

BOARD AGENDA ITEM

April 19, 2016

SUBJECT:

District Strategic Plan Update

BACKGROUND INFORMATION:

Each school district must develop a five-year district strategic plan, and each school must develop a five-year school renewal plan as required by the Early Childhood Development and Academic Assistance Act of 1993 and the Education Accountability Act of 1998. District and school plans shall coordinate and align improvement initiatives [State Board Regulation 43-261]. As part of a continuous improvement process, each district is required to submit an update to its strategic plan every spring.

ADMINISTRATIVE CONSIDERATION:

The District Strategic Plan is not a static document, but one that provides a framework for moving Aiken County forward over the course of five years. The goals, strategies, and activities contained within the plan are reviewed and updated continually to meet the changing needs of our students and communities. The district's new Read to Succeed Plan will be appended to this update and become part of the final plan.

RECOMMENDATION:

Approve the 2016 update to the District Strategic Plan 2014-19

ATTACHMENT:

District Strategic Plan 2016 Update

PREPARED BY:

Randall W. Stowe



**District Strategic Plan
2014-2019**

**Sean Alford, Ph.D.
Superintendent**

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**District Strategic Plan Cover Page
(Mandated Component)**

**Strategic Plan for years 2014/15 to 2018/19
Annual Update for Year 2016/17**

District:	Aiken 01
SIDN:	0201
Plan Submission:	School utilizes AdvancED
Address 1:	1000 Brookhaven Drive
Address 2:	
City:	Aiken, SC
Zip Code:	29803
District Plan Contact Person:	Jeanie Glover, Director of Federal Programs
Contact Phone:	803-641-2453
E-mail Address:	jglover@acpsd.net

Assurances

The District Strategic Plan and the Annual Update of the District Strategic Plan include components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, and the district strategic planning coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Required Printed Names and Signatures

<i>Chairperson, District Board of Trustees</i>		
<u>Rosemary English</u> Printed Name	_____ Signature	_____ Date
<i>Superintendent</i>		
<u>Sean Alford, Ph.D.</u> Printed Name	_____ Signature	_____ Date
<i>Title II Coordinator</i>		
<u>Jeanie Glover</u> Printed Name	_____ Signature	_____ Date
<i>District Strategic Planning Coordinator</i>		
<u>Jeanie Glover</u> Printed Name	_____ Signature	_____ Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		

King Laurence
Printed Name

Signature

Date

Stakeholder Involvement for District Strategic Plan (Mandated Component)

List the name of persons who were involved in the development of the District Strategic Plan.
A participant for each numbered position is required.

	Position	Name
1.	Superintendent	Sean Alford, Ph.D.
2.	Principal	Julie Revelle
3.	Teacher	Carrie Clark
4.	Parent/Guardian	Diana Floyd
5.	Community Member	Brian Sanders
6.	Private School Representative(s)	Bridgette Kayea
7.	District Level Administrator	Jeanie Glover
8.	Paraprofessional	Marcia Holcombe
9.	District Read To Succeed Literacy Leadership Team Lead	King Laurence
10.	District Read To Succeed Literacy Leadership Team	Laurie Reese
OTHERS (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed		
	Principal	Becky Wilson
	Principal	Jason Holt
	Principal	Garen Cofer
	Teacher	Megan Bush
	Teacher	Latoya McGriff
	Parent/Guardian	Shannon Blackburn
	Parent/Guardian	Mollie Colburn
	Parent/Guardian	Todd Glover
	Community Member	Bobby Cue
	District Level Administrator	Cassie Cagle
	District Level Administrator	Randall Stowe
	District Read To Succeed Literacy Leadership Team	Joy Shealy
	District Read To Succeed Literacy Leadership Team	Tim Yarborough
	District Read To Succeed Literacy Leadership Team	Janice Kitchings
	District Read To Succeed Literacy Leadership Team	Melissa Turner
	District Read To Succeed Literacy Leadership Team	Amy Gregory
	District Read To Succeed Literacy Leadership Team	Ute Aadland
	District Read To Succeed Literacy Leadership Team	Lisa Fallaw

District Read To Succeed Literacy Leadership Team	Jason Holt
District Read To Succeed Literacy Leadership Team	Catherine Hamilton
District Read To Succeed Literacy Leadership Team	Morgan Bowie
District Read To Succeed Literacy Leadership Team	Becky Wilson
District Read To Succeed Literacy Leadership Team	Celia White-Rhines
District Read To Succeed Literacy Leadership Team	Joseph Powell
District Read To Succeed Literacy Leadership Team	Pat Keating
District Read To Succeed Literacy Leadership Team	Kate Simcox
District Read To Succeed Literacy Leadership Team	Jaime Creasy

Assurances for District Strategic Plan (Mandated Component)

Assurances, checked by the district superintendent, attest that the district complies with all applicable requirements.

Yes	Academic Assistance, PreK-3 The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4-12 The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
N/A	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK-3 The district ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Yes	Office of Health and Nutrition As required by the Students Health and Fitness Act [section 59-10-330 (B)], the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.
Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts	
1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.	

2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.
4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Yes

General Grant Assurances for Districts

As the duly authorized representative of #rc districtName#,

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principles for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2009)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2009)) if the amount of this award is \$50,000 or more.
- H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, EDGAR (1999), and other applicable statutes, regulations, program plans, and applications.
- I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.
- K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.

Yes

O. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

Terms and Conditions for SCDE Grant Programs

- A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
 - Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,
 - forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
 - Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
 - Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
- K. **Audits**
 - Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
 - Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
- L. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.
- M. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
- N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Yes

Read To Succeed Act 284 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 284 requirements.

Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students are provided with an instructional program based on student needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students not reading on grade level by the end of third grade and therefore needing to be retained beginning with the 2017-18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Signature	
_____	_____
Superintendent's Printed Name	Superintendent's Signature
	Date

Needs Assessment for Student Achievement by Grade Range

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Primary School (K - 2)			
Benchmark Assessment: Teaching Strategies GOLD for 4K		On the Fall 2015 GOLD assessment, 77.8% of our 4K students were scoring below expectation, 21.8% meeting expectation, and 0.4% exceeding expectation.	Our CDEP 4K program serves a limited number of students with the greatest need for early intervention.
Benchmark Assessment: DRA2 for 5K		On the Fall 2015 DRA2 reading assessment, 50% of our K5 students scored at the lowest level--A Emerging.	
Benchmark Assessment: Fountas & Pinnell (F & P) for Grades 1 & 2	The Fall 2015 F & P reading assessment data indicated that 61% of our first graders and 61% of our second graders met or exceeded expectations.		
Elementary/Middle School (3 - 8)			
State Standardized Language Arts Scores	At both the elementary and middle levels, 2015 Aspire ELA scores were similar to the state average, with approximately 2/3 of our students Ready.	At the elementary level, 2015 Aspire Reading scores showed less than 1/3 of our students Ready, with the district scores in Grades 3-5 below the state average. The achievement gap between White and African American students was approximately 20% for both ELA and Reading. Reading scores in Grades 6 & 7 showed approximately 1/3 Ready, with 44% Ready in Grade 8. All three grades were below the state average. The achievement gap between White and African American students exceeded 20% for both ELA and Reading at this level.	

<p>State Standardized Math Scores</p>		<p>At the elementary level, 2015 Aspire Math scores were below the state average in all three grades. The achievement gap between White and African American students was above 20%. Middle level Math scores were also below the state average in all three grades, with less than 1/4 of the students Ready in Grades 7 & 8. The achievement gap between White and African American students was 30% in Grade 6.</p>	
<p>State Standardized Social Studies Scores</p>	<p>2015 SCPASS scores increased in Grades 4 & 5 from 2014. Social studies SCPASS scores increased in Grade 8 to the highest level since 2009.</p>	<p>2015 SCPASS scores were below the state average in Grades 3-8. The achievement gap between White and African American students was 14% in Grade 4, 24% in Grade 5, 19% in Grade 6, 27% in Grade 7, and 20% in Grade 8.</p>	
<p>State Standardized Science Scores</p>	<p>2015 SCPASS scores increased in Grades 4 & 5 from 2014.</p>	<p>2015 SCPASS scores were below the state average in Grades 3-8, as well as below 2013 scores. The achievement gap between White and African American students was approximately 30% in both elementary and middle school.</p>	
<p>Benchmark Assessment: Scholastic Reading Inventory (SRI)</p>		<p>On the fall 2015 SRI screening assessment of our students' reading comprehension skills, 51% of our 3rd graders, 41% of our 4th graders, and 38% of our 5th graders scored at the Strategic or Intensive level, which places them at or below the 35th national reading percentile. Of our middle school students, 39% of our 6th graders, 38% of our 7th graders, and 37% of our 8th graders scored Strategic or Intensive.</p>	
<p>High School (9 - 12)</p>			
<p>On-Time Graduation Rate</p>	<p>The on-time graduation rate for the district increased each year from 73.9% in 2011 to 86.9% in 2015. Our district graduation rate has been above the state grad rate since 2012.</p>	<p>Disaggregated data (2011-2014) showed that the graduation rates for students in the LEP, subsidized meals, and disabled subgroups were significantly below the district average. African American students were less likely to graduate than White students, and male students were less likely to graduate than</p>	

		females.	
End-of-Course Algebra I	Algebra I EOC scores have increased from 78.8% passing in 2011 to 89.4% in 2015. Our district percentage passing has exceeded the state since 2012.	Students who qualify for subsidized meals are almost three times more likely to fail the Algebra I EOC when compared to students who do not qualify.	
End-of-Course English I	English I EOC scores have increased from 71.9% passing in 2011 to 78.3 in 2015. Our district passing rate has exceeded the state passing rate since 2012.	Achievement gaps persist between students who qualify for subsidized meals and those who do not, as well as between White and African American students. In both cases the latter group is approximately twice as likely to fail the EOC assessment than the former group.	
End-of-Course Biology I	Our district Biology EOC passing rate has been above 80% and exceeded the state rate each year since 2012.		
End-of-Course U.S. History and Constitution	The percentage of students scoring at 70 or higher on the U.S. History and Constitution EOCEP has increased every year since 2011, and in 2015 we exceeded the state passing rate for the first time, with 72.2% passing.		
'Other' Data Source: SAT College Entrance Examination	The district's 2014 and 2015 SAT college entrance examination scores were above the state average for public school students.	However, our district SAT scores are below the national average for public school students.	
'Other' Data Source: The ACT	District composite scores on The ACT in 2013, 2014, and 2015 were above the state and national averages for the college-bound students who took the test. In 2015 on the statewide administration of The ACT for all 11th graders, the district mean (17.9) was equivalent to the state mean.		

<p>'Other' Data Source: Advanced Placement</p>	<p>In spring of 2014, 889 Aiken district students took 1516 AP exams, and 50.8% of the scores were 3 or higher. In spring of 2015, 846 Aiken district students took 1351 exams, and 53.0% of the scores were 3 or higher.</p>		
<p>Benchmark Assessment: Scholastic Reading Inventory (SRI)</p>		<p>SRI fall 2015 screening scores indicated that 36% of our 9th graders and 19% of our 10th grades scored at or below the 35th national percentile in reading.</p>	

All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Percentage of Teachers with Advanced Degrees	The percentage of teachers with advanced degrees has increased slightly from 55.7% in 2011 to 56.8% in 2015.	The 2015 state report card indicates that districts like ours typically have 62.8% of their teachers with advanced degrees.	
Percentage of Teachers on Continuing Contracts	In 2015 82.8% of our district teachers were on continuing contracts, the same percentage as the state.		
Percentage of Teachers Returning	The percentage of teachers returning from previous year has varied from year to year--91.8% in 2011, 91.4% in 2012, 92.0% in 2013, 91.8% in 2014, and 90.7% in 2015. The 2015 figure was comparable to the percentage in districts like ours of 90.8%.		
Percentage of Classes not Taught by Highly Qualified Teachers		Percentages of classes taught by non HQ teachers vary from year to year--2.7% in 2011, 3.6% in 2012, 1.5% in 2013, 1.7% in 2014, and 2.5% in 2015.	Charter school law allows for 25% of charter school teachers to be non HQ. This factors into the district's HQ percentage.
'Other' Data Source: Leadership Development		The Superintendent's Cabinet has identified weaknesses in our pool of future administrators and a need to provide more leadership training for future building-level administrators.	
'Other' Data Source: Annual Report to CERRA	On the annual report to CERRA in the fall of 2015, our district reported 1602.5 allocated teaching positions. Of these 186 were newly hired, and 8 were PACE participants.	On the 2015 fall CERRA report we listed 11 vacancies in teaching positions. We also noted that 172 teachers left our district last spring, 49 to retirement.	

Number of National Board Teachers	Our district had 76 National Board certified teachers in 2015-16.		
Number of PACE Teachers	Our district employed 8 new PACE teachers in 2015-16.		

All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Teacher Attendance Rate	The 2015 teacher attendance rate was 94.9%, down from 95.4% in 2014, but comparable to the 95.1% rate in districts with students like ours.		
Student Attendance Rate	The 2015 student attendance rate was 94.8%, down from 96.1% in 2014, but comparable to the 95.4% rate in districts with students like ours.		
School Poverty Index	Over two thirds of the districts in the state have more poverty than Aiken. Our district's 2015 Poverty Index was 67.9, 23rd out of 82 districts in the state.		
Students Older than Usual for Grade		According to 2014 state report card data, 4.8% of our students were older than usual for their grade level, down from 5.1 the year before, and higher than the 3.9% in districts with students like ours. This data was not reported for 2015.	
Suspension/Expulsion Rate	According to our state report card, out of school suspensions or expulsions for violent and/or criminal offenses in 2015 was 0.6, the same as 2014, and lower than the 0.7 in districts like ours.	However, our internal analysis of student discipline data for 2013-14 and 2014-15 indicated over 16,000 days of ISS and 14,000 days of OSS in 13-14 and over 15,000 days of ISS and over 14,000 days of OSS in 14-15, which equates to more than 215,000 hours of lost instructional time for students each of those years due to ISS or OSS.	

<p>Percent of Teachers, Students, and Parents Satisfied with the Physical Environment</p>	<p>2015 state surveys indicated that 83.0% of parents and 90.3% of teachers were satisfied with the social and physical environment. Both percentages are up over the past few years.</p>	<p>Only 62.0% of high school students were satisfied with the social and physical environment.</p>	
<p>Percentage of Teachers, Students, and Parents Satisfied with Home-school relations</p>	<p>The percentage of teachers satisfied with home-school relations was over 84% in both 2014 and 2015, both years showing an increase over the past few years. Students express higher satisfaction for home-school relations than other areas.</p>	<p>However, parents were less satisfied with home-school relations for 2014 (70.0%) and 2015 (73.0%) than in previous years.</p>	
<p>Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment</p>	<p>According to the 2015 state survey, the percentage of parents (85.7%) and teachers (89.2%) satisfied with the Learning Environment has increased over the past few years.</p>		

Executive Summary of Needs Assessment (Summary of Conclusions)

Student Achievement	
Primary School (K - 2)	
1.	Data from the 2015-16 GOLD assessment of our 4K students, DRA2 assessment of our 5K students, and F & P assessment of our 1st and 2nd graders are causing us to look closely at the preparation level of our early childhood students as well as our curriculum to address the needs.
Elementary/Middle School (3 - 8)	
2.	Improving elementary and middle level student achievement is one of our greatest challenges. There is a need to reaffirm the district's commitment to literacy and reading intervention, reorganize our curriculum support personnel to provide level-specific coaching, and establish a guaranteed and viable curriculum for all subjects.
High School (9 - 12)	
3.	While high school state assessment scores seem to be on the rise and at or above the State average in every area, focused efforts on subgroups where achievement gaps exist will be a priority. Continuing to focus on the four-year graduation rate and aggressively tracking students from the time they enter high school are ways we will continue to improve our graduation rate and exceed the State average.
Teacher/Administrator Quality	
4.	The district has been unable to find fully certified teachers for all positions for the past few years. Making sure that every student has a fully certified teacher from the first day of class must be among our highest district priorities.
School Climate	
5.	<p>Perception is an important part of the data picture and is critical in analyzing the schools' and district's climate. There are some significant variances in data from school to school, and the district trends provide valuable information. Our students' satisfaction with the learning environment indicates a discrepancy between their responses from those of teachers and parents. Teachers and parents tend to be more satisfied with the learning environment than students. Historically, this has been the case with these survey results.</p> <p>Regarding the physical environment, teacher responses are significantly higher than those of both students and parents. Although the school district has maintained a five-year facilities plan since the early 1980's, increased maintenance and construction costs have made it difficult to keep up with the demand for new and improved spaces. Half of the buildings in the district are forty to sixty years old. A referendum was passed in November of 2014 providing a 1% local education capital improvements sales tax. This will assist the district in upgrading specific projects listed in the referendum.</p> <p>With regard to home-school relations, strong efforts have been made over the past few years to improve the relationships between and among all stakeholders. Our new Communications Office holds great promise for improving stakeholder awareness and engagement.</p>