

DIAGNOSTIC REVIEW REPORT FOR WATKINS-NANCE ELEMENTARY SCHOOL

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Introduction

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes the in-depth examination of evidence and relevant performance data, interviews with groups, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the Diagnostic Review Team arrived at a set of findings contained in this report.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED Diagnostic Review Team uses AdvancED Standards, associated Indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Standards, Indicators and related criteria are evaluated using Indicator-specific performance levels. The Team rates each Indicator and criterion on a scale of 1 to 4. The final scores assigned to the Indicators and criteria represent the average of the Diagnostic Review Team members' individual ratings.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the Diagnostic Review, the institution conducted a Self Assessment using the AdvancED Standards and provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- An indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices and Improvement Priorities.

Powerful Practices

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices, yielding a performance level of 4, serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices which identified as essential to the institution's effort to continue its journey of improvement.

Improvement Priorities

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 or Level 2 Indicator rating, an Improvement Priority may be identified by the Team to guide improvement efforts. Improvement Priorities are supported by extensive

explanation and rationale to give leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

The Review

Watkins-Nance Elementary School hosted a Diagnostic Review April 17-20, 2016. The on-site review involved a six-member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Watkins-Nance for its receptivity and hospitality throughout the review visit.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through emails to complete the initial intensive study, review and analysis of various documents provided by the school. The Lead Evaluator conducted a conference call with the principal of the school. School leaders conducted the Internal Review within a narrow timeframe for completion. The Internal Review Diagnostic Report provided by school leadership to the Team was essentially a restatement of the school's 2014 Self Assessment Report prepared as part of the district's accreditation External Review. All evidence and documentation to support the school's Self Assessment and other diagnostics were made available in hard copy format.

A total of 47 stakeholders were interviewed and 18 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the faculty and staff were candid and reflective in discussing their school's efforts to provide a quality education to the students at Watkins-Nance Elementary School.

Stakeholder Interviewed	Number
Administrators	2
Instructional Staff	20
Support Staff	4
Students	16
Parents/Community/Business Leaders	5
TOTAL	47

Using the evidence at their disposal, the AdvancED Diagnostic Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Results, Conclusion and Addenda.

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational institution has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide

improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the institution with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Average Team Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.83
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.83
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.50
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.67
3.6	Teachers implement the school's instructional process in support of student learning.	1.67
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.67
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.67
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.33
3.11	All staff members participate in a continuous program of professional learning.	1.67
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.17

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Average Team Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.33
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	1.17
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.00
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.33
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	1.00

Student Performance Diagnostic

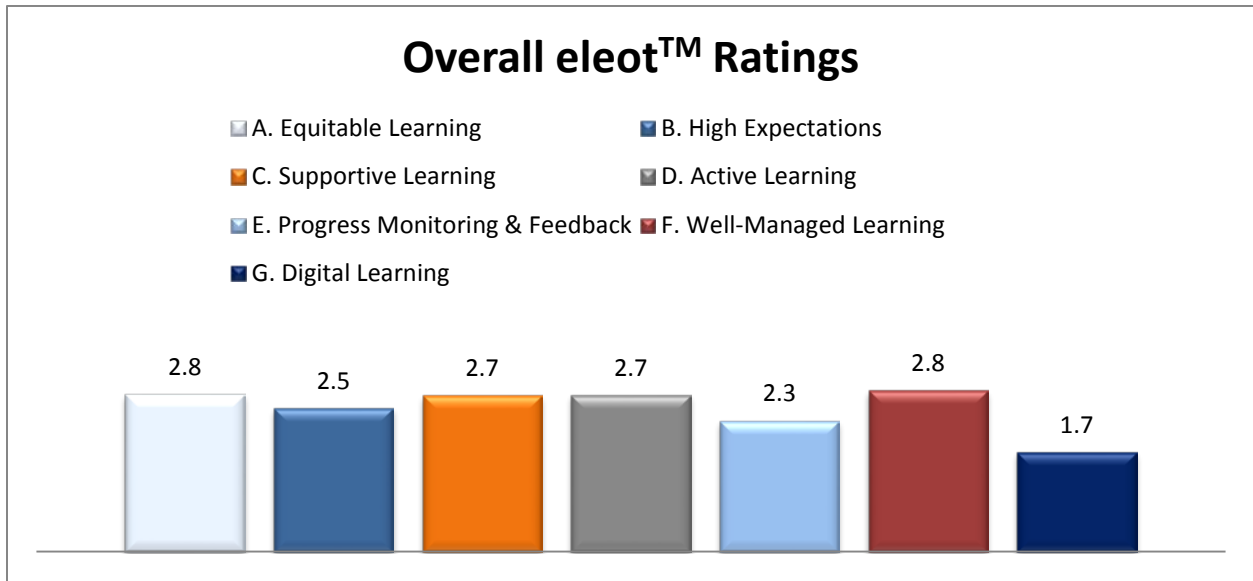
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Average Team Rating
1. Assessment Quality	3.83
2. Test Administration	4.00
3. Quality of Learning	2.00
4. Equity of Learning	2.33

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observation during the review process and provide ratings on 30 items based on a four-point scale (4=every evident; 3-evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.



eleot™ Summary Statement

The Diagnostic Review Team conducted 18 classroom observations using the Effective Learning Environments Observation Tool (eleot™). The Equitable Learning and the Well-Managed Learning Environments received the highest average ratings of 2.8 on a four-point scale. The Supportive Learning and Active Learning Environments received a rating of 2.7. The Digital Learning Environment was the lowest rated at 1.7.

The most frequently observed items included: 1) Knows that rules and consequences are fair, clear, and consistently applied (A3); 2) Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) (B5); 3) Demonstrates positive attitude about the classroom and learning (C2); 4) Is actively engaged in the learning activities (D3) 5) Demonstrates or verbalizes understanding of the lesson/content (E3); 6) Knows classroom routines, behavioral expectations and consequences (F5); and 6) Uses digital tools/technology to gather, evaluate, and/or use information for learning (G1).

These most frequently observed items supported that the students exhibited positive attitudes about their learning and were well-behaved. The students consistently demonstrated clear understandings of classroom rules and routines. They also responded thoughtfully to questions requiring them to think about their response before answering. Students also appeared to be actively engaged in the classroom learning activities.

The least frequently observed items included: 1) Has differentiated learning opportunities and activities that meet her/his needs (A1); 2) Is provided exemplars of high quality work (B3); 3) Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs (C5); 4) Makes connections from content to real-life experiences (D2); 5) Understands how her/his work is assessed (E4); 6) Collaborates with other students during student-centered activities (F4); and 7) Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning (G3).

These items indicated that the students did not have sufficient opportunities for differentiated learning. Teachers should be encouraged to develop more alternative instruction activities to better address unique student learning needs. The use of exemplars of high-quality work (e.g., rubrics, wall posters, work samples, finished products) needs to be more frequent in all classrooms. The Diagnostic Review Team Members frequently commented that much of the instruction was teacher-centered and the eleot™ data supported this observation. The faculty is encouraged to use more student-centered learning activities.

eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	2.4	Has differentiated learning opportunities and activities that meet her/his needs	17%	22%	50%	11%
A.2	3.0	Has equal access to classroom discussions, activities, resources, technology, and support	22%	56%	22%	0%
A.3	3.1	Knows that rules and consequences are fair, clear, and consistently applied	28%	56%	17%	0%
A.4	2.4	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	6%	44%	39%	11%
Overall rating on a four-point scale:		2.8				

Equitable Learning Environment

It was evident/very evident in 78 percent of the classrooms that students had "equal access to classroom discussions, activities, resources, technology, and support" (A2). It was evident/very evident in 84 percent of the classrooms that students knew that rules and consequences were "fair, clear, and consistently applied" (A3). Further, it was evident/very evident in 39 percent of the classrooms that students had "differentiated learning opportunities and activities that met her/his needs" (A1). The Team noted that much of the observed instruction was a "one size fits all" approach.

B. High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	2.6	Knows and strives to meet the high expectations established by the teacher	6%	50%	44%	0%
B.2	2.7	Is tasked with activities and learning that are challenging but attainable	17%	39%	44%	0%
B.3	2.1	Is provided exemplars of high quality work	0%	39%	33%	28%
B.4	2.4	Is engaged in rigorous coursework, discussions, and/or tasks	6%	44%	39%	11%
B.5	2.7	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	11%	50%	33%	6%
Overall rating on a four-point scale:		2.5				

High Expectations Learning Environment

It was evident/very evident in 61 percent of the classrooms that students were asked and responded “to questions that required higher order thinking” (B5). In 56 percent of the classrooms the students knew and strived “to meet the high expectations established by the teacher” (B1). It was evident/very evident in 39 percent of the classrooms that students were “provided exemplars of high quality work” (B3). The relatively low level of rigor and expectations for student performance supported the recent two-year decline in student performance scores on state assessment measures. These observations also reflected few student opportunities to view examples or teacher models of high-quality work.

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	3.1	Demonstrates or expresses that learning experiences are positive	22%	61%	17%	0%
C.2	3.1	Demonstrates positive attitude about the classroom and learning	28%	50%	22%	0%
C.3	2.9	Takes risks in learning (without fear of negative feedback)	22%	44%	33%	0%
C.4	2.5	Is provided support and assistance to understand content and accomplish tasks	0%	56%	39%	6%
C.5	2.2	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0%	44%	28%	28%
Overall rating on a four-point scale:			2.7			

Supportive Learning Environment

It was evident/very evident in 83 percent of the classrooms that students demonstrated or expressed “that learning experiences were positive” (C1). It was evident/very evident in 78 percent of classrooms that students demonstrated “positive attitudes about the classroom and learning” (C2). Additionally, it was evident/very evident in 44 percent of the classrooms that students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5). This rating supported the observed need for increasing the use of individualization as a teaching strategy.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.8	Has several opportunities to engage in discussions with teacher and other students	11%	61%	28%	0%
D.2	2.6	Makes connections from content to real-life experiences	11%	44%	39%	6%
D.3	2.8	Is actively engaged in the learning activities	17%	44%	39%	0%
Overall rating on a four-point scale:		2.7				

Active Learning Environment

It was evident/very evident in 72 percent of the classrooms that students had "several opportunities to engage in discussions with the teacher and other students" (D1). It was evident/very evident in 61 percent of the classrooms that students were "actively engaged in the learning activities" (D3). Students were provided opportunities to "make connections from content to real life experiences" in 55 percent of the classrooms (D2). These findings supported observations that much of the classroom instruction was teacher-centric.

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	2.5	Is asked and/or quizzed about individual progress/learning	11%	39%	39%	11%
E.2	2.4	Responds to teacher feedback to improve understanding	6%	50%	28%	17%
E.3	2.3	Demonstrates or verbalizes understanding of the lesson/content	0%	39%	50%	11%
E.4	1.9	Understands how her/his work is assessed	0%	17%	56%	28%
E.5	2.3	Has opportunities to revise/improve work based on feedback	0%	56%	22%	22%
Overall rating on a four-point scale:		2.3				

Progress Monitoring and Feedback Learning Environment

It was evident/very evident in 17 percent of the classrooms that students understood how their work was assessed (E4). It was evident/very evident in 39 percent of the classrooms that students demonstrated or verbalized an understanding of the lesson or content (E3). Instances in which students were “asked and/or quizzed about individual progress/learning” (E1) were evident/very evident in 50 percent of classrooms. Occurrences where students responded to “teacher feedback to improve understanding” (E2) and had “opportunities to revise/improve work based on feedback” (E5) were evident/very evident in 56 percent of classrooms. These items supported the need for teachers to better utilize formative and summative assessment strategies to modify instructional practices.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.9	Speaks and interacts respectfully with teacher(s) and peers	22%	50%	28%	0%
F.2	2.8	Follows classroom rules and works well with others	22%	33%	44%	0%
F.3	2.7	Transitions smoothly and efficiently to activities	17%	39%	39%	6%
F.4	2.7	Collaborates with other students during student-centered activities	22%	39%	22%	17%
F.5	3.1	Knows classroom routines, behavioral expectations and consequences	39%	33%	22%	6%
Overall rating on a four-point scale:		2.8				

Well-Managed Learning Environment

It was evident/very evident in 72 percent of the classrooms that students spoke and interacted “respectfully with teacher(s) and peers” (F1) and that they knew “classroom routines, behavioral expectations and consequences” (F5). It was evident/very evident in 55 percent of the classrooms that students followed “classroom rules and worked well with others” (F2). This item showed the need for the school’s instructional process to focus on the increased use of student-centered learning activities.

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	2.0	Uses digital tools/technology to gather, evaluate, and/or use information for learning	6%	33%	17%	44%
G.2	1.6	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	6%	17%	6%	72%
G.3	1.7	Uses digital tools/technology to communicate and work collaboratively for learning	6%	22%	6%	67%
Overall rating on a four-point scale:			1.7			

Digital Learning Environment

It was evident/very evident in 28 percent of classrooms that students used “digital tools/technology to communicate and work collaboratively for learning” (G3). Additionally, it was evident/very evident in 23 percent of classrooms that students used “digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). Finally, instances where students were using “digital tools/technology to gather, evaluate, and/or use information for learning” (G1) were evident/very evident in 39 percent of classrooms. The school leadership reported that they recently purchased laptop computers for each student. Classrooms were well-equipped with basic instructional technology, such as SmartBoards and document cameras. The school also had several computer labs for student classroom use.

Findings

Improvement Priority

Design, implement and document a comprehensive student assessment process where staff continuously collect, analyze and apply learning from a range of data sources. The procedures should focus on both formative and summative application and use of data to: 1) ensure all students are engaged and challenged with an aligned and rigorous curriculum, 2) differentiate instruction and interventions to address the unique learning needs of individual students, 3) monitor individual student growth, 4) examine the effectiveness of professional practices and 5) evaluate the effectiveness of school programs. This process should include staff training in the evaluation, interpretation and appropriate use of data. (Primary Indicator 5.2, Secondary Indicators 5.3 and 5.4)

Classroom Observation Data:

It was evident/very evident in 50 percent of classrooms that students were “asked or quizzed about individual progress or learning” (E1). This supported the need to increase the use of formative teaching and assessment practices. It was evident/very evident in just 17 percent of classrooms that students knew how their work was assessed (E4).

During an observed professional learning community (PLC) meeting, STAR Reading data were discussed, but the discussion lacked several important elements of effective PLC’s. There was no analysis of student thinking and misconceptions revealed by assessment results nor an in-depth discussion or agreement on what strategies all PLC participants would use and then evaluate together. There was also a lack of modeling of effective implementation and follow-up planning on implementation strategies to determine effectiveness in improving student performance.

Stakeholder Survey Data:

Sixty-one percent of staff agreed/strongly agreed, “Our school uses multiple assessment measures to determine student learning and school performance.” Sixty-nine percent of staff agreed/strongly agreed, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.” Eighty-one percent of teachers agreed/strongly agreed with the statement, “Our school uses data to monitor student readiness and success at the next level.”

The teacher survey evidence regarding data use was mixed. What was reported in some survey items was contrary to what was reported in stakeholder interviews and in documents provided as artifacts.

Stakeholder Interview Data:

School leadership indicated the purpose of PLC’s was to “move kids,” but interviews with multiple teachers demonstrated a superficial understanding of how data were analyzed and used to improve and differentiate instruction. One teacher stated that she and her grade-level peers met regularly to review student progress data, but this was self-initiated and not a schoolwide practice. Another teacher commented, “It’s a data thing” when asked about PLC’s. She was unable to explain any schoolwide expectation for data use. Leadership and professional staff had access to an extensive array of data

resources (e.g., Mastery Connect). Teachers verbalized the value of working with colleagues to better use data to modify instructional practices but stated that they were not trained adequately.

Documents and Artifacts:

No evidence was offered to support that teachers continuously collected and analyzed data from a range of sources. There was no evidence of formative and summative application and use of data. Artifacts and documents revealed that teachers included standards and learning targets on classroom assessments and maintained collections of student work. School leadership collected monthly student writing samples, but it was unclear what was done with them.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience gained through evaluation of best practices has indicated that a successful institution has leaders who are advocates for the institution'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 encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Average Team Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.33
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	1.17
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.00

Standard 2 Governance and Leadership

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

Indicator	Description	Average Team Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	2.83
2.2	The governing body operates responsibly and functions effectively.	3.00
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.83
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	1.50
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.17
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.50

Stakeholder Feedback Diagnostic

The AdvancED surveys (student, parent, and staff) are directly correlated to the AdvancED Standards and Indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the Diagnostic Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the Diagnostic Review Team for review. The Diagnostic Review Team evaluates the quality of the administration of the surveys by institution and the degree to which the institution analyzed and acted on the results. Results of that evaluation are reported below.

Evaluative Criteria	Average Team Rating
1. Questionnaire Administration	4.00
2. Stakeholder Feedback Results and Analysis	2.00

Findings

Improvement Priority

Develop, implement and monitor a continuous improvement plan and process with clear direction for improving student learning that: 1) is developed by all school instructional personnel, 2) incorporates shared values and beliefs about student learning, 3) ensures the curriculum and all educational interventions and programs are implemented in a measureable way so that all students achieve learning, thinking and life skills necessary for success at the next level, 4) includes goals and strategies for supervision and evaluation of classroom instructional practices that target active student engagement in their learning and 5) uses student formative assessment data to inform and modify classroom instruction. (Primary Indicator 1.3, Secondary Indicators 3.1 and 3.2)

Student Performance Data:

Student performance data, as detailed in the addendum to this report, revealed inconsistent performance improvement across many academic areas. Of particular concern were the low percentages of students meeting the benchmark of “Ready” on the 2014-2015 ACT Aspire (Grades 3-8) and meeting grade-level standards on the 2014-2015 South Carolina Palmetto Assessment of State Standards (SCPASS). For example, the percentage of students meeting “Ready” for English in 2015 was 47.5. The percentage of students meeting “Ready” for Reading in 2015 was 11.2, and in Writing only 12.3 percent were considered “Ready.”

Classroom Observation Data:

Classroom observation data, as referenced in the Teaching and Learning Impact section of this report, supported that students were not routinely engaged in high level learning activities. Students being “actively engaged in the learning activities” (D3) was evident/very evident in 61 percent of classrooms. It was evident/very evident in 56 percent of classrooms that students knew and strived “to meet the high expectations established by the teacher” (B1). In 56 percent of classrooms students were “tasked with activities and learning that was challenging but attainable” (B2). In 61 percent of the classrooms students were “asked and responded to questions that required higher order thinking” (B5). In 44 percent of classrooms students were “provided additional/alternative instruction and feedback at the appropriate level of challenge based on specific needs” (C5).

Stakeholder Survey Data:

Sixty-one percent of staff agreed/strongly agreed with the statement “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.” Sixty-three percent of teachers agreed/strongly agreed that “Our school's purpose statement is based on shared values and beliefs that guide decision-making.” Fifty-nine percent of teachers agreed/strongly agreed that “Our school has a continuous improvement process based on data, goals, actions and measures for growth.” In the 2015 South Carolina Department of Education School Climate Survey, 33 percent of teachers agreed/strongly agreed with the statement, “I am satisfied with the learning environment in my school.”

Stakeholder Interviews:

Teachers and administrators were consistently unable to describe school-based processes, procedures or practices that ensured all students were provided with rigorous and equitable learning opportunities. Teachers indicated they did not use formative data to inform or modify classroom instruction. Parents and community members noted the lack of inclusion in the development of the school's purpose and direction. One parent commented, "You are only included if you are in that group." Staff members and administrators were unable to reference goals, describe specific actions or provide clear examples of data use for improving student performance. Many stakeholders stated that school policies and expectations were compliance-driven as opposed to results-driven.

Documents and Artifacts:

There was no professional development plan provided and no documentation to support that data was collected and analyzed from the school's supervision, evaluation and monitoring processes. There was no evidence that PLC's were evaluated for their effectiveness in improving professional practice and student success through monitoring and supervision processes. Documentation supported that there was very little understanding of data-driven instructional practices.

Improvement Priority

Develop, implement and monitor a supervision plan and process to ensure that teachers: 1) teach the approved curriculum, 2) use data from multiple assessments of student learning to modify classroom instructional practices and 3) use instructional strategies that require student collaboration, self-reflection, and development of critical-thinking skills. (Primary Indicator 2.6, Secondary Indicator 3.4)

Student Performance Data:

Student performance scores on state-mandated assessments, as described in the addendum to this report, have shown a steady two-year decline from Grade 3 to Grade 5. The total school percentage of students meeting the benchmark of "Ready" was below state averages in English, reading, math and writing. As stated previously, of particular concern were the low percentages of students meeting the benchmark of "Ready" on the 2014-2015 ACT Aspire (Grades 3-8) and meeting grade-level standards on the 2014-2015 SCPASS.

Classroom Observation Data:

Classroom observations revealed few learning opportunities for students to engage in rigorous coursework, discussions and tasks. Instances in which students were "engaged in rigorous coursework and discussions" (B4) were evident/very evident in 50 percent of classrooms. In 44 percent of classrooms, it was evident/very evident that "students were provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5).

Stakeholder Survey Data:

Fifty-nine percent of the staff agreed/strongly agreed with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning," suggesting that a significant percentage of the staff disagree or are ambivalent. Similarly, 52 percent of the staff agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." Sixty-nine percent of the staff agreed/strongly agreed with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills." South Carolina Department of Education School Climate Survey data revealed that 44 percent of teachers agreed/strongly agreed with the statement, "School administrators visit classrooms to observe instruction."

Stakeholder Interviews:

Teachers and administrators were consistently unable to describe a data review process. Teachers and administrators constantly spoke about "data collection" and the amount of testing data they have available. However, there was no process to modify classroom instructional practices based on the data collected. Many teachers commented that the principal was rarely in the classroom except to conduct state-mandated assessments.

Documents and Artifacts:

A review of the evaluation procedures revealed that teacher evaluations were completed to maintain compliance with state mandates. However, the existence of a school supervision plan using walkthroughs, informal observations and follow-up support was not provided.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources; the equity of resource distribution to need; the ability of the institution to ensure appropriate levels of funding and sustainability of resources; as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith- Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the 32,000 institutions in the AdvancED network that a successful institution 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 institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 Resource and Support System

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

Indicator	Description	Average Team Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	1.50
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.33
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	3.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.67

4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	3.00
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	1.83
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	1.83

Findings

Improvement Priority

Develop and implement a comprehensive staffing plan and process that: 1) supports the school's academic, social and behavioral goals and strategies, 2) has clearly defined roles and job descriptions for all instructional personnel, 3) supports recruitment and retention of highly effective instructional staff members and 4) defines a core instructional leadership team solely focused on improving teaching and learning. (Primary Indicator 4.1, Secondary Indicator 3.7)

Stakeholder Survey Data:

Eighty percent of staff agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning." Sixty-six percent of staff agreed/strongly agreed, "Our school provides instructional time and resources to support our school's goals and priorities." Sixty-two percent of staff agreed/strongly agreed, "Our school provides sufficient material resources to meet student needs."

Stakeholder Interviews:

Teachers and administrators consistently referred to the challenge of hiring and retaining qualified personnel and support staff. The principal indicated 17 teachers were "on formal evaluation." These teachers were either new to the school or new to the profession. A large number of teachers indicated that they will not be returning to the school next year because of dissatisfaction with school leadership. One veteran teacher stated clearly, "First year teachers need more support. They do some things differently here." One first year teacher stated, "I am told to do developmentally ineffective activities. I just shut the door and try to make it fun for them." Another first year teacher stated that the principal had been into the classroom twice for mandated observations, otherwise, there had been no visits all year.

Many leadership staff cited the high teacher turnover rate as the reason for declining student performance scores. In the presentation to the Diagnostic Review Team, the principal stated in reference to administrative support, "This school gets no more or less than schools with 150-600 students."

Documents and Artifacts:

A review of the instructional schedules indicated that at least eight classrooms were currently staffed by long-term substitutes and one Grade 5 position was vacant. Additionally, the documentation provided as supporting evidence for Indicator 4.1 (Challenge to Achieve Plan Turnaround Principle 2: Effective Teachers) lacked strategies for hiring, retaining and placing qualified professional and support staff.

Conclusion

School personnel have long-term interactions with individual students, allowing them to build strong relationships with each student. School employees have insight into and serve as advocates for students' social, emotional and academic needs. Many open-ended responses to student stakeholder surveys demonstrated that the caring of their teachers was one of the primary things students appreciated about Watkins-Nance Elementary School. These positive and caring relationships among students and staff may be used as the cornerstone for implementing more targeted academic development initiatives.

The school had access to district resources such as an instructional framework, curriculum guides, curriculum coaches and technology. All curriculum documents were available and easily accessible online. More effective use of district resources was an area that may be leveraged for future improvement activities.

Observation and interview data supported that school facilities, services and equipment were maintained to promote a safe, clean and healthy environment for all students and staff. Students and teachers had access to a variety of media and information resources to support the school's educational programs. There was a robust technology infrastructure in place to support the school's teaching, learning and operational needs.

The Diagnostic Review Team generated four Improvement Priorities. One significant action statement addressed the need to develop and implement a coordinated plan and process of continuous improvement. All instructional activities tended to operate within grade levels, however, there was no schoolwide, continuous improvement process used by all staff. Educational interventions tended to be teacher-specific and driven by experience and personal preference rather than as part of a schoolwide instructional process. Interventions and programs were not evaluated for effectiveness. Many teachers expressed that there was no vertical alignment of curriculum and instructional processes. Formative performance data was available and often discussed in PLC meetings, however, there was no evidence of modifying instructional practices in an intentional or deliberate manner.

The district developed a School of Promise Support Action Plan that highlighted many of these needs related to continuous improvement. Examples included developing and aligning lesson plans to instructional frameworks, professional development related to unpacking curriculum standards, sequencing instructional strategies, using formative assessment strategies to monitor student higher-order thinking skill acquisition and providing more differentiated learning opportunities for students. There was little evidence that the school had incorporated these activities into any type of continuous improvement process specific to the students' needs.

A second Improvement Priority addressed the need to design and implement a comprehensive student assessment process where staff continuously collect, analyze and apply learning from a range of data sources. The school was rich in data and information, however, it lacked a cohesive process to obtain

useful instructional information. Professional development and supervision was warranted to ensure all students were engaged and challenged with an aligned and rigorous curriculum, and that differentiated instruction and interventions were used to address the unique learning needs of individual students.

A third significant need identified by the Diagnostic Review Team was to develop an effective teacher supervision and evaluation process. The current system was focused on adhering to state mandates, but many teachers expressed a strong desire for more direct feedback and classroom instructional practice assistance. Many teachers stated clearly that they wanted and needed assistance in order to benefit their students. Specifically, teachers identified needing help with appropriate curriculum and data usage to develop more effective instructional strategies. Many teachers stated that the administration rarely came to observe their classrooms. A significant number of teachers expressed needing help with behavior management issues with students, but the teachers felt they were supposed to handle student discipline on their own.

The fourth significant need identified in this Diagnostic Review was related to school staffing. The principal stated that there were 41 instructional positions in the building, however, teachers stated that they clearly were not receiving adequate support in their classrooms. The leadership needs to examine every position and professional responsibility to ensure that all staff are working together to support efforts to provide quality instruction to all students.

The four Improvement Priority action statements are:

Develop, implement and monitor a continuous improvement plan and process with clear direction for improving student learning that: 1) is developed by all school instructional personnel, 2) incorporates shared values and beliefs about student learning, 3) ensures the curriculum and all educational interventions and programs are implemented in a measureable way so that all students achieve learning, thinking and life skills necessary for success at the next level, 4) includes goals and strategies for supervision and evaluation of classroom instructional practices that target active student engagement in their learning and 5) uses student formative assessment data to inform and modify classroom instruction. (Primary Indicator 1.3, Secondary Indicators 3.1 and 3.2)

Develop, implement and monitor a supervision plan and process to ensure that teachers: 1) teach the approved curriculum, 2) use data from multiple assessments of student learning to modify classroom instructional practices and 3) use instructional strategies that require student collaboration, self-reflection and development of critical-thinking skills. (Primary Indicator 2.6, Secondary Indicator 3.4)

Develop and implement a comprehensive staffing plan and process that: 1) supports the school's academic, social and behavioral goals and strategies, 2) includes a sufficient number of certified administrators to lead the day-to-day operations of the school, 3) has clearly defined roles and job descriptions for all instructional personnel, 4) supports recruitment and retention of highly effective instructional staff members and 5) defines a core instructional leadership team solely focused on improving teaching and learning. (Primary Indicator 4.1, Secondary Indicator 3.7)

Design, implement and document a comprehensive student assessment process where staff continuously collect, analyze and apply learning from a range of data sources. The procedures should focus on both formative and summative application and use of data to: 1) ensure all students are engaged and challenged with an aligned and rigorous curriculum, 2) differentiate instruction and interventions to address the unique learning needs of individual students, 3) monitor individual student growth, 4) examine the effectiveness of professional practices and 5) evaluate the effectiveness of school programs. This process should include staff training in the evaluation, interpretation and appropriate use of data. (Primary Indicator 5.2, Secondary Indicators 5.3 and 5.4)

Team Roster

Lead Evaluator	Brief Biography
Dr. George Griffin North Carolina	Dr. Griffin holds B.A. and M.Ed. degrees from Duke University. He received his Ph.D. in Special Education from the University of North Carolina at Chapel Hill. His primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career, Griffin has been a special education teacher, high school principal, central office program director, state department program director and university professor. He has extensive experience in alternative school programming, having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals. Dr. Griffin is an independent educational consultant. He serves as a Lead Evaluator with AdvancED and has led reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker and a session presenter at the first AdvancED International Learning Disabilities Conference (May, 2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia and Egypt.
Team Members	
Dr. Shawn Johnson South Carolina	Dr. Shawn Johnson currently serves as Principal of Dillon High School in Dillon District Four. His educational career spans 15 years, including K-12 experience as an Elementary and Secondary Principal, an Elementary and Middle School Assistant Principal, a School Board Chairman, an Athletic Director, a Head Varsity Basketball Coach, and a classroom teacher. Dr. Johnson's certifications include Superintendent, Secondary Principal, Secondary Supervisor, Elementary Principal, Elementary Supervisor, Middle Level Mathematics and Elementary Education. He has earned a Doctorate of Education and Educational Specialist degree in Administration from South Carolina State University, a Master of Education degree in Educational Leadership and Supervision from Winthrop University, a Master of Education degree in Divergent Learning from Columbia College and a Bachelor of Arts degree in Elementary Education from Coastal Carolina University.
Celestine LaVan South Carolina	Celestine currently serves as the principal of a mid-sized elementary school in Beaufort County. She has 11 years of experience in elementary education. Prior to school administration, Mrs. LaVan taught students in grades 3-5, served as an

	Instructional Coach, a School Test Coordinator, a SAFE-T/ADEPT Evaluator, and an Assistant Principal. She holds a B.S. in Psychology, a Masters in Education and an Ed.S. in Educational Leadership.
Jennifer Morrison South Carolina	Jennifer Morrison currently serves as Director of the Office of School Transformation for the South Carolina Department of Education, where she works with schools across the state on improvement and innovation. She has over 15 years of experience as a teacher leader, coach and international consultant specializing in classroom data and assessment. Ms. Morrison worked at the state and national levels as a teacher trainer and curriculum writer for the North Carolina Teacher Academy and as a policy consultant, and she's been an invited expert on a number of national and state-level panels dealing with teacher retention and advancement. She was ASCD's International Outstanding Young Educator Award winner in 2004 and studied Education at the University of Canterbury in New Zealand on a Fulbright Scholarship. Prior to joining the South Carolina Department of Education, Ms. Morrison served as Chair of the Department of Teacher Education at Newberry College in Newberry, South Carolina.
Amanda Mussman South Carolina	Mrs. Amanda Mussman currently serves as the Head of School for Dillon Christian School. She has teaching experience at the middle- and high-school levels in both rural and urban settings. Mrs. Mussman's administrative experience includes Curriculum Development Alignment for all Fulton County Social Studies Departments, serving as an Assistant Head of School and a Head of School. She has classroom experience working with English Language Learners and teaching in a Magnet and IB School. Mussman holds a Bachelor of Science in Political Science, a Master of Arts in Teaching, and an endorsement in teaching English as a Second Language.
Sam Price South Carolina	Mrs. Sam Price currently serves as the Special Education Instructional Coach for Cheraw Intermediate School in Chesterfield County. She has teaching experience at all grade levels, K-12. Mrs. Price's experience includes being a Special Education Transition/Instructional Coach specializing in instructional practices, a General Education Classroom Teacher, an LD Resource Teacher, a Self-Contained Special Education Teacher, a Grant Writer and a Project Coordinator. She has extensive experience in special education instruction and compliancy, leading professional learning communities for schools and districts. Sam Price holds a Bachelor of Science in Elementary Education, a Master's degree in Education, National Board Certification in Exceptional Needs Early Childhood through Young Adulthood and is completing an add-on in Educational Administration.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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Student Performance Data Tables

Percentage of Students Meeting Benchmark of “Ready” on ACT Aspire (Grades 3-8) at the School and in the State (2014-2015)

Content Area by Grade Level	% Ready Grade 3	% Ready Grade 4	% Ready Grade 5	Total School	% Ready State
English	44.4	51.8	46.3	47.5	67.9
Reading	9.3	20.4	3.8	11.2	37.2
Math	46.3	16.7	11.2	24.7	46.7
Writing	17.0	14.8	5.7	12.3	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

Plus

- English and reading increased from Grade 3 to Grade 4.

Delta

- Total School percentage below state averages in all four areas.
- Reading, math, writing percentages declined from Grade 3 to Grade 5.

Percentages of Students Meeting Grade Level Standards at the School on the SCPASS by Grade Level (2012-2013, 2013-2014, 2014-2015)

	Grade 4			Grade 5		
	2015	2014	2013	2015	2014	2013
Writing	N/A	56.1	65.6	N/A	70.3	58.7
ELA	N/A	56.3	68.6	N/A	56.4	75.0
Math	N/A	35.2	62.9	N/A	28.2	54.5
Science	40.7	42.3	60.0	22.2	30.0	56.5
Social Studies	87.0	52.1	77.1	35.2	68.4	76.2

Plus

- Social Studies percentage meeting grade level increased 2014-15 for Grade 4.

Delta

- Science percentage meeting grade level decreased two consecutive years (2013-15) for Grade 5.
- Social Studies percentage meeting grade level decreased two consecutive years (2013-15) for Grade 5.

Stakeholder Survey Plus/Delta

The Survey Plus/Delta is the team's brief analysis of all stakeholder survey data which is intended to highlight areas of strength (+) that were identified through the survey process as well as leverage points for improvement (Δ).

Teaching and Learning Impact

(Standards 3 and 5)

+ Plus: (minimum of 75 percent strongly agree/agree)

1. 84 percent of staff strongly agree/agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."
2. 96 percent of parents agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."

Δ Delta:

1. 61 percent of staff agreed/strongly agreed with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."
2. 69 percent of staff agreed/strongly agreed with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."

Leadership Capacity

(Standards 1 and 2)

+ Plus: (minimum of 75 percent strongly agree/agree)

1. 78 percent of teachers agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. 79 percent of teachers agreed/strongly agreed with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."

Δ Delta:

1. 59 percent of teachers agreed/strongly agreed with the statement that, "Our school has a continuous improvement process based on data, goals, actions and measures for growth."
2. 63 percent of teachers agreed/strongly agreed with the statement that, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."

Resource Utilization

(Standard 4)

+ Plus: (minimum of 75 percent strongly agree/agree)

1. 81 percent of staff agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
2. 81 percent of teachers agreed/strongly agreed with the statement, "Our school maintains facilities that contribute to a safe environment."

Δ Delta:

1. 50 percent of teachers agreed/strongly agreed with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)."
2. 50 percent of teachers agreed/strongly agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."

Diagnostic Review Team Schedule

Sunday – April 17, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	
5:00 p.m. – 6:30 p.m.	Team Work Session #1 Review and discuss performance data, stakeholder survey data, Self Assessment, Executive Summary, other diagnostics in ASSIST, documents and artifacts provided by the school, to determine initial ratings for all indicators.	Hotel Conference Room	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members
7:45 p.m. – 9:00 p.m.	Determine interview questions, review Monday's schedule, overview of eleot™, and discuss review logistics		

Monday – April 18, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 a.m. – 9:00 a.m.	Principal's Interview / Classroom Observations		Diagnostic Review Team Members
9:15 a.m. – 11:45 a.m.	Classroom observations and stakeholder interviews		Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		
11:45 a.m. – 4:00 p.m.	Continued Classroom Observations Individual interviews: 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty) 3. school leadership team Small groups (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students 3. support staff		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on their own		
6:00 p.m. – 9:00 p.m.	Team Work Session #2 (Agenda provided by Lead Evaluator) • Tabulate classroom observation data from Day #1 • Team Members determine individual second ratings for all indicators • Discuss potential Powerful Practices and Improvement Priorities • Team Members draft Improvement Priorities or Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback.	Hotel conference room	Diagnostic Review Team Members

Tuesday – April 19, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school		
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1		Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on own		
6:00 p.m. – 9:00 p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator) - Review findings from Tuesday - Tabulate and review final eleot™ Learning Environment ratings - Team Members determine individual final ratings for all indicators The team should examine and reach consensus on: - Powerful Practices (indicators rated at 4) - Improvement Priorities (indicators rated at 1 or 2) - Learning Environment narrative	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – April 20, 2016

Time	Event	Where	Who
7:30 a.m.	Breakfast/Check out of hotel and departure for school	Hotel	
8:00 a.m. – 12:00 noon	Final Team Work Session Team Members review all components of the Diagnostic Review team's findings including: - Final ratings for standards and indicators - Coherency and accuracy of the Improvement Priorities and Powerful Practices - Detailed evidence for all of the findings - eleot™ summary statements and narrative by learning environment	School	Diagnostic Review Team Members