growth is typically shared with parents also. Parents can access their student's grades at any time by logging into the Powerschool Parent Portal. School administrators share information about overall school performance at Family Nights, in school newsletters, and at School Improvement Council meetings. School and District Report Cards are sent home to parents each fall. District administrators assess the progress made towards meeting District Goals. Annual updates of progress are provided to School Board Trustees and community members.

Spartanburg District Two uses data to drive improvement. As goals of any nature are met, new goals are created. With the implementation of Common Core State Standards, learning more about Smarter Balanced Assessments, and how the data will be reported, is an area that will require additional support in the next two years. Staff development and time for data analysis will be provided. It is the goal of the Superintendent and District administrators to continue to emphasize the use of data to ensure the continued progress of the students of Spartanburg District Two.

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
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	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	<u>Attachment:</u>
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	<u>Attachment: Strategic Plan</u>
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	<u>Attachment:</u>
<p>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:</p> <ul style="list-style-type: none"> •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	

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.

Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 3: Minimum response rate was met. All surveys had an average item value of 3.20 or above (on a 5.0 scale).	<ul style="list-style-type: none">•Evidence of survey responses•Evidence of survey response rates	Level 3

Areas of Notable Achievement

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

The district was very pleased that the stakeholders (parents, staff, and students) confirmed our belief that we have warm, inviting schools where students are the primary focus. Survey results also indicate that the emphasis placed on collaboration amongst staff members is a key area of strength. An average score for the staff surveys from all schools was 4.55 which is reflective of the attention that is given to providing exemplary educational opportunities for the students of Spartanburg School District Two.

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

Improved communication was noted as an area of increased stakeholder satisfaction. Numerous initiatives have been put in place within the district in an effort to increase parental and community involvement. The Superintendent's Advisory groups have been added to provide an opportunity for stakeholders to have a voice in the district's decision-making process.

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

Based on the feedback from District and school-level Advisory groups, and data from the District's Annual Report Card, positive school climate is an area that has been consistently mentioned as a district strength.

Areas in Need of Improvement

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

Technology in general, was noted as the area of greatest concern across the stakeholder groups.

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

Technology is a concern at the district and school levels.

Traffic during arrival and dismissal times is also a concern.

What are the implications for these stakeholder perceptions?

The district has created an updated Technology Plan, upgraded memory in existing computers, replaced out-of-date computers, recently addressed bandwidth needs, and has added additional wireless access points. The Assistant Superintendent for Curriculum and Instruction has worked very closely with both the Instructional Department and the Technology Team to address various aspects of the use and availability of technology in the district.

Expansions to the traffic access areas at four schools have been completed in an effort to reduce wait time for drop-off and pick-up.

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

Technology has been mentioned in District and school-level Advisory meetings as an area in need of improvement.

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.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	4.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	34.0

Areas of Notable Achievement

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

The improvement of seventh grade science is above the expected level of performance based on how grades six and eight performed on PASS (Palmetto Assessment of State Standards). Grade seven increased 11% over prior year in students scoring Exemplary on PASS. This is the highest number of students in the seventh grade exemplary science category in at least four years. Sixth grade ELA increased about 6% in the number of students scoring Exemplary on PASS over the prior year. This is the best increase in at least four years for this grade level in ELA. These performances are above the expected levels but is not reflective of our increased emphasis on standards-based instruction in the middle grades. Grade 10 HSAP had an increase in Exemplary Math from the prior year. HSAP benchmark tests were put in place in an effort to improve student performance.

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

PASS ELA and Math improvement shows a positive trend for all grades except grade 8 when comparing the baseline year against the most recent year's performance. (Grade eight ELA Exemplary dropped 5% over the prior year but still performed nine percentage points above our state grade 8 performance.) ELA and Math Performance Levels three and four show a positive trend in performance.

Which area(s) indicate the overall highest performance?

The most recent PASS administration shows third grade ELA and math level four performing the highest. Science grade four level three and science grade 7 level four performed the highest for that subject. In social studies, grade 7 performed the highest in level four. HSAP ELA level three had the highest performance by students. The next highest performance for HSAP was level four math.

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

District-wide on PASS, from 2011 to 2012, we had an increase in performance in these areas:

Female - science

Disabled - ELA, math, and social studies

LEP - social studies

Subsidized Meals - social studies

Between which subgroups is the achievement gap closing?

Based on District PASS performance 2011 baseline and spring 2012, these subgroups closed the achievement gap:

Females in Science

Disabled in ELA, math, and social studies

LEP - social studies

Subsidized Meals - Social studies

For High School HSAP ELA comparison of subgroup growth over the baseline year, Females, Black or African American, and Subsidized Meals improved.

High School HSAP Math improvement was noted in these areas:

Hispanic or Latino, Black or African American, Disabled, Limited English Proficient, and Subsidized Meals

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

Looking at other data sources, we notice that for ELA and Algebra I End of Course tests, our percent passing of all students has improved since 2009. Our SAT and ACT scores have improved over time and students of another language show an increase in performance. Our students continue to meet their MAP targets for movement toward their High School Exit exam.

Areas in Need of Improvement

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

Eighth grade ELA and math are below expected levels of performance when compared to other grade levels' performance. Programs have been put in place to help with the middle school curriculum. Eighth grade did not improve over the baseline year ELA or math. HSAP ELA is below what was expected since we implemented the HSAP benchmark tests and focused on improving classroom instruction in the high schools.

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

Our district really does not have any negative trends of performance. We may see a slight decrease in percent met or exemplary from year to year, but not over time. Our scores are continually above the state standard on state assessments. With the new ESEA Waiver for school and district Report Card scores, we see a trend of no improvement from 2011 to 2012 in several subgroups of science and social studies. The subgroups that did not have an increased mean PASS score from the prior year are: African American or Black science and social studies, Asian science, Hispanic science and social studies, disabled science, and LEP science. We also see that our Hispanic subgroup at one of our high schools did not meet the Annual Measureable Objective in ELA, science, social studies or graduation rate.

Which area(s) indicate the overall lowest performance?

Hispanic and Disabled subgroup performance since 2010 has declined for ELA and math HSAP while African American or Black has improved. The subsidized meal subgroup had improved performance or maintained over the last three years. The area of overall lowest performance by a subgroup is the LEP, Hispanic and disabled populations.

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

LEP, Hispanic and Disabled subgroups show a trend toward decreasing performance on the high school exit exam. The HSAP assesses selected South Carolina academic standards in English language arts and mathematics. It is designed to measure a mastery of skills that have been addressed across several grade levels.

Between which subgroups is the achievement gap becoming greater?

LEP, Hispanic and Disabled subgroups show a trend toward decreasing performance on the high school exit exam.

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

Accreditation Report

Spartanburg County School District #2

We look at our MAP (Measures of Academic Performance) results over time for growth. These reports give us instructional guidelines for individual students as well as grade level instructional guidance. When we compare fall to fall reports, we are looking at the same students over time. We see the same subgroups as other state tests show that need remediation. We use the spring MAP results and target the students that these results indicate are the easiest to move to the next level in PASS.