North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

# Standards Assessment Report

## Asheboro City School System

1126 South Park Street
Asheboro, North Carolina, United States 27203

Prepared for the AdvancED Quality Assurance Review

Report Status : Accepted

Report Open Date : June 24, 2010
Report Due Date : January 2, 2011
Report Submitted Date : December 20, 2010
Report Accepted Date : December 23, 2010

# Standards Assessment Report

**Contents**

# Introduction & Purpose of the Report

## Introduction

## Purpose of the Report

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

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

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

## Structure of the Report

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

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

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

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational"

level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

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

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

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

## Completion and Submission of the Report

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

## Directions for Completing the Report

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity.

# Demographics

| | |
|---|---|
| # Elementary Schools: | **5** |
| # Middle Schools: | **2** |
| # High Schools: | **1** |
| # Other: | **0** |
| Grade(s): | **PK,K,1,2,3,4,5,6,7,8,9,10,11,12** |
| Enrollment: | **4611** |

# Executive Summary

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

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

<u>**System Profile: Vision and Goals**</u>

The Asheboro City Board of Education executes a comprehensive strategic planning process every three years. This process, which most recently took place from October, 2009, through June, 2010, was guided by a steering committee of community leaders, parents, school board members, and school system leaders. The process involves gathering input from community stakeholders regarding their perceptions of the school district's strengths, weaknesses, opportunities, and threats; involving a broad-based planning team in reviewing the input and identifying priorities; writing specific goals based on those priorities; and final approval by the Board of Education upon recommendation by the steering committee. Reviewing and revising the district's mission and vision statements are also a part of the process.

The plan adopted by the Board of Education in June, 2010, serves as a road map for district improvement for 2010-2013. Annual milestones are established by the Board of Education each year to make progress toward the strategic plan priorities. Individual school improvement plans, budget preparation, and staffing decisions are also aligned with these priorities.

The updated vision and mission statements adopted in January, 2010, are as follows:

**Vision Statement**—Asheboro City Schools will be a system of excellence where every student graduates, and is globally competitive for careers, college, and citizenship.

**Mission Statement**—We are committed to providing high quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.

We strive to accomplish our mission and vision through our core values—to be a student-centered organization that is focused on learning, promotes continuous improvement and innovation, and holds high expectations for all. We value a collaborative culture. We also want our school district to support an environment of respect, integrity, trusting relationships, safety and security.

The 2010-2013 strategic plan for the Asheboro City Schools is outlined below:

**Asheboro City Schools 2010-2013 Strategic Plan**

GOAL 1: Asheboro City Schools will produce globally competitive students.
Objectives:
1. Every student graduates college and career ready.
2. Every student uses technology to access and demonstrate new knowledge and skills.
3. Expand opportunities for and increase student access to small learning communities.
4. Increase number of students reading on grade level by Grade 3.
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
6. Implement innovative after-school enrichment and intervention programs.
7. Establish a rigorous and relevant CTE Program.

GOAL 2: Asheboro City Schools will be led by 21st Century professionals.
Objectives:
1. Every teacher and administrator will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
2. Every teacher and administrator will use a 21st Century assessment system to guide instruction and measure 21st Century knowledge, skills, performance, and dispositions.
3. Build leadership skills and capacity among all teachers and administrators, improve professional practice and develop a culture of shared accountability and responsibility for the success of the district.

GOAL 3: Asheboro City Schools will provide a safe and nurturing learning environment.
Objectives:
1. Every learning environment will be safe, inviting, respectful, supportive, inclusive and flexible for student success.
2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

GOAL 4: Asheboro City Schools will collaborate with parents, community and higher education partners to promote student success.
Objectives:
1. Provide web based parent portal to access grades, attendance, and other student data.
2. Increase communication and outreach to parents.
3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.
4. Expand parent education opportunities through Family Alliance Network (FAN).

GOAL 5: Asheboro City Schools facilities will be a point of pride.
Objective:
1. Implement Long Range Facilities Plan.

**System Profile: Programs and Services**
Asheboro City Schools serves approximately 4640 students in five elementary schools (Balfour, Charles W. McCrary, Donna Lee Loflin, Guy B. Teachey, and Lindley Park Schools), two middle schools (North Asheboro and South Asheboro Middle Schools), and one high school (Asheboro High School). We also serve 210 children and 35 adults in our pre-kindergarten and family literacy programs at the Early Childhood Development Center, McCrary, Loflin, Lindley Park, and Teachey Schools.

The North Carolina Standard Course of Study serves as the curriculum framework for grades K-12, providing content-specific competencies for each grade, subject, and high school course. Recent curriculum work in Asheboro City Schools has focused on taking steps to prepare for implementation of the State Department of Public Instruction's ACRE (Accountability and Curriculum Reform Effort) project and the Common Core Standards adopted by the State Board of Education. We have also begun using benchmark assessments to monitor student progress throughout the school year. Intense work is also being done to implement the Response to Instruction (RTI) model of academic intervention.

In addition to the core curriculum, we take great pride in the quality of our other academic programs including cultural arts, health and physical education, ROTC, and career and technical education. Two smaller learning communities (SLC) have been implemented at Asheboro High School. The Blue Comet Academy is a ninth grade academy designed to support student academic success in transitioning from middle school to high school. The AHS Zoo School is a science-focused SLC available for 10-12th graders. Zoo School students attend the main campus for a part of their school day and take project-based and online courses at the North Carolina Zoological Park campus for the remainder of the day.

Additional services are provided for academically and intellectually gifted students (AIG) and for students at risk of making sufficient academic progress. School counselors, nurses, and social workers provide coordinated support services. An alternative program at AHS serves at-risk middle and high school students, and the NOVA Academy provides an alternative diploma program for students who have dropped out of school or are significantly at risk of not graduating. Summer programs are also provided for at-risk students and students seeking enrichment opportunities in math and science.

All schools provide services to meet the needs of students with disabilities and English Language Learners (ELL). Approximately 11% of our students qualify for exceptional children services which are provided in regular classrooms, resource settings, or self-contained classrooms. Approximately 19% (890 of 4640) of our students qualify for Limited English Proficient services, which are provided through a continuum of services, primarily co-teaching and frontloading in ESL classes.

All five elementary schools are Title I schools receiving federal funding to support the needs of economically disadvantaged students. Title I, Smart Start, More at Four, and Developmental Day funds are used for a comprehensive pre-kindergarten and family literacy program at the Early Childhood Development Center located at Old Balfour School, McCrary, Lindley Park, Loflin, and Teachey Schools.

Increasing college access has been a priority over the last several years. The GEAR UP program has increased students' awareness of preparing for college and college options, and the AVID program (currently serving grades 7-10) supports students in accessing rigorous college preparatory courses. Expanded online course offerings have greatly increased students' access to college level courses while still in high school through Randolph Community College, UNCG iSchool, and the North Carolina Virtual Public Schools. Career and Technical Education courses articulate with programs at Randolph Community College and provide dual enrollment options for students. We have recently conducted a comprehensive review of our Career and Technical Education program and are developing a three-year plan to implement new courses aligned with 21st century skills and regional job markets.

We are making determined efforts to prepare our students to be globally competitive. One aspect of this effort is our shift to a technology infused learning environment. A major priority in the 2007-2010 strategic plan was to outfit all classrooms with interactive white boards, document cameras, and teacher laptops. Technology facilitators are in place at each school to support teachers in using 21st century technology tools to enhance student learning. We are in the process of initiating a 1:1 laptop transformation at Asheboro High School in January, 2011, and significantly increasing student access to laptops in grades 4-8.

Professional development is a very important priority in supporting our staff as continuous learners and leaders in educational innovation. Much of our professional development is embedded in collaborative structures such as grade level meetings or professional learning communities. Central office staff, lead teachers, school administrators, and elementary instructional facilitators provide support by hosting workshops, conducting demonstration lessons, facilitating curriculum development and unit/lesson planning, leading book studies, and intentionally monitoring student progress.

In addition, Asheboro City Schools supports professional staff seeking an advanced degree through a tuition reimbursement program. We currently partner with High Point University to provide an MSA program for teachers who aspire to be school principals. We have recently joined Guilford County Schools, Winston-Salem Forsyth County Schools, Alamance-Burlington Schools, UNC Greensboro, and the Piedmont Triad Education Consortium in a joint project to develop an alternative program that will lead to principal licensure. The focus of this alternative program is on preparing school leaders for high needs schools. We also partner with UNCG and Baldwin Wallace (Ohio) to host interns and student teachers in our school system, and with UNC Pembroke to provide training for gifted education licensure for our teachers.

Asheboro City Schools is in our first year of implementing the new North Carolina evaluation standards for teachers, assistant principals, central office staff, and Superintendent. The North Carolina evaluation standards for principals have been in place for two years. We are also implementing new standards for instructional assistants (formerly teacher assistants) and are purposefully shifting their responsibilities from clerical to instructional support duties.

Asheboro City Schools employs approximately 650 staff members, with approximately 415 of those being licensed, full-time employees. Over fifty teachers have National Board for Professional Teaching Standards certification and over 40% of teachers have a master's degree or higher.

Auxiliary programs include our Child Nutrition, Transportation, and Maintenance services. Asheboro City Schools contracts with Sodexo to provide our Child Nutrition program. The Child Nutrition department serves approximately 1580 nutritious breakfast and 3420 lunch meals daily. The Transportation department efficiently coordinates services for 1757 students transported on 19 buses traveling 1242 miles each day. The Maintenance department is responsible for well-maintained school facilities, grounds, and athletic fields. These departments work collaboratively to provide services and an effective learning environment for student success.

The Asheboro City Schools is governed by an elected eleven-member Board of Education. The Board and Superintendent strive to work collaboratively and maintain positive working relationships as a leadership team for the district. The term of office for each board member is six years with many members having served multiple terms. Asheboro City Board of Education has been honored numerous times by the North Carolina School Boards Association for members chosen for the All-State Board, completion of Master Board Training, and number of professional development hours earned. The Board has an outstanding reputation for its knowledgeable boardsmanship, commitment to students, high expectations for student achievement, connections with our

community, and strategic planning processes.

The Superintendent's cabinet of senior staff members includes the Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Human Resources, Finance Officer, Director of Maintenance and Facilities, Director of Testing and Accountability, Director of High School Curriculum, Director of Instructional Improvement, Director of Exceptional Children's Services, Director of Support Services, Public Information Officer, and Executive Assistant to the Superintendent. The cabinet meets weekly to discuss school operations, review strategic initiatives, and identify and solve problems.

The Administrative Leadership Team consists of all cabinet members, central office lead teachers (Media and Technology, ELL, Literacy, and Mathematics), technology services coordinators, principals, and assistant principals. This team meets monthly to discuss school operations, share best practices, participate in professional development, review strategic initiatives, and identify and solve problems. In addition, principals meet quarterly with the Superintendent and Assistant Superintendents to discuss leadership issues and support school leaders' professional growth.

Each school has a school leadership team elected from representatives of school administrators, teachers, support staff, and parents. The leadership teams serve to guide the school's improvement initiatives and are responsible for developing the annual continuous improvement plans, monitoring the plans, and evaluating their effect on student achievement. Leadership teams participate in annual professional development each August to strengthen alignment between the district's strategic priorities and their school's improvement needs.

Asheboro City Schools is fortunate to have great community support and a variety of strategic partnerships with agencies like Communities In Schools and the Boys & Girls Club. Both agencies work to provide additional support for at risk students by providing mentors, after school homework help and much more. Other strategic partners include Randolph Hospital, Randolph Partnership for Children, the Asheboro Police Department, YMCA, local Rotary Clubs, Kiwanis, to name just a few.

Asheboro City Schools has a reputation for being a leader in educational innovation. Whether addressing the needs of new populations (English Language Learners) or gifted students, developing smaller learning communities to help high school students achieve in a one-size-doesn't-fit-all environment, leading the state as a demonstration site in preschool education, or enhancing learning through cutting edge technology, our motto remains steadfast—the subject is excellence and student learning is our first priority.

**System Profile: Demographics of the Community**
Asheboro is a North Carolina Piedmont community nestled in the oldest mountain range in North America, the Uwharrie Mountains. Its people are hardworking, proud, and have a history of commitment to and involvement in the school community. Asheboro is the county seat of Randolph County. Centrally located in the state, Asheboro is conveniently accessible to three of North Carolina's largest metropolitan areas (Greensboro, Raleigh, and Charlotte), major highways, and commercial airline service.

Randolph County is served by two public school systems, Asheboro City Schools and Randolph County Schools. Randolph Community College is located in Asheboro and provides technical education certifications and associate degrees, bachelor's degrees in partnership with regional universities, workforce development training, and continuing education courses. Our location provides access to multiple major universities within a 75 mile radius, including UNC-Greensboro, High Point University, NC A&T State University, Greensboro College, Guilford College, Bennett College, Duke University, UNC-Chapel Hill, North Carolina State University, Wake Forest University, and several other smaller colleges and universities.

According to the U.S. Census Bureau, the city of Asheboro's population in 2009 was 24,734, an increase from 21,672 in 2000. The demographic makeup of the community is 68.6% White, 26.3% Hispanic or Latino, 11.4% Black or African-American, 1.8% Asian, and 1.5% Multi-racial. The educational level of the community is represented by 73% of the population 25 years and over having a high school diploma or higher and 17.2% having a bachelor's degree or higher. This compares to North Carolina educational levels of 82.9% and 25.6% respectively. The median family income is estimated to be $39,023 compared to $56,558 in North Carolina. Over 25% of families in Asheboro have incomes below the poverty level compared to the state rate of 10.8%.

Our Asheboro City Schools student population in the second month of the 2010-11 school year is 4,636, an increase from 4,477 in 2004-05. The demographic makeup of the student membership in grades K-12 is 43.7% white, 34.3% Hispanic, 14.8% Black, 5.4% Multi-racial, and 1.5% Asian. The four-year cohort graduation rate for the class of 2010 was 76.1% compared to 74.2% for North Carolina. The number of students who qualify for free and reduced lunch is 66%. This rate has steadily increased from 54.5% in 2004-05. Also, the number of homeless students has risen from 71 in 2007-08 to 154 in 2009-10.

**System Profile: Student Performance**

High student performance is the goal of Asheboro City Schools, and performance indicators are tracked annually as well as monitored throughout the school year. Adjustments to state performance indicators on end-of-grade tests in grades 3-8 and end-of-course exams (e.g., new curricula, revised tests, tests removed from the state's testing program, inclusion of retest results) sometimes make it difficult to compare year-to-year results, but multiple-year results can provide a snapshot of student performance trends.

Three-year student achievement trends on the North Carolina end-of-grade tests in reading, mathematics, and science indicate improvement in Asheboro City Schools, though scores are still lagging behind North Carolina state averages.

READING Grades 3-8 Percent Proficient

|         | ACS  | NC   |
|---------|------|------|
| 2007-08 | 46.9 | 55.6 |
| 2008-09* | 57.2 | 67.6 |
| 2009-10* | 58.6 | 70.1 |

MATH Grades 3-8 Percent Proficient

|         | ACS  | NC   |
|---------|------|------|
| 2007-08 | 64.5 | 69.9 |
| 2008-09* | 72.1 | 80   |
| 2009-10* | 76.6 | 81.8 |

SCIENCE Grade 5 Percent Proficient

|         | ACS  | NC   |
|---------|------|------|
| 2007-08 | 27.3 | 40.1 |
| 2008-09* | 48.4 | 60.8 |
| 2009-10* | 59.9 | 68.9 |

SCIENCE Grade 8 Percent Proficient

|          | ACS  | NC   |
|----------|------|------|
| 2007-08  | 42.5 | 51.7 |
| 2008-09* | 59.9 | 67.6 |
| 2009-10* | 60.9 | 72.8 |

*Retest scores included

Three-year student achievement trends on North Carolina End-of-Course tests indicate upward trends in English I, Algebra II, Civics and Economics, and U.S. History, and performance results comparable to North Carolina State averages in English I, Algebra II (in 2009-10), Physics, and U.S. History.

ENGLISH I Percent Proficient

|          | ACS  | NC   |
|----------|------|------|
| 2007-08  | 75.8 | 73.1 |
| 2008-09  | 74.2 | 73.8 |
| 2009-10* | 80.2 | 82.4 |

ALGEBRA I Percent Proficient

|          | ACS  | NC   |
|----------|------|------|
| 2007-08  | 71.2 | 69   |
| 2008-09  | 62.8 | 67.7 |
| 2009-10* | 68.8 | 77.8 |

ALGEBRA II Percent Proficient

|          | ACS  | NC   |
|----------|------|------|
| 2007-08  | 52.7 | 67.2 |
| 2008-09  | 58.8 | 72.9 |
| 2009-10* | 83.7 | 84.9 |

GEOMETRY Percent Proficient

|          | ACS  | NC   |
|----------|------|------|
| 2007-08  | 68.6 | 67.9 |
| 2008-09  | 60.3 | 73.3 |
| 2009-10* | 69.5 | 82.3 |

BIOLOGY Percent Proficient

|          | ACS  | NC   |
|----------|------|------|
| 2007-08  | 62.6 | 68   |
| 2008-09  | 57.5 | 71.2 |
| 2009-10* | 69.3 | 81.2 |

CHEMISTRY Percent Proficient

|          | ACS     | NC      |
|----------|---------|---------|
| 2007-08  | 56.8    | 71.8    |
| 2008-09  | 58.3    | 77.7    |
| 2009-10  | No test | No test |

PHYSICAL SCIENCE Percent Proficient

|         | ACS  | NC   |
|---------|------|------|
| 2007-08 | 51.7 | 58.4 |
| 2008-09 | 50   | 62.7 |
| 2009-10* | 57.1 | 76.4 |

PHYSICS Percent Proficient

|         | ACS     | NC      |
|---------|---------|---------|
| 2007-08 | 88.9    | 81.5    |
| 2008-09 | 87.5    | 85.9    |
| 2009-10 | No test | No test |

CIVICS/ECONOMICS Percent Proficient

|         | ACS  | NC   |
|---------|------|------|
| 2007-08 | 64.1 | 68.5 |
| 2008-09 | 65.5 | 71.4 |
| 2009-10* | 71.1 | 78.7 |

US HISTORY Percent Proficient

|         | ACS  | NC   |
|---------|------|------|
| 2007-08 | 61.3 | 66.5 |
| 2008-09 | 73.2 | 71.2 |
| 2009-10* | 79.8 | 81.6 |

*Retest scores included

The ABCs of Public Schools is North Carolina's statewide accountability plan for all public schools. Results are measured by school performance on the various state assessments. The ABCs accountability program includes both a growth component and a performance composite (overall proficiency) component for each school. Under the North Carolina ABCs, the district made expected growth in 2009-10 and our overall performance composite was 69.2%. This is an improved composite over 2008-09 (64%) and 2007-08 (60.7%). Our school performances in 2009-10 included 5 of 8 schools making high growth and 2 schools making expected growth. Six schools were designated as "Schools of Progress" (with 60-79% of students performing at grade level), one school received "No Recognition," and one school was designated as a "Priority School" (with 50-59% of students performing at grade level).

**ABCs and AYP School Status**
**Asheboro City Schools**
**2009-2010**

| School | AYP Status | # Targets Met | % | Perf Composite | Growth | ABC Status |
|--------|------------|---------------|---|----------------|--------|------------|
| Balfour | Met | 21 of 21 | 100.0% | 63.1% | Expected | Progress |
| Charles W. McCrary | Not Met | 17 of 21 | 81.0% | 49.8% | High | Priority |
| Donna L. Loflin | Met | 17 of 17 | 100.0% | 65.0% | High | Progress |

| | | | | | | |
|---|---|---|---|---|---|---|
| Guy B. Teachey | Not Met | 21 of 23 | 91.3% | 71.3% | High | Progress |
| Lindley Park | Met | 25 of 25 | 100.0% | 74.2% | High | Progress |

| | | | | | | |
|---|---|---|---|---|---|---|
| Middle Schools | | | | | | |
| North Asheboro | Not Met | 26 of 27 | 96.3% | 64.0% | High | Progress |
| South Asheboro | Met | 29 of 29 | 100.0% | 74.2% | Expected | Progress |

| | | | | | | |
|---|---|---|---|---|---|---|
| High School | | | | | | |
| Asheboro High | Not Met | 15 of 21 | 71.4% | 72.7% | None | None |

| | | | | | | |
|---|---|---|---|---|---|---|
| Asheboro City Schools | Not Met | 47 of 54 | 87.0% | 69.2% | Expected | |

Under No Child Left Behind, the school district met 47 of 54 targets, or 87% of its targets. Three elementary schools and one middle school met Adequate Yearly Progress in 2009-10. One school (Balfour) exited from school improvement status in 2009-10. Two schools remain in school improvement status (Loflin and McCrary).

SAT scores for the class of 2010 and the historical trend for SAT scores are charted below. Asheboro City Schools is proud of the high participation rate in taking the SAT exam as we encourage students to prepare for college access.
The average scores for the class of 2010 are based on individual students' scores the last time they took the SAT test, not necessarily their highest SAT score.

| | Math | Critical Reading | Sub Total | Writing | Grand Total | % Tested |
|---|---|---|---|---|---|---|
| AHS | 494 | 494 | 988 | 460 | 1448 | 65.2% |
| NC | 511 | 497 | 1008 | 477 | 1485 | 63.0% |
| USA | 516 | 501 | 1017 | 492 | 1509 | 47.0% |

Five-Year Trend at AHS

| | Math | Critical Reading | Sub Total | Percent Tested |
|---|---|---|---|---|
| 2006 | 515 | 508 | 1023 | 59.0% |
| 2007 | 491 | 466 | 957 | 66.0% |
| 2008 | 517 | 492 | 1009 | 62.3% |
| 2009 | 498 | 481 | 979 | 53.7% |
| 2010 | 494 | 494 | 988 | 65.2% |

Asheboro City Schools Board of Education supports students in earning college credit for Advanced Placement by requiring and paying the fee for all Advanced Placement exams. The number of students taking Advanced Placement exams continues to increase. In 2009-10, 284 Advanced Placement exams were taken with 33% of the exams scoring at level 3 or higher. Seven students in 2010 were recognized with AP Scholar Awards granted by the College Board to students who receive scores of 3 or higher on three or more AP exams.

**System Profile: Major Trends and Issues**
As Asheboro City Schools systematically examines data and gathers input, several trends and issues can be identified. The first is the increasing number of students in our school system who live in families of poverty, are the first generation in their family to go to college, or have risk factors that may be barriers to earning their high school diploma. We hold strong convictions about our obligation to provide support for these students, and have

thus made it a priority over the past several years to develop and expand personalized programs like pre-kindergarten and early childhood literacy, college awareness and access programs (GEAR UP and AVID), enrichment and intervention, social worker/school nurse/school counselor support for families, smaller learning communities, and the NOVA Academy alternative diploma program. We also continually review and refine our curriculum, instruction, and assessment plans to assure appropriate rigor and are in the process of implementing Response to Instruction strategies to fidelity. Our graduation rate for the past two years by subgroup shows encouraging results, but we are clearly focused on increasing our graduation rate and decreasing our dropout rate.

|  | **2009** | | **2010** | |
|---|---|---|---|---|
|  | **AHS** | **NC** | **AHS** | **NC** |
| 4-year cohort graduation rate | 75.9 | 71.7 | 76.1 | 74.2 |
| White subgroup | 76.5 | 77.7 | 78.1 | 79.6 |
| Black subgroup | 77.5 | 63.2 | 74.6 | 66.9 |
| Hispanic subgroup | 76.4 | 58.9 | 68.3 | 61.4 |
| Economically disadvantaged | 64.8 | 61.8 | 68.8 | 66.3 |
| Limited English proficient | 71 | 52.1 | 44.4 | 48.3 |
| Students with disabilities | 55.6 | 56 | 55.2 | 57.5 |

Another trend is our increasingly diverse community. We consider our diversity a strength of the school district in preparing our students for a changing global community, but also recognize the challenges in helping our students who are English Language Learners reach their fullest potential. We have worked diligently to provide professional development for teachers, refine our ESL service model, expand pre-kindergarten services, understand cultural issues, expand summer programs, and reach out to parents. The Family Alliance Network (FAN) was launched two years ago to provide specific workshops for parents in supporting their child's academic success. Elementary schools have added several curriculum nights and ESL nights to involve and inform parents. Several of our schools have increased the number of home visits to develop relationships with families. Our ESL lead teacher also organized an ESL parent advisory committee that has been instrumental in building bridges between the school district and ESL families. The result of our work in this area is that our achievement gap between white and Hispanic students is closing significantly, especially in mathematics.

Two issues that Asheboro City Schools currently faces are lack of funding to meet urgent facility needs and the threat of school system consolidation from the state legislature. The original wooden structure of our Early Childhood Development Center (Old Balfour School) was built in 1926, and because of its age, fire safety concerns, lack of handicapped accessibility, structural issues, outdated systems, roofing and gutter needs, etc., the Board of Education has requested that our County Commissioners fund a replacement building. The estimated cost of the building is $5.6 million. Due to economic conditions and restrictions on their current debt capacity, the Randolph County Commissioners have not yet responded to this urgent need. The Board of Education presented a 10-year facility plan request to the Commissioners last March, 2010, that included the Old Balfour project along with several other priority needs to bring our schools up to 21st century standards. We take pride in the care with which our school facilities are maintained, and most people are very surprised to learn that the average age of all of our buildings is 53 years!

Public school funding is always an issue, and with a projected state shortfall in the next budget cycle of $3-4 billion, every dollar is critical. For the past several years, there have been a few key legislators who have recommended that the state fund only one school system per county in order to save state dollars. No action has

been taken on these proposals in the past, but the threat remains as every line item is scrutinized. Our Board of Education has joined a consortium of all 15 city school systems in North Carolina to work with a lobbyist to support our position of local control.

<u>**System Profile: Major Strengths and Needs**</u>
A major strength of our school district is our size. Our community-based school system is small enough for family-like relationships and large enough to offer a variety of opportunities for students and staff. Other strengths include an effective board of education, strong community partnerships and support, highly qualified and dedicated staff, commitment to professional development and continuous improvement, safe schools, cutting edge technology, strong work ethic and core values, an innovative and collaborative spirit, and a clear focus on teaching and learning as our main work.

Our needs include funding for facilities projects, deeper outreach for enhanced parent involvement, adequate funding to serve our economically diverse student population, improved student achievement and closing gaps, and collaborative efforts to continuously improve our ability to prepare students to be globally competitive and ready for careers, college, and citizenship in the 21st century.

# Standard 1. Vision & Purpose

**STANDARD:** The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

**Impact Statement:** A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

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

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

**1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders**:
*Highly Functional*

Evidence Provided:
Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

**1.2 Communicates the system's vision and purpose to build stakeholder understanding and support**:
*Highly Functional*

Evidence Provided:
Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

**1.3 Identifies system-wide goals and measures to advance the vision**:
*Highly Functional*

Evidence Provided:
District and school improvement planning incorporates vision, mission

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

**1.4 Develops and continuously maintains a profile of the system, its students, and the community** :
*Highly Functional*

Evidence Provided:
Annual Report

Community-based data

District Improvement Plan

District profile is used during parent/community meetings

District profile is used during staff meetings

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of District profile

**1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services**:
*Highly Functional*

Evidence Provided:
District and school improvement planning demonstrates alignment with vision, mission

District Curriculum demonstrates alignment with vision, mission

District Improvement Plan demonstrates alignment of vision, mission with teaching and learning

Extra -curricular activities incorporate vision, mission

Policies on instructional practices demonstrate alignment with vision, mission

Policies on lesson plan development and deployment demonstrate alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

**1.6 Reviews its vision and purpose systematically and revises them when appropriate**:
*Highly Functional*

Evidence Provided:
Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

## Focus Questions:

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

In 2009-2010, the Asheboro City Schools developed the 2010-2013 Strategic Plan. The plan was developed in collaboration with stakeholders and approved by the Board of Education.  A foundational piece of the strategic plan is the vision and mission based on the district  core values and beliefs.  Stakeholders work with district leaders in the development of the vision and mission. The district has adopted comprehensive statements of vision, mission, beliefs and core values, rooted in high expectations for all students and staff, which guide decisions and the ongoing efforts towards increasing student achievement throughout individual schools. The Board reviews its vision, mission and beliefs annually during a scheduled Board Retreat. Revisions are recommended and made as appropriate.  The vision is shared at annual parent meetings.  Stakeholders across the

school district and community see the vision statement posted on the Asheboro City Schools website as well as each of the school websites. District publications such as the district Statistical Profile, Annual Report and others like the Asheboro High School Curriculum Guide, which includes a letter from the Superintendent provides additional communication tools that articulates the district goals as well as the vision for each of our students.

*2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?*

With a focus on developing each student's highest potential where every student graduates, and is globally competitive for career, college, and citizenship,  schools devise goals based upon student performance data, aligned with the district's goals, which are designed to promote system-wide growth. These goals serve as the foundation for dynamic school improvement plans which provide the framework within which staff members implement strategies and activities to impact student achievement. The district collects multiple data including demographic, performance and growth, formative and summative assessments.  All stakeholders participate in a variety of surveys providing relevant information linked to programs, service and student performance.  The data are shared with the Asheboro City School's Board of Education, school administrators, leadership teams, teachers, staff, parents and students as well as the community at large.  A system for housing the data falls under the office of testing and accountability. Data are disseminated annually at the district wide administrative retreat, district leadership team professional development and then the school level administrative teams.  The data drives the continuous improvement process across the district. The District Demographic/Statistical Profile is updated annually and can be located on the Asheboro City Schools website as well as hardcopy.  Student achievement data are compiled annually and are posted by schools as well as district reports.  The data can be accessed through multiple sites, including the Department of Public Instruction ABC report card, the district website, as well as the continuous improvement plans posted on each of the schools websites. System wide data are archived and maintained by the testing and accountability department.

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

Working under the direction and leadership of the Superintendent, the Cabinet, which includes Assistant Superintendents and Directors, is charged with the  responsibility of collaborating with building level administrators and staff to monitor the implementation of the Continuous Improvement Plans. Appropriate modifications are made as necessary based upon reflection, observations and collaborative conversations. Feedback serves as a valuable tool to prioritize the focus on the work. Expansive sharing within the district at administrative meetings, as well as collaborative conversations around curriculum and instruction provides for a rich exchange of best practices (strategies and professional development activities) to broaden the school improvement plans of individual schools. Minutes of the school leadership team meetings are  shared electronically with school stakeholders and the Superintendent. All stakeholders are welcome to attend leadership team meetings at each of our schools. Administrative walkthroughs including central office personnel allow ongoing support for the system's vision, purpose and goals.

*4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?*

Every three years, Asheboro City Schools engages in a strategic planning process, which is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools. The district requires each school to develop a Continuous Improvement Plan on an annual basis. Continuous Improvement Plans are aligned with the goals and strategies of the ACS Strategic Plan. Continuous Improvement Plans are reviewed and approved by the

Board of Education. Opportunities for School Leadership Teams to make revisions based on progress monitoring of student performance and data occur throughout the year.


## Overall Assessment:

**Highly Functional:** The school system has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is fully supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

# Standard 2. Governance & Leadership

**STANDARD:** The system provides governance and leadership that promote student performance and system effectiveness.

**Impact Statement:** A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

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

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

**2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system** :
*Highly Functional*

Evidence Provided:
Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governing authority affirms understanding of their role in the operation of the school/district

---

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

Other:

**2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system**:
*Highly Functional*

Evidence Provided:
District staff are knowledgeable about leadership prerogatives

District staff are knowledgeable about organizational chart

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

**2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations**:
*Highly Functional*

Evidence Provided:
District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

**2.4 Implements policies and procedures that provide for the orientation and training of the governing board**:
*Highly Functional*

Evidence Provided:
District staff and governing board members affirm their knowledge of governing board policies and procedures

District staff and governing board members affirm their participation in orientation and training

Policies and procedures for governing board training and orientation

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

**2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources**:
*Operational*

Evidence Provided:
Documentation of adherence to ethical business practices

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

**2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations**:
*Highly Functional*

Evidence Provided:
District staff are knowledgable about due process and complaint resolution

District staff are knowledgeable about access to legal counsel

Documentation of access to legal counsel

Documentation of resolutions of any complaints

Other: Stakeholders affirm their involvement in the strategic planning process.

**2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations**:
*Highly Functional*

Evidence Provided:

District staff affirm knowledge and support for the district's fiscal responsibility

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

**INDICATORS:** In fulfillment of this standard, the system has leadership that:

**2.8 Provides for systematic analysis and review of student performance and school and system effectiveness** :
*Operational*

Evidence Provided:
Advisory Committee: agenda, minutes

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, mintues, decision points

Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.

Record of student performance data analysis

Student database management system

Student performance data are used during district staff meetings

Student performance database for formative assessments

Other: Staff affirm their involvement in the strategic planning process

Other:

**2.9 Creates and supports collaborative networks of stakeholders to support system programs**:
*Highly Functional*

Evidence Provided:
Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Record of Advisory Committees: calendars, membership, minutes

Record of co-curricular organizations and activities: calendars, membership, sponsors

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

Website provides forum for feedback and dialogue

Other: Stakeholders affirm their involvement in the strategic planning process.

**2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals**:
*Highly Functional*

<u>Evidence Provided</u>:
Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

District-wide walk-abouts demonstrate monitoring of instructional practices

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Organizational chart reflects allocation of support for student performance targets

Policies demonstrate established student performance targets, measures, and strategies

**2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership**:
*Highly Functional*

<u>Evidence Provided</u>:
Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies and procedures established for the inclusion of all stakeholers into appropriate district-wide decision making processes

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

**2.12 Assesses and addresses community expectations and stakeholder satisfaction**:

*Highly Functional*

Evidence Provided:
District staff are knowledgeable about the results of a community satisfaction survey

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

**2.13 Implements an evaluation system that provides for the professional growth of all personnel**:
*Highly Functional*

Evidence Provided:
District staff are knowledgeable about access to and participation in a professional growth program

District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Other: Professional growth opportunities available for all staff

## Focus Questions:

*1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?*

The Asheboro City Schools Board of Education establishes policies that are communicated and articulated by the Superintendent. The Superintendent, with the help and support of the central office cabinet, develops appropriate procedures to direct the schools in implementing the policies. Policies 2400, 2410, 2420, 2430, 2440, 2450, 2451, 2460, 2470, and 2475 provide for the establishment, development, communication, and implementation of school board policies.

Establishing Policies and Procedures
The Board of Education develops and revises policies for the school district. The formation and adoption of policies is the primary way in which the Board exercises its leadership in the operation of the school district.

Per policy 2410, any board member, individual, or group of citizens, students, or employees may initiate proposals for new policies, or changes to existing policies. The initiator of a new policy refers the

suggested policy or revision to the Superintendent. After the Superintendent studies the suggested policy, the Superintendent presents a proposed policy to the School Board Policy Committee. The Policy Committee then discusses the policy, and after further study determines when the policy is ready for the entire Board to consider. Once a policy is presented to the Board, there is a 30-day review period to allow for public feedback and input.  The Board also encourages input from the board attorney before adopting any proposed policy or revision.  Policies introduced and recommended to the Board are not adopted until a subsequent meeting.

During the 30 day review period, discussion of a proposed policy, the views of the public, parents, students, and staff are considered. Amendments may be suggested by Board Members. The Board adopts a policy by majority vote. The Superintendent must record the policy in the minutes of the Board Meeting before the policy is considered official Board Policy.

The Board assigns to the Superintendent the responsibility of continued review and evaluation of the policies adopted by the Board and of bringing to the Board's attention the need for adopting, amending, updating, or rescinding any specific policy. The Superintendent has the authority to make technical and conforming changes to any existing policies necessitated by changes in state and federal law. Such changes are effective as of the date they are adopted by the Board.

Communicating Policies and Procedures
The Superintendent has established a plan for preserving and making accessible the policies adopted by the Board and, if needed, the accompanying administrative procedures.  All policies adopted by the Board of Education are maintained in a policy manual which constitutes a public record and are open for inspection at the Board of Education offices during regular office hours. In addition, the Superintendent ensures that all Board members and employees have convenient access to copies of the policy manual. All Board of Education policies are available on the Asheboro City Schools website.

Implementing Policies and Procedures
Per policy 2400, once a policy has been adopted, the Superintendent is responsible for implementing the policy. All staff members are responsible for abiding by the policies of the Board and the administrative procedures of the Superintendent.

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

Per policy 3140, the Board recognizes the importance of a systematic process for evaluating instructional programs. An evaluation process identifies any need for modifications to the instructional program in order to meet the educational goals of the Board and state standards for student achievement.

Effective evaluation processes focus on the educational process as well as outcomes by including techniques such as the following:

- testing programs such as nationally standardized general achievement tests, national standardized tests and criterion referenced tests in specific subject areas, and tests administered by other agencies, especially the North Carolina Department of Public Instruction;
- observations, surveys, interviews, and portfolios;
- student records including school achievement records and dropout records of students;
- periodic surveys of staff, parents, students, and community members;
- self-study and review by external accrediting agencies such as the Southern Association of Colleges and Schools; and

- review by outside professionals such as U.S. Department of Education specialists and those from other agencies.

The Superintendent is responsible for ensuring that periodic evaluations are taking place and for reporting the results with recommendations to the Board of Education. Any student surveys used for evaluating the programs are approved in advance by the Superintendent. Instructional programs are evaluated and changes implemented as a part of a school's continuous improvement plan so long as the school further complies with all related Board Policies. The Board encourages professional development for teachers and administrators so that changes in the instructional program can be implemented as effectively as possible.

Asheboro City Schools utilizes a variety of strategies for the systematic analysis and review of student performance. The Asheboro City Board of Education executes a comprehensive strategic planning process every three years. This process, which most recently took place from October, 2009, through June, 2010, was guided by a steering committee of community leaders, parents, school board members, and school system leaders. The process involved gathering input from community stakeholders regarding their perceptions of the school district's strengths, weaknesses, opportunities, and threats; involving a broad-based planning team in reviewing the input and identifying priorities; writing specific goals based on those priorities; and final approval by the Board of Education upon recommendation by the steering committee. The resulting strategic plan reflects a goal of high student performance that will produce globally competitive students.

GOAL 1: Asheboro City Schools will produce globally competitive students.
Objectives:
1. Every student graduates college and career ready.
2. Every student uses technology to access and demonstrate new knowledge and skills.
3. Expand opportunities for and increase student access to small learning communities.
4. Increase number of students reading on grade level by Grade 3.
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
6. Implement innovative after-school enrichment and intervention programs.
7. Establish a rigorous and relevant CTE Program.

The plan adopted by the Board of Education in June, 2010, serves as a road map for district improvement for 2010-2013. Annual milestones are established by the Board of Education each year to insure progress toward the strategic plan priorities. These annual milestones include specific student performance targets which are reflected in individual school continuous improvement plans.

High student performance is the goal of Asheboro City Schools, and performance indicators are tracked annually as well as monitored throughout the school year. Adjustments to state performance indicators on end-of-grade tests in grades 3-8 and end-of-course exams (e.g., new curricula, revised tests, tests removed from the state's testing program, inclusion of retest results) sometimes make it difficult to compare year-to-year results, but multiple-year results can provide a snapshot of student performance trends. Each summer the director of testing and accountability provides electronic data notebooks to school principals to communicate these results and trends. The principals analyze the data with central office administrators. The principals then take the data to their school leadership teams for analysis. Subsequently, they formulate strategies that target areas of need and further develop areas of strength. Principals then structure school schedules and general organization in order to increase student performance. This is accomplished by organizing time for collaboration, developing small learning communities, and creating professional learning communities.

The Superintendent meets at least twice a year with principals to review continuous improvement plans and resulting end of year performance data.

The ABC's of Public Schools is North Carolina's statewide accountability plan that applies to all public schools. Results are measured by school performance on various state assessments. The ABC's accountability program includes both a growth and a performance composite (overall proficiency) component for each school. Asheboro City Schools reviews the ABC's performance results of each of the schools.

SAT scores are also evaluated to determine program effectiveness. Asheboro City Schools is proud of the high participation rate in taking the SAT exam as we encourage students to prepare for college access.

Asheboro City Schools Board of Education supports students in earning college credit for Advanced Placement by requiring and paying the fee for all Advanced Placement exams. Asheboro City Schools reviews the number of students taking Advanced Placement classes along with the number of students passing the subsequent exams.

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

Our schools belong to our community, so we place a high value on community stakeholder involvement and input. Stakeholders are invited and encouraged to contribute to the decision-making process in Asheboro City Schools via avenues such as face-to-face meetings, surveys, comments to the Board of Education, planning committees, advisory councils, ad hoc committees, participation in school events, and involvement in various district initiatives.

Students
Each school has a student council that contributes to leadership at the school level. At the district level, the Superintendent hosts a student advisory council that meets quarterly to discuss issues affecting the school system's progress. Students are participants on various committees that meet periodically. Examples include the Calendar Committee, the Dress Code Committee, and others.

Parents
The leadership team at each school includes parent representation. Parents are instrumental in leadership roles in school PTO, PTA, Athletic Booster, and Band Booster organizations. Parents also contribute many volunteer hours to support the educational program. The Superintendent's PTO advisory council meets quarterly to discuss issues affecting the district and share problem-solving strategies. Other parent involvement includes participation in the strategic planning process and involvement on committees that meet periodically. Examples include the Calendar Committee, the Dress Code Committee, ESL Parent Advisory Council, and others. Additionally, parents serve as parent educators and AVID tutors.

Community Members
Community members were instrumental in the development of our strategic plan. These stakeholders gave valuable insight as to the needs of the business community and the community at large. Community members serve on the CTE advisory committee and participate as Senior Project mentors and judges.

Teachers

Each school leadership team has teacher representation on the team. The Superintendent has an advisory council for teachers that meets quarterly. Teachers also participated in the strategic planning process. Teachers serve on various committees that meet periodically.  By application and acceptance into the program, teachers have an opportunity to participate in the Asheboro City Schools Teacher Leadership Academy.  Teachers also serve as professional development facilitators, department chairs, teacher leaders, instructional facilitators and lead mentors.

School Administrators

Each school leadership team has administrative representation on the team. The school administrators meet monthly with the Superintendent at the district administrators' meeting. School administrators participated in the strategic planning process. School administrators serve on various committees that meet periodically and are frequently consulted for decisions affecting their school, personnel, curriculum and instruction, and district initiatives.

District Administrators

The Superintendent, Assistant Superintendents, and central office directors meet weekly. The Superintendent, Assistant Superintendents, and central office directors meet monthly with school administrators. In addition to the monthly board meetings, the Superintendent, Assistant Superintendents, and central office directors also meet three times per year with the Board of Education for summer, fall, and winter retreats. The Superintendent, Assistant Superintendents, and central office directors  participated in the strategic planning process and the implementation and monitoring of the plan.

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

Equality

The Asheboro City Schools Board of Education approved policy 3000, Goals and Objectives of the Educational Program. This policy ensures the equality of learning opportunities for each student by stating:

"The Board believes that the function of formal education is to provide a foundation for lifelong learning and to enable **each** student to participate effectively and responsibly in a changing world. The Board recognizes the critical role of parents, governmental and nonprofit agencies, businesses and the community in helping **individual students** and the school district meet educational goals. A successful educational program also depends on innovation at the individual school level. The Board is committed to allowing individual schools to develop and implement plans necessary to ensure the educational success of their students."

In addition to providing a basic education program as prescribed by the State Board of Education, the Board believes that the educational program also must strive to provide **each** student with the opportunity to:

1. develop effective communication skills;
2. learn to be responsible for and accept the consequences of one's conduct and academic performance;
3. acquire attitudes and practices that foster good physical and mental health;
4. develop the capacity to examine and solve problems;
5. develop creative skills and an understanding and appreciation of the arts;
6. foster respect and appreciation for cultural and ideological diversity and differences;
7. develop the ability to be productive in a team environment;
8. learn and acquire the skills necessary for a lifetime of continuous learning and adaptation to change in the

workplace and society;

9. prepare for challenging curriculum beyond secondary school and when possible, complete high school courses required for college entry in less than four years;
10. achieve high levels of success in a rigorous curriculum;
11. acquire the skills needed for technological literacy in a rapidly changing world; and
12. remain in school and earn a high school diploma and, when feasible and appropriate, earn college credits or credits toward an associate degree.

These goals and objectives of the educational program guide administrators, teachers, and the Board in all of their duties, including curriculum development, selection of materials, and issues related to instructional time.

Innovation

Per policy 3110, the Asheboro City School Board of Education welcomes new and innovative ideas in curriculum as additional opportunities to achieve the goals and objectives of the educational program. The school district and individual schools are encouraged to pursue innovative programs and to take advantage of community resources in order to enhance and enrich the learning process. The Board encourages schools to utilize community resources that includes area businesses which can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum.

The Board of Education has followed these policies and supported the successful study and implementation of the Blue Comet Academy, a small learning community that was established to help freshmen with their transition to high school.  The board was also instrumental in the support and development of the Asheboro High School Zoo School, a small learning community that is housed on the campus of the North Carolina Zoo.  The Board of Education has also been supportive of the Nova Academy, an academy where students who do not fit into the regular school setting have the opportunity to graduate from Asheboro High School instead of dropping out of school.  The Board has also supported innovative research based programs like AVID (Advancement Via Individual Determination) and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) as well as supported pursuits like the IMPACT grant.

The Asheboro City Schools Board of Education allocates $4,500 to fund Innovative Teaching Grants. Teachers write a proposal for the grant opportunity. A committee meets to discuss each grant proposal and determines funding based on several factors including the proposal's level of innovation.

## Overall Assessment:

**Highly Functional:** The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for system and school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the system and its schools functions.

# Standard 3. Teaching & Learning

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

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

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

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

**3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills**:
*Operational*

Evidence Provided:
Curriculum pacing guides

District provides guidelines for lesson plan development that include learning objectives

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

District staff/others meetings highlight discussions of student learning expectations

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks and text selection criteria are aligned to learning goals, curriculum

**3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning**:
*Operational*

Evidence Provided:
Samples of student work

Student mentoring programs

Students affirm their involvement in their own learning

Other: Project-based learning activities (e.g., at AHS Zoo School)

Other: Investigative approach to teaching mathematics K-12 (TrailBlazer; Connected Math; Integrated Math)

**3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels**:
*Highly Functional*

Evidence Provided:
Assessment data

District staff/others meet to analyze data and align instruction

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Surveys

**3.4 Supports instruction that is research-based and reflective of best practice**:
*Highly Functional*

Evidence Provided:
District staff/others meet to share best practices

District staff/others meetings regularly include discussions about effective instructional design and delivery

Guidance that promotes a variety of instructional design and delivery strategies

Professional learning opportunities focus on best practice instruction

Student portfolios

Other: Professional growth opportunities available for all staff

**3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity**:
*Operational*

Evidence Provided:
Curriculum includes attention to diversity

District staff are knowledgeable about state and national curriculum standards

Master schedule

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

Other: Incorporation of AVID and Gear-Up strategies/opportunities

Other: Asheboro City Schools Strategic Plan 2010-2013

**3.6 Allocates and protects instructional time to support student learning**:
*Operational*

Evidence Provided:
Instructional calendar: days, hours

Master schedule

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

Other: Increasing use of co-teaching strategies protects student time in the classroom

Other: Program expectations for Literacy Blocks, Math Blocks, Intervention periods

**3.7 Maintains articulation among and between all levels of schooling to monitor student performance and**

**ensure readiness for future schooling or employment**:
*Operational*

Evidence Provided:
Policies and guidelines granting dual-credit, transfer of credit

Other: Collaborative conversations are held among content area teachers who span distinct grade levels (e.g., math teachers 6-12; science teachers 6-8)

Other: Transition plans are part of each elementary school's Title 1 plan

**3.8 Supports the implementation of interventions to help students meet expectations for student learning** :
*Highly Functional*

Evidence Provided:
After-school programs

District staff affirm that there are multiple opportunities for students to get support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Students affirm that they have opportunities to get support for their school experience

Supplemental educational services: NCLB tutorial

Other: Scheduled intervention blocks at each school grade K-8

**3.9 Maintains a system-wide climate that supports student learning**:
*Highly Functional*

Evidence Provided:
Database of student behavioral incidents

District staff affirm that they are involved in promoting positive school climate

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Stakeholder satisfaction survey data

Other: Positive Behavioral Interventions and Supports

**3.10 Ensures that curriculum is reviewed and revised at regular intervals**:
*Highly Functional*

Evidence Provided:

Agendas and minutes from school board meetings (they have to approve the curriculum changes)

Application to seek new course approval and implementation

Calendar of curriculum committee meetings

District staff affirm that they are involved in the curriculum review and revision process

District staff stays informed of curricular changes in other entities (neighboring districts, state, federal, organizations)

Local school staff affirm that they are involved in the curriculum review and revision process

**3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction**:
*Operational*

Evidence Provided:
Budget allocating appropriate funds for technology - software, hardware, and infrastructure

District staff affirm that technology supports their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Other: Content and program area wikispaces developed to provide teachers with access to instructional resources through technology

## Focus Questions:

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

Asheboro City Schools focuses on four guiding questions in the area of curriculum, instruction, and assessment, adapted from the work of Rick and Rebecca DuFour and others, as a means of ensuring our curriculum is aligned, we use sound instructional strategies appropriate to learning goals, and assessments are timely and informative. The guiding questions include the following:

• What do we want all students to know, understand or be able to do?
• What instructional strategies do we use to help students learn, understand and do?
• How will we know when students have the necessary knowledge and skills?
• What happens in our district when a student does not learn or when a student already knows the information/skills we are ready to teach?

North Carolina's ACRE (Accountability and Curriculum Reform Effort) Project guides much of our work in the area of curriculum and instruction. The North Carolina Department of Public Instruction (NCDPI) has adopted Essential Standards and Common Core Standards as the State Curriculum (K-12) in core content areas. In addition, DPI continues to work to develop a variety of documents designed to assist LEA's in transitioning from "old" curriculum standards (currently in use and tested through our State's accountability system) to our "new"

standards that will roll out over the course of the next few years. Asheboro City Schools instructional staff, at the school and district level, use State standards and support materials as the basis for textbook selection (e.g., we moved to Integrated Math and the Core Plus textbook in our middle and high schools in anticipation of State curriculum changes), curriculum support, and professional development.

Members of our staff examine State expectations regarding curriculum and summative assessments throughout the year. Each summer, teachers engage in intensive professional development and curriculum work under the direction of district-level lead teachers, directors and/or 'outside' consultants. During this time, curriculum and pacing guides are updated. System-developed quarterly benchmark assessments are analyzed to ensure questions are appropriate and fit the pacing guides. During the school year, benchmark data will be used to inform instruction and monitor student progress. Mastery lessons which incorporate Smart Board technology are developed to strengthen content areas or vocabulary skills as deemed necessary based on student data. The use of high-yield instructional strategies (e.g., Marzano's Nine; co-teaching; inquiry-based instruction; integration of technology) is encouraged.

Throughout the year, teaching staff and administrators engage in collaborative conversations around student learning. Grade-level teams collaborate weekly at individual schools across the district. Principals at each school have scheduled collaborative time (PLC) for each staff member. During these sessions, teachers plan curriculum, discuss instruction, develop common assessments, and/or examine student data and develop interventions for students who are behind in their learning. Twice each year, elementary teachers in each grade level come together as a district-wide team to plan. Periodically, middle and high school teachers meet together as vertical content area teams to share their curriculum and instructional strategies.

School administrators meet monthly in collaborative principal/assistant principal groups with directors, lead teachers and the Assistant Superintendent of Curriculum and Instruction for 'Curriculum Conversations'. Building and district-level administrators also meet monthly with the Superintendent as the Administrative Leadership Team. Frequently, student learning is the focus of a major portion of these meetings. Together, we discuss topics such as: mental math, literacy strategies, and tools used for progress monitoring.

The district has strategically planned to provide personnel at each level to support the development and implementation of aligned curriculum, instruction, assessment, and intervention. At the elementary level, each school has a media specialist and media assistant, a technology facilitator, an Instructional Facilitator, Title 1 reading specialists, ESL specialists, and EC specialists. District-level lead teachers for math and literacy also support our five elementary schools. The two middle schools share a math coach who collaborates with the elementary math specialist. The district is in the process of hiring a lead teacher for secondary schools to support literacy across the curriculum. Additionally, the lead teacher for media and technology and lead ESL teacher support instruction K-12. Four AIG specialists serve our eight schools and three EC Program Facilitators facilitate best practices in EC programs throughout the district. The Director of Instructional Improvement works very closely in support of the middle school curriculum and instruction efforts. Asheboro High School is supported by the Director of High School Curriculum.

*2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?*

Asheboro City Schools core values are founded on respect, integrity, trusting relationships, safety and security, and a collaborative culture. This foundation supports four key values: we are student centered, with a focus on learning, supported by continuous improvement and innovation, wrapped in high expectations for all. These core values dictate an approach to student learning that is research-based and responsive to the needs of each individual.

During the course of each school year, instructional staff at the school and district levels examine data, study trends, and analyze areas for improvement. Teachers and administrators research best practices in the areas of curriculum, instruction, assessment and intervention with a focus on areas for improvement and innovation. This approach is evident in our district-wide strategic planning process and in the school-level continuous improvement process.

For example, in the recently approved Asheboro City Schools 2010-2013 Strategic Plan, a number of student achievement goals were adopted based on student data and identified need. These goals were formulated after the district staff received input from a variety of community and school members over a period of several months. A sampling of the goals includes:
• Every student graduates college and career ready,
• Every student uses technology to access and demonstrate new knowledge and skills, and
• All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

School-level administrators support the district-wide goals by formulating, with staff and stakeholder input, site-specific student achievement targets. Samples of school goals developed for the 2010-2011 school year by School Leadership Teams include:

• Closing the black/white achievement gap,
• Closing the gender gap,
• Increasing the graduation rate, and
• Increasing student proficiency in the areas of math, reading, and science.

A collaborative process is also involved in determining evidence-based strategies for attaining each of the goals listed in district and school plans. Input is gathered from teachers, administrators, Board of Education members, parents, and, frequently, students during this joint process. Research is examined. Teams visit classrooms or schools outside our district to observe specific practices. The values of specific innovations are evaluated and adjustments are made to instructional practices and programs based on research findings. As a result of this process, this year Loflin Elementary School is piloting a gender-based classroom initiative at the 5th grade and Integrated Mathematics has been adopted in our middle and high schools.

Traditionally, Asheboro City Schools has funded Innovative Teaching Grants of up to $1000 each year to teachers or teams interested in meeting student needs in innovative ways. As a result, this year, we have one teacher who will be introducing I-pods to her 5th grade students. Another team of elementary and middle school teachers, along with Communities in Schools, wrote a grant together to fund a Martial Arts program targeted at making connections and building self-efficacy among some of our students who are identified as potential drop-outs. Other innovative grants awarded this year include: an after school club where students will plan, design and record audio/visual computer-based screen casts; the use of Science K'Nex materials to assist elementary students in exploring simple machines; and the development of a middle school NC Festival.

Many of our innovations are the result of targeted, deliberate development. Such is the case for our two smaller learning communities at Asheboro High School: the Blue Comet Academy (9th grade) and the AHS Zoo School (grades 10-12). Both of these communities were developed following much research and collaboration. For example, the AHS Zoo School, which just graduated it's first class of seniors, began as part of the North Carolina New Schools Project and involved a year of intense planning, visiting a similar program, and grant writing. After researching various models, Asheboro City Schools opted to form the AHS Zoo School as a small learning community versus the New Schools Project requirement of establishing a separate high school.

AVID (Advancement Via Individual Determination) and GEAR-UP (Gaining Early Awareness and Readiness for

---

Undergraduate Programs) are two other examples of very intentional, ongoing initiatives. These programs are focused on helping our non-traditional students at the middle and high schools to become more college and career-ready. Again, these programs were well-researched before they were adopted by Asheboro City Schools. After several years of implementation, students in grades 6-12 are benefiting from the trips to college campuses (GEAR-UP), academic support (AVID), and sense of community provided by these initiatives. Middle and high school staff participate in intensive professional development, paid for by Asheboro City Schools, in support of the AVID program.

Similarly, the Balanced Literacy process, in place within Asheboro City Schools for more than five years, has been the result of long, hard work, ongoing research and a great deal of professional development. The district identified a need for a new approach to teaching reading. The balanced-literacy approach was vetted. Teachers received intensive initial training which continues as embedded, on-site coaching today.

Asheboro City Schools inquiry-based approach to teaching math has been another example of targeted, deliberate research and development of the curriculum. Beginning at the elementary schools with Cognitively Guided Instruction (CGI) the inquiry-based approach has become a K-12 initiative that uses Math Trailblazers, Connected Math, and Core Plus materials to support the program.

A number of other research-based initiatives have been adopted and supported by Asheboro City Schools. One of these, Response to Instruction (RTI), has become an important instructional framework within the district. Over the past 6 years, district-level staff have researched best practices in RTI, met with administrators, assisted with the writing of RTI school plans, and have conducted a variety of professional development sessions around this instruction/assessment/intervention process. Refining our practice in this area and implementing RTI with fidelity continue to be goals for our schools.

Asheboro City Schools plans our budget carefully to ensure funding support for each of our initiatives. For example, Title 1 funding supports our district-level Lead Math and Literacy teachers, our school-based Instructional Facilitators, technology and professional development at the elementary schools, as well as parent outreach. Federal IMPACT grant funds support our technology and collaborative initiatives at the middle and high schools while providing for on-going professional development. State Disadvantaged Student Support Funds (DSSF) have supported AVID, Instructional Facilitators, the ESL program and technology. A "Teaching English to Speakers of Other Languages for Academic Language Learning" (TESOL for ALL) Grant, awarded through our partnership with UNC-Greensboro, supports many of our initiatives involving English Language Learners. As mentioned previously, local funding supports efforts such as our Innovative Teaching Grant awards.

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

The process of ensuring all staff members of Asheboro City Schools are well-prepared and effective in supporting student learning is deliberate and multi-faceted.

This process begins with hiring. The Assistant Superintendent of Human Resources leads the hiring effort in the following ways:
• Develops a viable candidate pool, e.g., by advertising and by participating in recruitment fairs,
• Accurately outlines expectations in job vacancy descriptions,
• Works with district and building-level administrators to determine personnel needs,
• Facilitates in-depth interviews and makes recommendations.

Interviews at the school level are often conducted by the administrator along with staff members, to ensure that

expectations are well-understood before a candidate is hired.

Newly hired teachers are immediately enveloped in a multi-pronged "Career Development" process. Beginning teachers participate in a teacher support program led by the Director of Instructional Improvement. These new teachers receive on-going, targeted staff development and are assigned veteran teachers as mentors. Teachers are also encouraged to continue the development of their skills by pursuing an appropriate Master's degree. Asheboro City Schools has a tuition reimbursement program designed to support teachers in this effort. The district provides support for National Board applicants. And, we are in our first year of offering our Teacher Leadership Academy to applicants from each school.

Asheboro City Schools offers support to non-instructional staff members as well. For example, maintenance crew members receive OSHA safety training. Educational office personnel attend AAEOP retreats and conferences. All clerical staff receive 'customer service' training. Instructional assistants (previously known as teacher assistants) receive training in Balanced Literacy, administration of some assessments, and other targeted staff development.

Beginning in February or March of each school year, the district-level instructional team assembles to begin planning for the up-coming year's in-house professional development offerings. Needs assessments are requested of building-level administrators. District data are examined. The team determines focus areas for the up-coming year and develops priorities. For example, this past year, priorities included the following: content area knowledge, assessment strategies, integration of technology as an instructional tool, RTI as a process, literacy strategies, co-teaching, and strategies for use with ELL students. By the end of the school year, priorities are set, and a comprehensive schedule is developed and made public to all staff members through the Curriculum and Instruction area of the Asheboro City Schools website.

Each year, the in-house professional development offered by the district instructional team includes the following: an intensive summer session devoted to the development of curriculum, assessments, and enhanced instructional strategies (teachers are paid stipends for this work); district-level workshops that take place during designated full-days or after school; embedded sessions that are tailored to site-specific needs and are offered during teacher planning periods; and hybrid sessions that involve on-line opportunities supported by web 2.0 tools along with collaborative conversations and reflection time. Asheboro City Schools requires demonstration, sharing, or positive practice in the classroom on the part of the teacher before awarding CEU credit for these professional development opportunities.

Additionally, principals are encouraged to develop their own site-based professional development strategies. Once principals design their PD, they request approval through the district curriculum and instruction offices to ensure their plans match district expectations and school goals.

The district also supports attendance (and presentation by our staff) at conferences and workshops. We pay for substitute teachers, and mileage and registration costs once the conference/workshop is approved. The Piedmont Triad Education Consortium is one source of on-going workshop opportunities for our staff that consistently offers PD in areas that are aligned with the goals of Asheboro City Schools .

The goal of this intensive professional development for teaching staff is building capacity. This year, we are using the North Carolina Professional Teaching Standards evaluation instrument to ensure we are meeting that goal. We have also initiated the Teacher Leadership Academy this school year as a means of developing teacher leaders. Candidates from each school are meeting monthly to participate in a series of collaborative exercises designed to enhance individual leadership goals and skills.

At the administrative level, principals and district-level administrators are evaluated using the State's Principal and Superintendent evaluation instruments. Each administrator completes the accompanying self-assessment and

develops goals for growth as part of the evaluation process. Administrators are encouraged to attend PD that is offered to teachers so that they become more knowledgeable regarding teaching strategies and programs. Administrators are also provided with specialized training as requested or deemed appropriate. For example, administrators recently received targeted training in co-teaching and Read 180. Principals attend a collaborative session monthly with the Superintendent and two Assistant Superintendents as another support and information-sharing strategy.

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

**Access to Comprehensive Information**:
Employees of Asheboro City Schools are afforded numerous opportunities to share information in 'face-to-face' meetings. The entire ACS staff meets at the beginning of each school year, during convocation, to review our strategic plan, discuss gains made, celebrate achievements and host speakers who reflect our mission and current priorities (e.g., we hosted Hall Davidson, a nationally known technology expert, this year, to support integration of technology into the curriculum). Examples of other person-to-person meetings include: monthly Administrative Leadership Team meetings, summer Administrative Team two-day retreats, and summer training sessions for School Leadership Teams.

The district utilizes a variety of media to share information. This year, ACS updated its website (which includes connections to a new Facebook page and Twitter account). Monday Musings, a weekly electronic newsletter, to staff each week. Quarterly Connections Newsletters are also developed for the purpose of providing information to parents. Alert Now phone calls go out to staff and parents as appropriate. Additionally, email is used to share information. As part of our 1:1 technology transformation at the high school and in addition to emails already provided for staff, the students will also be given email accounts.

**Access to Instructional Technology:**
An increase in access to 21st Century tools, interactive technology was a major goal of our strategic plan for 2007-2010. As a result, each classroom in our district was provided a Smart Board, laptop and document camera. Currently, we are expanding this access to technology to include the following: the1:1 initiative at Asheboro High School; laptops for each student at the middle schools (we do not plan for students to take these home at this time); and an increase of laptop availability to include all 4th and 5th graders at our elementary schools. We plan to make these computers available to students by February, 2011. IMPACT and Title 1 federal funds as well as State Disadvantaged Student Support Funds (DSSF) have been used to purchase these laptops as well as the infrastructure and software to support their use. We also continue to utilize computer labs at each school.

The district has hired additional personnel to support continued access to functioning technology and to provide ongoing professional development for staff. Each school has a technology facilitator. The district has an instructional technology director, a media/technology lead teacher, and a computer systems specialist. We have recently expanded our IT team to include a network specialist and additional technicians.

**Access to Media Services:**
As stated previously, the district employs a media/technology lead teacher who oversees our media program and engineers the media/technology plan for the district. In addition, every school has a media coordinator. Secondary schools have full time media assistants while elementary schools each have part-time media assistants. These media specialists work with our technology facilitators to provide professional development to staff, relevant lessons to students, and access to up-to-date materials to everyone in the schools. Media and technology personnel are integral members of planning teams at the district and school levels.

Media resources include print and non-print materials. North Carolina, for example, provides a wealth of

resources through NC Wise Owl which is free to every school in NC. Through NC Wise Owl, teachers can access: images, encyclopedias, dictionaries, magazines, journals, and other materials for every reading level. Many of the available resources are accompanied by lexile levels, indicating levels of reading difficulty. This resource is an important part of our library collection. This year, Asheboro City Schools extended student and staff access to resources by implementing a web-based library management system.

Most of our schools use a hybrid of fixed/flexible scheduling of media services to students and staff as a means of promoting research and project-based learning.

Asheboro City Schools requires schools spend a minimum of $10 per student for library books. Schools are encouraged to use additional funds to keep their media centers up-to-date. This year, North Asheboro Middle School (NAMS) was awarded a $10,000 LSTA grant. NAMS will provide a 25% match for that grant over and above the base $10 allocation per student. Additional funding is available through State and Local supply dollars (PRC 061), Title 1 funds (PRC 050), and federal IMPACT Grant funding (PRC 108). IMPACT is the North Carolina model for media and technology and has, as its foundation, "collaboration in a technology rich environment".

## Overall Assessment:

**Operational:** The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.

# Standard 4. Documenting & Using Results

**STANDARD:** The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

**Impact Statement:** A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

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

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

**4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free** :
*Highly Functional*

Evidence Provided:
All stakeholders are knowledgeable about behavioral standards

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

Dedicated unit/staff for assessment and data reporting

District staff use data to inform policies and practice

Policies outline administration of multiple assessments and their purpose

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Record of multiple assessments administered, including program-specific required assessments

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

**4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning**:
*Operational*

Evidence Provided:
Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Agendas, minutes from staff meetings indicate utilization of data systems

Data graphs, charts display student performance expectations

District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation

District staff meet regularly to discuss student work

District staff utilize assessment data for the purpose of instructional and program planning

Examples of student work are prominently displayed

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

**4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support**

**systems, and uses the results to improve student and system performance**:
*Operational*

Evidence Provided:
Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

District staff utilize business and community data to guide program planning

District staff utilize perception data from surveys to guide program planning

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

**4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders**:
*Operational*

Evidence Provided:
Agendas, minutes from meetings where student performance and school effectiveness were highlighted

District staff affirm the use of various communication methods to report student performance

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm the use of various communication methods to report student performance

Other: Title I related communications regarding student performance and school effectiveness.

**4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness**:
*Operational*

Evidence Provided:
Other: Informal comparisons with comparable school districts in NC for specific indicators

Other: Comparisons with State data used to evaluate student performance on a regular basis

**4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence**:
*Operational*

Evidence Provided:
Data reports disaggregate student performance growth

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

District staff can identify strategies for increasing student performance

**4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations**:
*Operational*

Evidence Provided:
District staff affirm their comfort with the level of data accuracy and security

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

## Focus Questions:

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

Asheboro City Schools utilizes a comprehensive balanced assessment system that is based on State curriculum standards and is aligned with North Carolina's Accountability Curriculum Reform Effort (ACRE) project. District staff examine data from various formative and summative assessments as part of the progress monitoring process that is on-going and that focuses on student, school, and district improvement.

District staff disaggregate summative assessment results from the End of Grade (EOG) and End of Course (EOC) tests by school, content area, grade level, teacher, and student subgroups to determine performance, growth patterns, and trends. This data is discussed with administrative staff at the Summer Leadership Retreat as a first step in developing goals for annual Continuous Improvement Plans. Principals, in turn, examine this data with their school staffs. School Leadership Teams study the data and finalize Continuous Improvement goals focused on areas of concern.

District staff have created benchmark assessments aligned with State standards and district curriculum/pacing guides. These benchmark tests include ClassScape test items as well as district-developed items. Benchmark results are released to teachers and school administrators immediately following each testing window as a means of providing timely feedback to instructional staff and to students. In addition, teachers have begun the process of meeting collaboratively to develop common formative assessments for their content areas. These common assessments, along with individual teacher-developed assessments, provide teachers with information regarding the level of student learning. General education teachers, together with support teachers (e.g., ESL, EC, AIG), collaborate around assessment results on a regular basis. During their conversations, teachers utilize the data to monitor student learning and instructional strategies so adjustments can be made to meet the needs of students. Together, instructional staff develop re-teaching strategies and plan additional support for students based on the RTI (Responsiveness to Instruction) model.

Some sources of data not previously listed but utilized by teaching staff include the following:

- DIAL III - as a universal screener for kindergarten students
- ITBS and CoGat - for assisting staff in identifying potential AIG students and to benchmark against National Standards
- Light's Retention Scale - as an additional piece of data in considering potential student retentions
- Progress monitoring at the elementary schools: Reading and Math screeners (developed by ACS); Scholastic Reading Inventory; running records; Fountas and Pinnell benchmarking tools
- Behavioral data including discipline issues and the crime/violence report
- Progress and program monitoring at the middle and high schools: SAT scores; Advanced Placement Tests; drop out and graduation rates; UNC Freshman Report (to determine success of our graduates at the university level)

Our district has developed a plan for implementing the North Carolina Formative Assessment Learning Community's Online Network (NC FALCON) professional development tool. During the spring of 2010, our two middle schools and one high school piloted NC FALCON as part of our participation in the State IMPACT project grant. In the fall of 2010, every school in the district began the process of rolling out this tool for full implementation by the end of the 2010-2011 school year. The focus of this implementation plan is to provide teachers and administrators with more experience in the use and development of appropriate, on-going formative assessment for the purpose of shaping instruction.

Asheboro City Schools uses data results for a number of purposes that include the following: 1) informing instructional planning, 2) developing goals for continuous improvement, and 3) promoting student mastery.

*2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?*

Asheboro City Schools utilizes formative and summative assessment data to inform instruction and professional development.  North Carolina End-of-Grade and End-of-Course tests are completed in the spring, and preliminary results are distributed by the Director of Testing and Accountability to administrators in June for immediate review and analysis.  During the summer, principals work with their leadership teams to use appropriate data in the creation of goals for their Continuous Improvement Plans.  These data are also used by administrators and their teams to schedule students appropriately. Formative data are generated on an on-going basis. Periodic benchmark testing, common assessments and individual classroom assessments are all used to monitor student progress on a frequent basis. The testing coordinator presents assessment reports to the Board of Education to keep members current on strengths and needs for improvement within the district, each school, and grade level. Similarly, principals and leadership teams share their Continuous Improvement Plans annually with the Board of Education. The district seeks the Board's approval on these plans each year.

Individual schools send home parent reports of all North Carolina End-of-Grade and End-of-Course assessments before students leave school for the summer. Additional information regarding each school's test scores, along with other pertinent information, is shared with parents via the North Carolina State Report Card released each fall. Parents also participate in parent-teacher conferences where they are included in discussions and explanations of student assessment results.  The Superintendent and Board members join parents at school PTO meetings in the fall of each year to share progress made in the previous year and outline strategic priorities for the current year.

School staffs also communicate less formal assessment results in an on-going manner.  For example, at the elementary level, parents receive student work and information in a weekly folder.  In grades 6 -12, student progress reports are  generated at mid-term of each grading period and are sent home to parents.  Report cards are provided at the end of each six-week grading period.

District and school testing results are available to the public on the North Carolina Department of Public Instruction website as well as the district site.

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

While all test data are used to inform instruction, Asheboro City Schools utilizes summative (End-of-Grade and End-of Course) assessments and various types of formative assessment including benchmark (ClassScape and paper/pencil) testing to better understand student performance, teaching effectiveness, and curriculum implementation.  Collaborative groups at all levels (district, school, grade level, content area) discuss results to determine areas of success and concern, to monitor achievement gaps, and to identify additional instructional strategies that may be helpful in addressing specific student needs.  These re-teaching strategies and plans for additional support fall within the Responsiveness to Instruction (RTI) framework.

Within the district's elementary schools, district-level lead literacy and math teachers along with school-based instructional facilitators work closely with teachers to enhance instructional skills; training, mentoring, collaborating, modeling, and observing as well as assisting with intervention strategies.  Principals collect observation data on the implementation of strategies as they conduct walkthroughs and formal observations.  Then feedback provides teachers opportunities to refine their strengths and make modifications as recommended.

At the middle and high schools, data are also used to determine areas of need. Administrators, a middle school math coach and secondary literacy lead teacher (position is currently vacant) work with staff members to hone instructional strategies as well as content knowledge. Professional development (frequently embedded, site-based, and on-going) is organized to support effective instruction. The Director of School Improvement works with staff members to differentiate instruction based on assessment results. The Director of High School Curriculum also supports the use of data for improving instruction.

EVAAS data and trends are evaluated to determine effectiveness of instruction at each school in various content areas and at specific grade levels. EVAAS data have also been used to assist school administration in placing students in more rigorous math courses at the middle schools.

### 4. *How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?*

Asheboro City Schools recognizes the importance of making data-based decisions to improve teaching and learning.  Throughout the school year, the district and individual schools provide opportunities for staff members to engage in continuous learning through professional development and training that frequently includes conversations around data results.  Both formal and informal conversations about data occur on a on-going basis at all levels.  Some examples are administrative leadership team meetings, school staff meetings, and grade level meetings. The RTI Committee and district-level instructional team also meet with staff to guide data-driven decisions.  The Director of Testing and Accountability along with other central office staff provide professional development and assistance in the following: 1. understanding the purpose and uses of assessments, 2. analyzing assessment results, 3. understanding reports and aligning instruction, and 4. understanding state and federal accountability requirements.

In addition, the district-wide implementation of the NC FALCON professional development modules has been extremely beneficial in assisting instructional staff members, including administrators, to better understand how to

develop and use formative assessments for improving instruction.

## Overall Assessment:

**Operational:** The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.

# Standard 5. Resource & Support Systems

**STANDARD:** The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Impact Statement:** A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

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

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

|  |  |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** Human Resources. In fulfillment of this standard, the system:

**5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities**:
*Highly Functional*

Evidence Provided:
Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Staff Handbooks

Staff schedules and assignments

Other: Interpreters and other staff enhance parent communication to support student learning

**5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience**):
*Highly Functional*

Evidence Provided:
Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Staff can affirm that they are teaching in their major area of study

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

**5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff**:
*Highly Functional*

Evidence Provided:
Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

District staff are actively engaged in discussions that have resulted from their professional development experience

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

Other: Professional growth opportunities available for all staff

**5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable**:
*Highly Functional*

Evidence Provided:
Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

**INDICATORS:** Financial Resources. In fulfillment of this standard, the system:

**5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement**:
*Highly Functional*

Evidence Provided:
Annual budget - current, forecasted, fund-equity

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

State and Federal program budgets for targeted support

**5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures**:
*Highly Functional*

Evidence Provided:
Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Secure management of all fiscal processes

**INDICATORS:** Physical Resources. In fulfillment of this standard, the system:

**5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment**:
*Highly Functional*

Evidence Provided:
All district-wide facilities are properly maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum includes attention to cleanliness and safety

District staff are involved in developing and implementing safety policies

District support staff are knowledgeable about safety policies

District-wide environment is clean and safe

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

**5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders**:
*Highly Functional*

Evidence Provided:
Crisis intervention committee

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

**5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment**:
*Highly Functional*

Evidence Provided:
Appropriate district staff affirm their knowledge of the plan for physical asset mainenance and replacement

Physical assets plan: short-term and long-range

Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.

**5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals**:
*Highly Functional*

Evidence Provided:
Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

Stakeholders are knowledgeable about policies regarding appropriate internet access

**INDICATORS:** Support Systems. In fulfillment of this standard, the system:

**5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students**:
*Highly Functional*

Evidence Provided:
Alternative Education Program

District monitors instruction for special needs inclusion

District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students

---

District provides guidelines for Response To Intervention program and is demonstrated at classroom level

IEP: committee, minutes, calendar, agenda, sign-in sheets

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Special Needs Department/Committee

Staff affirm their use of instructional strategies that support special needs inclusion

Staffing of Counseling and Guidance programs

Stakeholder survey data supporting special needs programs

Stakeholders affirm their support for the district's special needs programs

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

**5.12 Provides student support services coordinated with the school, home, and community**:
*Highly Functional*

Evidence Provided:
Career Preparation Department/Committee

Community based programs

Curriculum for Career Preparation

District staff affirm that they receive regular training opportunities to support student behavior

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Master schedule indicates availability of career preparation

Professional development: calendar, topics

Staff assigned to career preparation programs

Stakeholders are supportive of community-based programs to support student engagement

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

## Focus Questions:

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

Asheboro City Schools actively recruits fully-licensed, highly-qualified administrators, teachers, and other professionals. All vacancies are publicized on the system's website and policies are in place to insure that current employees who are qualified, are considered strongly to fill vacant positions. The Assistant Superintendent for Human Resources and other system employees recruit face-to-face at institutions of higher education in North Carolina and out-of-state. District leaders use extensively the North Carolina Application System online and a nationwide data applicant base - Teachers-Teachers.com. The district has established partnerships with Randolph Community College to host interns enrolled in a teacher preparation program at Pfeiffer University. A partnership exists with the University of North Carolina-Greensboro to host interns and student teachers in Elementary Education/Special Education and English as a Second Language. In addition, the district partners with Baldwin-Wallace College in Berea, Ohio, to host student teachers during their clinical experience.

Teachers are assigned according to Federal "highly qualified" requirements. As of November, 2010, Asheboro City Schools employs highly qualified teachers at a rate of 100%. Parents of students in Title I schools are notified in September of their right to know the qualifications of their child's teacher(s). A screening process is in place to insure that a teacher meets "highly qualified" criteria prior to employment with the Assistant Superintendent of Human Resources making the offer of employment after it is determined that a candidate meets the criteria.

The Beginning Teacher Support Program is an effective induction into teaching and especially, employment with Asheboro City Schools. The program is led by the Beginning Teacher Coordinator and includes orientation, regularly-scheduled professional development, and continued assessment by school-level and district-level administrators. A three-day orientation occurs prior to the beginning of the school year and professional development offerings continue throughout the first two years of employment, focusing on topics crucial to new and emerging teachers. The orientation includes a panel discussion with veteran teachers of varying levels of experience, model lessons, and introduction to the district's directors, specialists, and lead teachers. Included in the orientation is the opportunity to meet at the building-level with administrators and a lead mentor. A lead mentor is employed at each school site, and each Beginning Teacher is assigned a personal mentor during the first two years of employment.

Teachers were evaluated prior to the 2010-11 school year using the SERVE Evaluation Model. The new North Carolina Teacher Educator Evaluation System (NCTEES) is being implemented in 2010-11. The new evaluation system is based on the North Carolina Teaching Standards. Important to the evaluation process is understanding of the teacher standards, how they are demonstrated in the classroom and beyond, and the assurance that dialogue occurs between teachers and evaluators about effecitve instruction and increasing student achievement. Evaluation data is used in making important employment decisions and decisions about professional development.

Professional development within the district is offered as a result of an extensive needs assessment process.

Professional development opportunities, reflecting feedback from teachers and administrators, focus on improving achievement for all students, differentiating instruction, closing achievement gaps, and reading and mathematics instruction in all grades. Teacher retention is analyzed annually to determine why teachers left the district and what may be done to limit teacher turnover.

**2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?**

Financial resources in Asheboro City Schools are allocated according to the district's vision, mission, and Strategic Plan. The focus of financial resource allocation is the teaching and learning process and continuous improvement and innovation. The district budget process begins in the spring when initial allotments and projections are received from the Department of Public Instruction (DPI). The Superintendent and the Finance Officer hold meetings with Assistant Superintendents, Directors, and principals to determine immediate and long-range needs related to personnel, facilities, technology, equipment, furniture, and supplies. Budgetary issues are raised in a presentation before the County Commissioners and the Asheboro City Board of Education conducts multiple planning sessions to discuss and analyze budget issues specifically. When a final budget is approved by the General Assembly, the final district budget is approved, and expenditures are made according to the Strategic Plan and Board of Education goals.

Resources are allocated according to Average Daily Membership (ADM), teacher/pupil ratios, and as needed for specific projects and initiatives. The district seeks additional funding aggressively through grants and other programs, by using special fund sources to support classroom instruction, through professional development activities, within learning opportunities for students, and especially through innovation.

The budget is reviewed regularly throughout the year by the Finance Office and the Superintendent, in accord with financial specialists at DPI. In addition to internal on-going reviews, the district's financial policies and procedures are subject to annual review by an outside auditing firm. Asheboro City Schools maintains an outstanding history of clean financial audits, indicating that the district and the Board are in complicance with fiscal practices and procedures according to local, state, and federal law.

An important component of providing a safe and orderly school environment is the maintenance and upgrade of facilities. The district completes projects annually to maintain existing buildings, notably roof replacements, HVAC upgrades, flooring and painting. A long-range facilities plan has been approved by the Board of Education and presented to Randolph County Commissioners. The plan includes a new Early Childhood Development Center, additions at Asheboro High School and North Asheboro Middle School, a new elementary school to relieve overcrowding in grades kindergarten through five across the district, infrastructure and systems upgrades, and upgrades to several athletic facilities.

**3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?**

The district vision statement calls for the high school graduation of every student, and the district mission statement includes a commitment to "high quality learning opportunities for all students in a safe and inviting environment." These statements are indicative of the district's focus on the academic success of students individually and collectively. Multiple services are offered to students to provide an assessment of needs and a collaboration of service offerings in support of students and their families.

Safe Schools Plans are implemented at the school level, addressing the safety and well-being of all employees and students alike.  A district Employee and Workplace Safety Program was instituted in 2006, resulting in active committees at the school and district levels that identify and analyze issues and provide training for all employees.  Support personnel employed by Asheboro City Schools includes: guidance counselors; social workers; school nurses; School Resource Officers (SRO); parent outreach specialists; interpreter/translators; psychologists, speech pathologists, braillest, occupational and physical therapists; English as a Second Language teachers;  and, teachers of academically gifted students.

Services for students are supported by agencies throughout the Asheboro/Randolph County community.  The pre-school program is extensive and the benefactor of the support of the Randolph County Partnership for Children and Even Start.  The pre-school program includes strong bonds developed through home visits and English instruction to parents.  New to the district in recent years are the GEAR-UP (Gaining Early Awareness and Readiness for Undergratuate Programs) and AVID (Advancement Via Individual Determination) programs.  GEAR-UP works with students and families to develop the skills necessary to go to college, focusing on early intervention, parental involvement, early awareness, and encouraging students to take academically challenging courses in preparation for study after high school.  AVID is a program targeting low-income students who often fall short of their potential.  The program prepares students for college eligibility through teaching strategies, curriculum, and trainings.

## Overall Assessment:

**Highly Functional:** The school system effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The system systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The system provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

# Standard 6. Stakeholder Communications & Relationships

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

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

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

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

**6.1 Fosters collaboration with community stakeholders to support student learning**:
*Highly Functional*

Evidence Provided:
Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Policies regarding suggestions, grievances

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

Other: Agendas, calendar, and materials for school and district-level parent meetings

**6.2 Uses system-wide strategies to listen to and communicate with stakeholders**:
*Highly Functional*

Evidence Provided:
Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

Stakeholders affirm they have variety of opportunities to be formally involved in life of district

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

Other: Strategic Planning Steering Committee agendas and membership

Other: District Facebook page and Twitter account

**6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system**:
*Operational*

Evidence Provided:
Advisory Committees

Calendar, agendas, minutes, committee membership

District staff affirm that they regularly include community in preparing instructional delivery activities

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

**6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders**:
*Highly Functional*

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parent versions of Curriculum Pacing Guides

Parents and students are informed and involved in developing individualized learning plans for students

Parents and students are informed and involved in making course selections

Regularly published newsletters to community

Student Handbook

Other: District Facebook page and Twitter account

**6.5 Provides information that is meaningful and useful to stakeholders**:
*Operational*

Evidence Provided:
Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

Other: NC Report Card - Snap shot sent home with students annually

## Focus Questions:

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

Asheboro City Schools, through an expansive strategic planning process offers all stakeholders the opportunity to be involved in the development of our strategic plan. Once the plan is approved by the Board of Education, all schools incorporate the strategic plan goals into their Continuous Improvement Plans.

In order to cultivate and secure meaningful information and establish beneficial working relationships, numerous opportunities for stakeholder feedback were organized. Small group "Coffee and Conversations" were held across the community to help identify the system strengths, weaknesses, threats and opportunities. Over 300 members of the Asheboro City Schools community participated in the planning process. This feedback was shared with the Planning Team who developed and prioritized the key strategic issues our plan should address. Asheboro City Schools administrative leadership team synthesized all feedback and developed a three-year plan to

accomplish our overall goal of providing the very best education to our students.

Annually, our Board of Education visits all elementary and middle schools to update parents and staff on our progress on the strategic plan. Accomplishments, along with areas of concern are shared so all stakeholders understand the importance of working together for student success. Additionally, this information is found on our website and is addressed annually in our district "Connection" newsletter and Annual Report to the Community.

Feedback is also received and updates given through various advisory councils such as – Superintendent's Advisory Council, PTO/PTA President's Roundtable, Student Advisory Council, English as a Second Language (ESL) Parent Advisory Council, and the CTE Advisory Council. We also collect feedback through annual surveys of parents and students, and the biennial NC Teacher Working Conditions Survey. Parents participating in Individual Education Plan (IEP) meetings are also asked to complete a perception card to ensure we are addressing their questions or concerns and meeting the needs of their child. All survey data collected are analyzed and used to guide our program of work.

Asheboro City Schools is fortunate to have great community support and a variety of strategic partnerships with agencies like Communities In Schools and the Boys & Girls Club. Both agencies work to provide additional support for at risk students by providing mentors, after school homework help and much more. Other strategic partners include Randolph Hospital, Randolph Partnership for Children, the Asheboro Police Department, YMCA, local Rotary Clubs, Kiwanis, to name just a few.

Additionally, in 2008 Asheboro City Schools implemented the parent academy model in an effort to increase parent involvement. The Family Alliance Network (FAN) offers a variety of parent workshops during the school year to help parents learn about topics to support their child's education. Sessions are offered in English and Spanish, transportation and child care are also available.

The district's leadership routinely presents to various community groups such as the Rotary Club and Kiwanis, along with active participation with the Asheboro/Randolph Chamber of Commerce. Annually we hold a legislative breakfast to update our legislators on our progress and address concerns for the coming legislative session. Asheboro City Schools is fortunate to have strong working relationships and open lines of communication with each of these groups.

The district's Administrative Team, comprised of all district and school level administrators, meets on a monthly basis to discuss district issues and administrative staff development. This allows for a clear line of communication on the most pressing issues facing our schools. Principals also meet monthly with members of the Curriculum and Instruction team (Curriculum Conversations) to address concerns and discuss various curriculum topics.

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

Asheboro City Schools uses a number of different mediums to communicate with parents, and we are constantly looking for additional communication tools to add to our toolbox to enhance our communication. We provide as much of our communication as possible in both English and Spanish to meet the needs of our community.

The district produces an Annual Report to the Community highlighting our achievements, including student achievement data. This document also serves as an update to the community on our strategic plan, as highlights from each of the goal areas are addressed. The annual report is mailed to all Asheboro City Schools taxpayers and families that transfer into our district. It is also available on our website.

Additionally, we provide student achievement data through the distribution of the NC School Report Card. Snapshots are sent home with each student and are linked on our district website. Parents also recieve an "Individual Student Report" at the end of the school year regarding their child's performance on NC End of Grade tests.

The primary communication tool we use is the district and school level websites. As more and more families have access to the internet, we find this is a powerful tool to supplement traditional communication methods. Multiple staff members have access to update areas of the district website and school webmasters have the option to allow multiple users as well; a concerted effort is made to keep announcements and other timely information posted. We are also implementing teacher web pages throughout the district, with a focus at the secondary level.

Asheboro City Schools uses the AlertNow phone notification system to communicate directly with parents and staff. All schools use this tool on a weekly basis to inform parents about upcoming events. We also use this tool to send our daily attendance messages and we communicate with families regarding inclement weather decisions through AlertNow.

This year we launched a district Facebook page and Twitter account in an effort to engage parents that we may not reach through other methods. This has been a positive experience and one we may expand to the school level in the future.

In March, 2011, Asheboro City Schools will be piloting the Parent Assist Module through NCWISE (NC student information system). This tool will allow parents the ability to access their child's NCWISE account and review basic student information, attendance and grades. We are looking forward to implementing this tool, as this is a tool often requested by our parents and staff.

Asheboro City Schools also uses a variety of methods to communicate with stakeholders. These include, but are not limited to: print media (newspaper articles, newsletters, memos, flyers, etc.); letters; email messages; public forums and meetings; radio announcements; signage at schools; report cards; Public Information Officer.

Internally we communicate through a weekly district newsletter titled "Monday Musings." This is the primary way we communicate with all employees about various school and district events, update staff on awards and recognitions, and other timely operational information.

## Overall Assessment:

**Highly Functional:** The school system has the understanding, commitment, and support of all stakeholders. System and school personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.

# Standard 7. Commitment to Continuous Improvement

**STANDARD:** The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Impact Statement:** A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

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

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

**7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):** *Highly Functional*

Evidence Provided:
Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in a specific program that supports continuous improvement

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

Stakeholder survey (satisfaction) data

State/Federal Accountability Plan

**7.2 Engages stakeholders in the processes of continuous improvement**:
*Highly Functional*

Evidence Provided:
Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Parent compact

Policies, procedures for district and school improvement committee work

Stakeholder survey data demonstrating stakeholder involvement in district and school improvement

Stakeholders affirm their involvement in continuous improvement process

**7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning**:
*Highly Functional*

Evidence Provided:
Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

District staff affirm their understanding of the impact of programs that support student learning

District staff demonstrate capacity for providing methodologies to increase student performance

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plans demonstrate alignment with district vision, purpose

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in district-wide facilities

**7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels**:
*Highly Functional*

Evidence Provided:
District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

District staff meetings regularly use data to inform their discussions and decisions

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

**7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals**:
*Highly Functional*

Evidence Provided:
Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

**7.6 Monitors and communicates the results of improvement efforts to stakeholders**:
*Highly Functional*

Evidence Provided:
Annual Report

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

Stakeholders affirm receipt of district communication regarding improvement efforts

**7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement** :
*Highly Functional*

Evidence Provided:
District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions

Evaluation of effectiveness of continuous improvement plan and process

Stakeholders affirm knowledge of an evaluation of the district's improvement efforts

**7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide**:
*Highly Functional*

Evidence Provided:
District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District staff affirm that time is allocated for improvement planning, implementation, and monitoring

Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring

**7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts**:
*Highly Functional*

Evidence Provided:
District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District expectations and guidelines for all schools and departments to engage in a continuous improvement process

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

## Focus Questions:

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

Asheboro City Schools engages in a continuous process of improvement as documented in the ACS Strategic Plan. The ACS Strategic Plan includes the vision and mission statements and outlines the goals and objectives of the school district. The strategic planning process, which occurs every three years, includes feedback from multiple stakeholders within the district and community. After receiving approval for the district Strategic Plan

from the Board of Education, each school develops an annual Continuous Improvement Plan with input from the school's leadership team and school staff. Individual school Continuous Improvement Plans align with the district Strategic Plan.

Student performance data from the accountability department are disseminated to all stakeholders throughout the year. Data from summative and formative assessments include the following: EOG's, EOC's, alternate summative assessments, classroom assessments, common assessments, and district benchmarks (ClassScape). Annual reports include the Asheboro City Schools Statistical Profile and Report to the Community. These reports are reflective of progress towards district goals and objectives as well as other accomplishments and celebrations throughout the district. Data are continuously analyzed and shared among teachers, administrators, parents, Board of Education members, and community stakeholders to monitor student performance and growth. Analysis of the data informs classroom instruction and also drives interventions and enrichment for students. The continuous improvement process in Asheboro City Schools has a direct impact on student learning and overall system effectiveness.

*2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?*

Each school has a Continuous Improvement Plan that is aligned with the district Strategic Plan. Continuous Improvement Plans reflect the needs of individuals as well as subgroups of students, strategies to be used, resources/professional development that is needed, and a system to monitor and evaluate the effectiveness of the plan. Continuous progress monitoring of the implementation of the plan occurs throughout the year, as all stakeholders are held accountable for student growth and performance. Progress monitoring includes the following: documentation of Strategic Plan milestones reviewed by the administrative team and shared with the Board of Education during winter and summer retreats; monthly updates shared by the Superintendent with the Board and community at Board meetings; district progress monitoring visits to each school by the Superintendent and Assistant Superintendent for Curriculum and Instruction throughout the year; progress monitoring of student performance and growth regularly at each school around benchmark, common assessment and formative assessment data. Student growth and performance data are reviewed by the entire administrative team as well as school leadership teams during the summer. Ongoing review of data assures that student learning needs are aligned with the vision and purpose of the school system and each school.

*3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?*

Professional development is driven by the goals of the district Strategic Plan and school Continuous Improvement Plans. Decisions regarding professional development across the district are based upon multiple comprehensive needs assessments given by the administrative instructional team to a variety of teachers and staff. Individual schools conduct annual needs assessments, which inform the district of the needs of teachers at each school. Data from school needs assessments are used to determine the professional development offerings needed and are indicated in each school's Continuous Improvement Plan. Analysis of needs assessments at the district level drive the development of the district professional development plan, which includes identification of research-based best practices, scheduling, and budgets. Professional development occurs through different venues, which include the following: face-to-face professional development led by teacher leaders, district instructional staff, and outside consultants; online professional development, which includes PD 360, the North Carolina Formative Assessment Learning Community's Online Network (NC FALCON), add-on licensure courses, webinars, and use of Moodles and wikispaces.

Led by the Assistant Superintendent of Curriculum and Instruction, district directors, coordinators, instructional facilitators, and lead teachers are responsible for offering technical assistance to teachers. Monthly pre K-12 Curriculum Conversations and Administrative Team Meetings offer support to principals and assistant principals and includes professional development in research-based best practices to support and build the capacity of school building administrators as instructional leaders in accomplishing the goals and objectives of the district Strategic Plan and individual school's Continuous Improvement Plans.

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

The leadership uses several methods to ensure that the district Strategic Plan and school Continuous Improvement Plans are effectively implemented with fidelity, closely monitored, achieved, and clearly communicated with all stakeholders. Progress monitoring strategies such as walk-throughs by district and school administrators ensure that continuous improvement plans are being implemented with fidelity. Continued analysis and sharing of data among teachers, administrators, parents, Board of Education members, and community stakeholders indicate whether or not continuous improvement goals and objectives are being achieved. Annual reports including the Asheboro City Schools Statistical Profile and Report to the Community are reflective of implementation, monitoring and achievement of district goals and objectives. In addition to annual report documents, Board of Education members and the Superintendent and/or Assistant Superintendents attend parent meetings in the fall at each school to communicate the goals and objectives of the district Strategic Plan. The district Strategic Plan, individual school Continuous Improvement Plans, the ACS Annual Report to the Community and the Statistical Profile Report are shared through the ACS website: www.asheboro.k12.nc.us and individual school websites. A copy of the ACS Annual Report to the Community is mailed to all households within the school district. Hard copies of all documents are available to parents, community, and school personnel at each school.

In addition to progress monitoring, the goals and objectives of the Strategic Plan are reviewed throughout the year by the district administrative team, school leadership teams, and staff. Strategic Plan milestones provide evidence of specific strategies/actions to ensure that the goals and objectives of the Strategic Plan and school Continuous Improvement Plans are being met, which result in increased student growth and performance. Periodic review of Strategic Plan milestones occur during the Superintendent's weekly Central Office Cabinet meetings. Monthly updates are provided by the Superintendent to the Board of Education regarding the progress toward achieving the goals and objectives of the ACS Strategic Plan.

## Overall Assessment:

**Highly Functional:** The school system fully implements a collaborative and ongoing process for improvement that aligns all functions of the system and its schools with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the system demonstrates significant progress in improving student performance, system and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.

# QA Methods

*1. What processes does the district use to monitor and document improvement?*

Asheboro City Schools is committed to ensuring continual improvement at the school and district levels. We use internal and external processes to monitor and document improvement. Historically, one of our most important external checks has been through the AdvancEd school, then district, accreditation process. As a district, we have always felt that school level accreditation through SACS was a significant opportunity for reflection and feedback. We achieved district-level accreditation for the first time in March, 2006.

Internally, we use a three-year strategic planning process to support, monitor, and document our continuous improvement as a district. Our most recent strategic plan began with a Board of Education resolution in October, 2009. In November of 2009, the Steering Committee met to develop the planning process, and by January, 2010, the Board of Education and district staff had generated a guest list for community input and Planning Team participants. A series of 'coffee and conversation' meetings was held in February, 2010, as a means of collecting community/stakeholder input regarding vision, mission, goals, areas of need, and opportunities for celebration. The Planning Team met in March to identify strategic priorities developed from the community feedback. Based on input collected, our Strategic Plan for 2010-2013 was finalized in June, 2010. Since that time, cabinet members have been developing measurable milestones for each goal so that progress can be tracked on an annual basis.

Similarly, each of our schools employs an annual continuous planning cycle. Progress-monitoring data are collected throughout the year at each site. Goals are set during the summer based on stakeholder input (School Leadership Teams) and an examination of the data. Strategies for reaching the goals and methods of evaluating progress are established. The Superintendent and other members of the district-level administrative team review school Continuous Improvement Plans (CIP) and offer feedback before the plans are presented to the Board for approval. An emphasis is placed on ensuring that school CIP's are in alignment with the District Strategic Plan.

On a more informal basis, the Superintendent and Assistant Superintendent of Curriculum and Instruction meet with principals twice annually to review progress monitoring data, intervention strategies, and progress on CIP goals. District-level administrators frequently accompany building administrators on walkthroughs and/or attend planning sessions at the schools. School visits may be scheduled in advance, or administrators may observe in a classroom unannounced.

This year, Asheboro City Schools is implementing the new North Carolina personnel evaluation instruments that are required by the State for teachers, principals, district instructional staff, and the Superintendent. All of these instruments are based on a growth model. Progress along the continuum of the evaluation indicators will provide another indication of improvement within the district.

*2. How does the district provide meaningful feedback and support to its schools and across the district?*

Ongoing, meaningful feedback and support is provided to schools through a variety of channels. First, because of our size, all district and school level administrators can convene frequently for face-to face meetings. Monthly Administrative Leadership Team meetings are headed by the Superintendent. Topics dealing with curriculum, instruction, assessment, funding, personnel, facilities, etc. are discussed during these meetings. Progress on the district strategic plan is analyzed and reviewed. This is also an important venue for administrative professional development (e.g., we completed a book study on RTI last year during these meetings). Other monthly meetings with central office and school level administrators include Curriculum Conversations and Principal Support meetings. Annually, the Administrative Leadership Team meets for a two-day retreat. School Leadership Teams also meet annually for training and feedback sessions with district staff.

The Superintendent holds meetings with several advisory groups: Superintendent's Advisory Council (staff), Student Advisory Council, and Presidents' Round Table (composed of district PTO presidents). Participants in all groups are encouraged to share areas of celebration and concern and to ask questions. The Superintendent facilitates discussion and provides answers to questions, either at the meeting or at a later date.

A variety of curriculum support materials and student assessment tools have been created by district staff and provided to the schools for their use. For example, the district has created benchmark assessments aligned to the North Carolina Standard Course of Study , as well as the district pacing and curriculum guides, for students in grades 3 - 12. Benchmarks in grades 3 - 8 are aligned with reading and math curriculum guides and pacing guides that have been developed by district staff. Benchmarks at the high school level include: Integrated Mathematics 1, English 9, Biology, U.S. History, and Civics and Economics. Teachers are instrumental in the design and refinement of these tools. The district has also created math and literacy screening instruments, computer skills assessment, a writing assessment plan, and multiple mastery lessons (many using Smart Board technology) that support the curriculum.

An assortment of data is supplied to schools for their use in analyzing their progress and developing new goals. Student assessment data, some obtained by using tools mentioned above, is organized and shared with schools.  The district also shares survey data from instruments developed by the state (e.g., teacher and principal working condition surveys) and by the district (teacher, parent, and student surveys).

Professional development is based on needs assessment and an analysis of the data. It is developed to serve the needs of individual schools and teachers as well as to direct the work of the district.

Within the district, there exists a culture of working as a team and of problem-solving together. Central office staff members see themselves in positions of support and service to the schools and stakeholders. Informally, there is an open-door policy among our district-level staff members. Principals and other school-based personnel often call or come by the Central Office to discuss issues or seek answers to questions.

*3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?*

As stated previously, Asheboro City Schools has a long history of adherence to SACS/AdvancED standards. The philosophy of continuous improvement is embedded into our culture.

- The district strategic planning cycle always begins with work on our vision, core values, and mission.
- As outlined under Standard 3, teaching and learning is a focus for all our meetings: grade level, school-wide, vertically among schools, and at the district level.
- Our district is committed to hiring individuals who are highly qualified for their positions.
- To support the efforts of these individuals, our district is committed to funding and staffing on-going, targeted professional development that reflects best practices and is research-based.
- Data are collected, used to analyze system strengths and areas for improvement, and are communicated to stakeholders.
- District and school leadership work to promote a culture of efficacy and team problem-solving among members of our staff and community.
- Our school facilities are well-maintained and are a point of pride.
- Our district is a good steward of resources; distributing staff, equipment, and funds with input from schools and district in a thoughtful manner and with an eye to probable funding cuts in the near future.
- Goals and milestones from the district Strategic Plan serve as guidance for our School Leadership Teams as they work to develop their annual Continuous Improvement Plans. These goals and milestones also form the basis of ongoing discussion and reflection district wide.

Thoughtful leadership and collaboration guide our continuous improvement work. We do this work because we are committed to ensuring quality educational opportunities for our students in a rapidly changing world. In short, participation in the AdvancEd accreditation process is not a procedure that is different from the way we normally do business in Asheboro City Schools. For Asheboro City Schools, *"The Subject is Excellence"!*

*4. How does the district regularly collect, use, and communicate results?*

Asheboro City Schools collects data as it becomes available from assessments, surveys, community input (e.g., demographics, discussions at planning sessions), and other sources. We utilize this data as the basis for our ongoing planning and evaluation of our progress at both the school and district levels. We also use the results to communicate to our stakeholders about our successes and areas for improvement. Results are made available in numerous ways, including but not limited to the following:

- Reports to the Board of Education
- Annual Report to the Community
- Asheboro City Schools Statistical Profile, compiled annually
- School level Continuous Improvement Plans

- Presentations to school PTO/PTA groups
- Convocation with all district staff at the beginning of each school year
- Strategic Plan process
- NC State Report Card snapshots and cover letters
- School newsletters
- Press releases

# Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

## Focus Questions

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

The major trends, themes, or areas of focus that emerge from our overall analysis include: commitment to continuous improvement, innovation, and collaboration to improve teaching and learning and ensure high student achievement; commitment to a comprehensive collaborative planning process focused on student performance and district effectiveness; commitment to development and capacity-building of high quality staff; effective support services to ensure individual student success and build relationships with families; and involvement and support of parents, community and business/educational partners.

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

Our school system's greatest strengths include:  commitment to continuous improvement, innovation, and collaboration; clear vision and purpose; focus on teaching and learning; ongoing embedded professional development focused on research-based best practices; effective governance and leadership; highly qualified staff; resources and support; and alignment of resources with strategic priorities.

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

Our greatest challenges are meeting the diverse and growing needs of our students and include:  consistently reaching and exceeding levels of student achievement at or above state average; closing achievement gaps; increasing graduation rates and lowering dropout rates; effectively using data and program evaluation information to continuously improve teaching and learning; implementing research-based learning intervention strategies with fidelity; deeply engaging our community in our vision for all students to graduate ready for college, careers, and citizenship; and responding effectively to severe budget limitations that will impede our progress.

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

Asheboro City Schools will  share insights and information gained from this self-assessment with our stakeholders throughout the district and community, celebrate our strengths and accomplishments, and implement a plan of continuous improvement to address areas of concern.  An ongoing process of continuous improvement and meeting standards will be maintained in Asheboro City Schools.  We will use the outcomes of this process to help reach our ultimate goal and preferred future as captured in our current vision:  "Asheboro City Schools will be a system of excellence where every student graduates, and is globally competitive for careers, college, and citizenship."

# Standards Assessment Report Summary

| Standards & Indicators | Not Evident | Emerging | Operational | Highly Functional |
|---|:---:|:---:|:---:|:---:|
| **1. Vision & Purpose** | | | | |
| 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders | | | | ✔ |
| 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support | | | | ✔ |
| 1.3 Identifies system-wide goals and measures to advance the vision | | | | ✔ |
| 1.4 Develops and continuously maintains a profile of the system, its students, and the community | | | | ✔ |
| 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services | | | | ✔ |
| 1.6 Reviews its vision and purpose systematically and revises them when appropriate | | | | ✔ |
| **2. Governance & Leadership** | | | | |
| 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system | | | | ✔ |
| 2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system | | | | ✔ |
| 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations | | | | ✔ |
| 2.4 Implements policies and procedures that provide for the orientation and training of the governing board | | | | ✔ |
| 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources | | | ✔ | |
| 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations | | | | ✔ |
| 2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations | | | | ✔ |
| 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness | | | ✔ | |
| 2.9 Creates and supports collaborative networks of stakeholders to support system programs | | | | ✔ |
| 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals | | | | ✔ |
| 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership | | | | ✔ |
| 2.12 Assesses and addresses community expectations and stakeholder satisfaction | | | | ✔ |
| 2.13 Implements an evaluation system that provides for the professional growth of all personnel | | | | ✔ |
| **3. Teaching & Learning** | | | | |
| 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills | | | ✔ | |
| 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning | | | ✔ | |
| 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels | | | | ✔ |
| 3.4 Supports instruction that is research-based and reflective of best practice | | | | ✔ |
| 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity | | | ✔ | |
| 3.6 Allocates and protects instructional time to support student learning | | | ✔ | |
| 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment | | | ✔ | |
| 3.8 Supports the implementation of interventions to help students meet expectations for student learning | | | | ✔ |
| 3.9 Maintains a system-wide climate that supports student learning | | | | ✔ |
| 3.10 Ensures that curriculum is reviewed and revised at regular intervals | | | | ✔ |
| 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction | | | ✔ | |
| **4. Documenting & Using Results** | | | | |
| 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free | | | | ✔ |
| 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of | | | | |

| | | | | |
|---|---|---|---|---|
| teaching and learning | | | ✔ | |
| 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance | | | ✔ | |
| 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders | | | ✔ | |
| 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness | | | ✔ | |
| 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence | | | ✔ | |
| 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations | | | ✔ | |
| **5. Resource & Support Systems** | | | | |
| 5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities | | | | ✔ |
| 5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience) | | | | ✔ |
| 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff | | | | ✔ |
| 5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable | | | | ✔ |
| 5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement | | | | ✔ |
| 5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures | | | | ✔ |
| 5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment | | | | ✔ |
| 5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders | | | | ✔ |
| 5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment | | | | ✔ |
| 5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals | | | | ✔ |
| 5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students | | | | ✔ |
| 5.12 Provides student support services coordinated with the school, home, and community | | | | ✔ |
| **6. Stakeholder Communications & Relationships** | | | | |
| 6.1 Fosters collaboration with community stakeholders to support student learning | | | | ✔ |
| 6.2 Uses system-wide strategies to listen to and communicate with stakeholders | | | | ✔ |
| 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system | | | ✔ | |
| 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders | | | | ✔ |
| 6.5 Provides information that is meaningful and useful to stakeholders | | | ✔ | |
| **7. Commitment to Continuous Improvement** | | | | |
| 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results) | | | | ✔ |
| 7.2 Engages stakeholders in the processes of continuous improvement | | | | ✔ |
| 7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning | | | | ✔ |
| 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels | | | | ✔ |
| 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals | | | | ✔ |
| 7.6 Monitors and communicates the results of improvement efforts to stakeholders | | | | ✔ |
| 7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement | | | | ✔ |
| 7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide | | | | ✔ |
| 7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts | | | | ✔ |