

DIAGNOSTIC REVIEW REPORT FOR ALLENDALE-FAIRFAX HIGH SCHOOL

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February 21-24, 2017



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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 seven 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

Allendale-Fairfax High School (AFHS) hosted a Diagnostic Review on February 21-24, 2017. The on-site review involved a three-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 AFHS for the positive attitude shown by staff and students. The faculty is commended for their sincere efforts, prompt response to the Team's logistical requests and general concern regarding the process.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and numerous communications through emails to provide instructions for the process and to begin the initial intensive study, review and analysis of various documents provided by AFHS. The Lead Evaluator conducted conference calls with the principal of the institution. AFHS leaders planned and conducted the Internal Review with a sincere effort to execute the process with fidelity. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review to the Team. Evidence and documentation to support the school's Self Assessment and other diagnostics were accessed by the Team through a shared link provided by the school.

A total of 74 stakeholders were interviewed, as detailed in the chart below, and 12 core classrooms were observed during the Diagnostic Review. The District Superintendent, Director of Technology, Director of Student Services and Director of Curriculum were also interviewed by the Lead Evaluator. Throughout the Diagnostic Review, the majority of AFHS leaders, teachers and staff members were thoughtful in their reflections and open in discussing their improvement efforts.

Stakeholder Interviewed	Number
Administrators	7
Instructional Staff	18
Support Staff	8
Students	34
Parents/Community/Business Leaders	7
TOTAL	74

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.	1.00
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.	1.33
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00
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.	1.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.33
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.	2.00
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.	1.33
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.	1.33

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.	1.67
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.	1.00
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.	1.00
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.	1.33

Student Performance Diagnostic

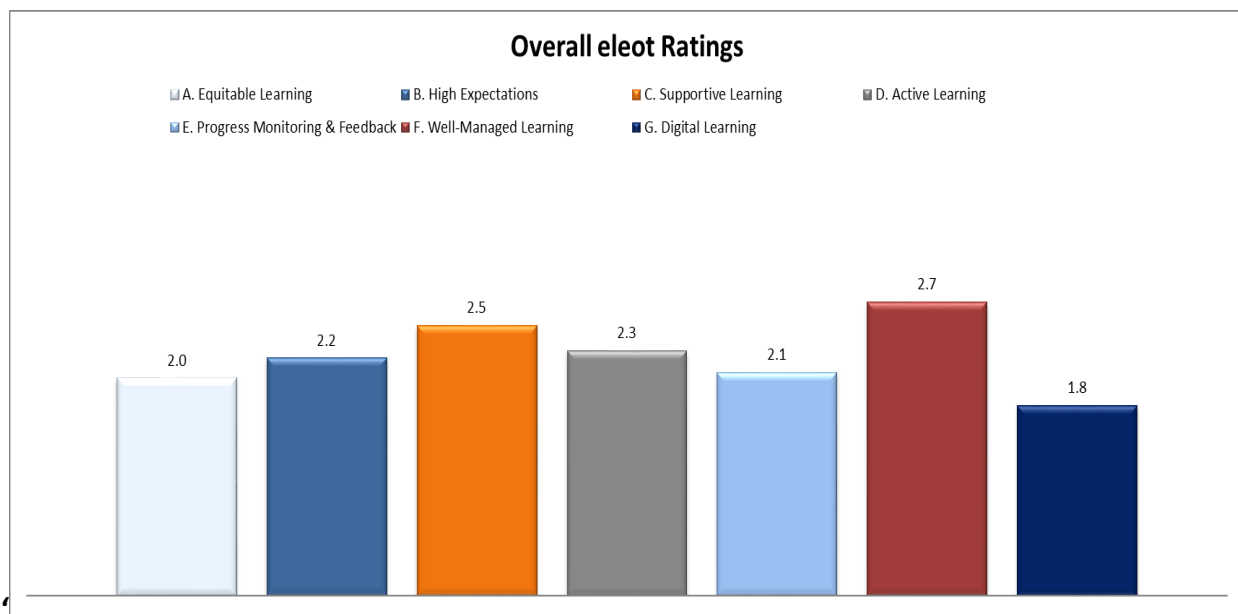
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	2.67
2. Test Administration	4.00
3. Quality of Learning	1.00
4. Equity of Learning	1.00

eProve™ 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 eProve™ 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 observations during the review process and provide ratings on 30 items based on a four-point scale (4=very 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 12 classroom observations, which included all core content areas. The overall ratings for the seven Learning Environments ranged from 1.8 to 2.7 on a four-point scale. The Well-Managed Learning Environment was the highest rated and Digital Learning Environment was the lowest. The Team found limited instances of student-centered classrooms and little indication of differentiated learning opportunities and activities. Although digital tools were available in every core classroom, direct instruction by the classroom teacher was the overriding instructional approach. The Team observed teachers in all classrooms providing some level of support and assistance to students. Examples of exemplar work were rarely provided to students, thus contributing to the lack of challenging tasks or higher-order thinking discussions. In addition, there was an apparent lack of formative assessments accompanied by data driven decisions for improved instruction and feedback to students. The Team found that students had little understanding of how assigned work was assessed or how progress toward mastery was communicated to them. The connection between content and real life experiences was absent. Classroom observation data reflected frequent use of digital tools during instruction, yet the depth of use for research, problem solving and collaboration was minimal. Students generally did demonstrate an understanding of rules and expectations of the school leadership and staff members. Classroom observations revealed that students spoke and interacted respectfully with others.

Elect Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A1	1.6	Has differentiated learning opportunities and activities that meet her/his needs	0%	17%	25%	58%
A2	2.6	Has equal access to classroom discussions, activities, resources, technology, and support	17%	25%	58%	0%
A3	2.6	Knows that rules and consequences are fair, clear, and consistently applied	25%	25%	33%	17%
A4	1.3	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	8%	8%	83%
Overall rating on a four-point scale:			2.0			

Equitable Learning Environment:

The Equitable Learning Environment received an overall rating of 2.0 on a four-point scale, suggesting a need for staff members to further review, apply and develop “differentiated learning opportunities and activities that meet her/his needs,” (A1) which was evident/very evident in 17 percent of classrooms. Providing teaching strategies which differentiate instruction and ensuring improved student learning opportunities emerged as significant leverage points for improving student performance. This aligns with student survey data, which revealed 31 percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs.” It was evident/very evident in 50 percent of classrooms that students knew “that rules and consequences are fair, clear, and consistently applied” (A3). Instances in which students had “equal access to classroom discussions, activities, resources, technology, and support” (A2) were evident/very evident in 42 percent of classrooms. It was evident very evident in eight percent of classrooms that students had “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” (A4).

B. High Expectations Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B1	2.6	Knows and strives to meet the high expectations established by the teacher	8%	42%	50%	0%
B2	2.5	Is tasked with activities and learning that are challenging but attainable	8%	33%	58%	0%
B3	1.8	Is provided exemplars of high quality work	8%	17%	25%	50%
B4	2.2	Is engaged in rigorous coursework, discussions, and/or tasks	0%	25%	67%	8%
B5	1.8	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	8%	67%	25%
Overall rating on a four-point scale:		2.2				

High Expectations Learning Environment:

The High Expectation Learning Environment received an overall rating of 2.2 on a four-point scale, suggesting the need for staff members to review, define and implement best practices for improved instruction. Instances in which students knew and strived “to meet the high expectations established by the teacher” (B1) were evident/very evident in 50 percent of classrooms. It was evident/very evident in 41 percent of classrooms that students were “tasked with activities and learning that are challenging but attainable” (B2). Observation data revealed a need for professional development to train personnel in techniques to sustain a learning environment that promotes “higher order thinking (e.g., applying, evaluating and synthesizing,” (B5) which was evident/very evident in eight percent of classrooms. The process of ensuring that students were “provided exemplars of high quality work” (B3) and “engaged in rigorous coursework, discussions, and/or tasks” (B4), which were evident/very evident in 25 percent of the classrooms, confirms the need for professional development in this area. In addition, this parallels parent survey data in which 44 percent of the parents agreed/strongly agreed with the statement, “All of my child’s teachers give work that challenges my child.” Providing students with examples of high quality work and engaging them in a rich and rigorous curriculum can inform students of the necessary level at which they should perform academically.

C. Supportive Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C1	2.3	Demonstrates or expresses that learning experiences are positive	8%	25%	58%	8%
C2	2.4	Demonstrates positive attitude about the classroom and learning	17%	17%	58%	8%
C3	2.5	Takes risks in learning (without fear of negative feedback)	8%	50%	25%	17%
C4	2.8	Is provided support and assistance to understand content and accomplish tasks	25%	33%	42%	0%
C5	2.3	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	17%	25%	33%	25%
Overall rating on a four-point scale:			2.5			

Supportive Learning Environment:

The Supportive Learning Environment received an overall rating of 2.5 on a four-point scale, suggesting a need for a close review of classroom strategies for connecting and relating to the student's individual needs. It was evident/very evident in 33 percent of the classrooms that students demonstrated or expressed "that learning experiences are positive" (C1). In addition, it was evident/very evident in 34 percent of the classrooms that students demonstrated a "positive attitude about the classroom and learning," (C2). Instances in which students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5) were evident/very evident in 42 percent of classrooms. These data paralleled student feedback data, which revealed 52 percent of students agreed/strongly agreed with the statement "In my school, programs and services are available to help me succeed." Although it was evident/very evident in 58 percent of the classrooms that students took "risks in learning (without fear of negative feedback)" (C3) and were "provided support and assistance to understand content and accomplish tasks" (C4), the Diagnostic Review Team recognized these items as potential leverage points to impact and improve student achievement.

D. Active Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D1	2.4	Has several opportunities to engage in discussions with teacher and other students	17%	33%	25%	25%
D2	1.9	Makes connections from content to real-life experiences	17%	8%	25%	50%
D3	2.4	Is actively engaged in the learning activities	8%	33%	50%	8%
Overall rating on a four-point scale:		2.3				

Active Learning Environment:

The Active Learning Environment received an overall rating of 2.3 on a four-point scale, suggesting the need for varied instructional approaches. In 50 percent of classrooms it was evident/very evident that students had “several opportunities to engage in discussions with teacher and other students” (D1). It was evident/very evident in 41 percent of the classrooms that students were “actively engaged in the learning activities” (D3). The Team observed that the items in this Learning Environment confirmed a predominance of teacher-led, teacher-centered classrooms, which often resulted in disconnected and disengaged students. Students were observed being politely obedient and submissively listening to the teacher rather than actively participating in classroom discussions or inquiry. Instances of the students having the opportunity to “make connections from content to real-life experiences” (D2) were evident/very evident in 25 percent of classrooms.

E. Progress Monitoring & Feedback Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E1	2.1	Is asked and/or quizzed about individual progress/learning	0%	25%	58%	17%
E2	2.6	Responds to teacher feedback to improve understanding	17%	25%	58%	0%
E3	2.3	Demonstrates or verbalizes understanding of the lesson/content	8%	17%	67%	8%
E4	1.6	Understands how her/his work is assessed	0%	8%	42%	50%
E5	1.8	Has opportunities to revise/improve work based on feedback	0%	25%	25%	50%
Overall rating on a four-point scale:		2.1				

Progress Monitoring and Feedback Learning Environment:

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.1 on a four-point scale, strongly suggesting the immediate need for a focus on classroom instructional delivery, required curriculum standards analysis and common formative assessment development. Opportunities for students to respond “to teacher feedback to improve understanding” (E2) were evident/very evident in 42 percent of classrooms. It was evident/very evident in 25 percent of classrooms that students were “asked and/or quizzed about individual progress/learning” (E1). In addition, it was evident/very evident in 25 percent of classrooms that students demonstrated or verbalized “understanding of the lesson/content” (E3). It was evident/very evident in eight percent of classrooms that students understood “how her/his work is assessed” (E4). Instances in which students had “opportunities to revise/improve work based on feedback” (E5) were evident/very evident in 25 percent of classrooms.

F. Well-Managed Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F1	2.9	Speaks and interacts respectfully with teacher(s) and peers	25%	42%	33%	0%
F2	3.0	Follows classroom rules and works well with others	25%	50%	25%	0%
F3	2.8	Transitions smoothly and efficiently to activities	25%	42%	25%	8%
F4	1.8	Collaborates with other students during student-centered activities	8%	17%	17%	58%
F5	3.0	Knows classroom routines, behavioral expectations and consequences	33%	33%	33%	0%
Overall rating on a four-point scale:			2.7			

Well-Managed Learning Environment:

The Well-Managed Learning Environment received an overall rating of 2.7 on a four-point scale, making it the highest rated Learning Environment. It was evident/very evident in 67 percent of classrooms that students spoke and interacted “respectfully with teacher(s) and peers” (F1) and transitioned “smoothly and efficiently to activities” (F3). It was evident/very evident in 66 percent of the classrooms that students knew “classroom routines, behavioral expectations and consequences” (F5). The highest-rated item (F2) in this Learning Environment revealed that it was evident/very evident in 75 percent of classrooms that students “follows classroom rules and work well with others” (F2). These data suggested a positive environment for the students and teachers and validated that progress had been made to improve student behaviors.

Interview data showed that staff, students and parents had concerns regarding what was perceived as the inconsistent treatment of unacceptable student behaviors. During interviews students expressed a strong disgust for favoritism toward student athletes vs. non-athletes.

It was evident/very evident in 25 percent of the classrooms that students collaborated “with other students during student-centered activities” (F4). This was the lowest-rated item rating in the Well-Managed Learning Environment and highlighted an opportunity for professional development related to student-centered instruction and strategies.

G. Digital Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G1	2.4	Uses digital tools/technology to gather, evaluate, and/or use information for learning	17%	33%	25%	25%
G2	1.4	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	8%	0%	17%	75%
G3	1.4	Uses digital tools/technology to communicate and work collaboratively for learning	0%	17%	8%	75%
Overall rating on a four-point scale:		1.8				

Digital Learning Environment:

The Digital Learning Environment received an overall rating of 1.8 on a four-point scale. This was the lowest rated of the seven Learning Environments. It was evident/very evident in 50 percent of classrooms that students used “digital tools/technology to gather, evaluate, and/or use information for learning” (G1). It was evident/very evident in eight percent of classrooms that students used “digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). In addition, it was evident/very evident in 17 percent of classrooms that students used “digital tools/technology to communicate and work collaboratively for learning” (G3). Interview data confirmed that the district had received substantial funding from federal sources to purchase an internet connection, access points for connectivity on campus and equipment, including classroom interactive white boards, projectors, online instructional systems, an online student management system, computers and iPads to ensure that staff and students have 21st century technology access and opportunities. The Diagnostic Review Team observed a need for professional development to guarantee the Digital Learning Environment establishes a differentiated approach to teaching and the integration of digital tools.

Findings

Improvement Priority

Develop and use a curriculum that provides equitable and challenging learning experiences, ensuring all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. Curriculum and instructional practices should be rigorous and aligned to South Carolina College and Career Ready standards. Students should be supported through individualized instruction so that they are able to achieve high learning expectations. **(Indicator 3.1)**

Student Performance Data:

Student performance data, as detailed in the Addenda of this report, indicated student performance at Allendale-Fairfax High School was significantly below state averages. For example, 35 percent of high school English I students scored a 70 or above on the End-of-Course assessment (EOC), which was below the state passing rate of 78.9 percent. In addition, 48.4 percent of students scored a 70 or above in high school Algebra I EOC as compared to the state passing rate of 82.4 percent. The percentages of students meeting ACT College-Ready Benchmarks (English - 11.2 percent, math - 14.1 percent, reading - 13.5 percent, science - 13.4 percent) were below the state percentages in every category assessed. The high school four-year graduation rate decreased from 85.4 in 2015 to 80.5 in 2016. The high school five-year graduation rate increased from 76.0 in 2015 to 86.6 in 2016. Overall, student performance data suggested the school had not been effective in implementing a curriculum and courses with high expectations for preparing students for success at the next level. Furthermore, the Team found little evidence to confirm teachers engaged students in challenging and rigorous learning experiences.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggested the school's curriculum did not provide challenging learning opportunities for students. Moreover, observation data indicated the majority of classrooms were teacher-centric with little or no evidence of instruction being adjusted based on the diagnostic use of assessment data. It was evident/very evident in 17 percent of classrooms that students had "differentiated learning opportunities and activities that meet her/his needs" (A1). It was evident/very evident in 25 percent of classrooms that students were "engaged in rigorous coursework, discussions, and/or tasks" (B4). Instances in which students were "asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" (B5) were evident/very evident in eight percent of classrooms. In addition, it was evident/very evident in 25 percent of classrooms that students were provided opportunities to make "connections from content to real-life experiences" (D2).

Stakeholder Feedback Data:

Stakeholder feedback data suggested a lack of a challenging and equitable curriculum to ensure student success at the next level. Eighty-five percent of staff members 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." However, 49 percent of students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and

learning experiences” and 44 percent of parents agreed/strongly agreed with the statement, “All of my child's teachers give work that challenges my child.” Thirty-one percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs” and 43 percent of parents agreed/strongly agreed with the statement, “All of my child's teacher meet his/her learning needs by individualizing instruction.” Ninety percent of staff members agreed/strongly agreed with the statement, “Our school uses data to monitor student readiness and success at the next level.” Conversely, 58 percent of students and 60 percent of parents agreed/strongly agreed with statements indicating students were “prepared for success at the next level.”

Stakeholder Interview Data:

Stakeholder interview data revealed a lack of challenge and rigor in the school’s curriculum and instruction. Interview data showed administrators and staff members could not articulate processes by which best-practice instructional strategies were implemented, discussed or evaluated for impact on student achievement. Students and parents indicated that coursework in most classes was not challenging and did not prepare students to be college and career ready. Even though staff members indicated instruction was differentiated, interview data from students and parents revealed a lack of variety in instructional practices designed to meet the needs of individual learners. A few staff members expressed high expectations for student success, but parents and students indicated that high expectations were not consistently shared or communicated.

Documents and Artifacts:

A comprehensive review of documents and artifacts (e.g., sample lesson plans, curriculum guides, syllabi from content areas) revealed a lack of a comprehensive vertically and horizontally aligned curriculum to provide challenging and rigorous learning opportunities to ensure student success. While evidence of teachers using multiple assessments were identified, the Team found limited evidence demonstrating how assessments were used in the school to diagnose and adjust instructional practice.

Improvement Priority

Develop consistent and deliberate instructional strategies that engage students in their learning and ensure achievement of learning expectations. Include a variety of personalized, engaging instructional strategies (e.g., student collaboration, self-reflection, critical-thinking skills) to address the individual learning needs of each student. **(Indicator 3.3)**

Student Performance Data:

Student performance data, as detailed in the Addenda of this report, suggested that the school had not been effective in establishing policies or practices to support the use of instructional strategies that engage students in their learning and ensure achievement of learning expectations. Of concern to the Diagnostic Review Team was that the school's performance on every EOC assessment was significantly below state average. For example, 35 percent of high school English I students scored a 70 or above on the EOC, which was below the state passing rate of 78.9 percent. In addition, 48.4 percent of students scored a 70 or above in high school Algebra I EOC as compared to the state passing rate of 82.4 percent. In addition, performance on ACT and WorkKeys was well below state averages.

Classroom Observation Data:

Classroom observation data revealed the use of some personalized, engaging instructional strategies in a few classrooms. It was evident/very evident in eight percent of classrooms that students were asked and responded "to questions that require higher order thinking (e.g., applying, evaluation, synthesizing)" (B5). Instances in which students had "differentiated learning opportunities and activities that meet her/his needs" (A1) were evident in 17 percent of classrooms. It was evident/very evident in 41 percent of classrooms that students were "actively engaged in the learning activities" (D3).

Stakeholder Feedback Data:

Stakeholder feedback data suggested little agreement among stakeholder groups regarding the use of personalized, engaging instructional strategies that ensured achievement of learning expectations. Eighty-five percent of staff members agreed/strongly agreed with the statement "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." Similarly, 81 percent of staff members 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." When responding to the statement, "My school provides me with challenging curriculum and learning experiences," 49 percent of students agreed/strongly agreed. Thirty-one percent of students agreed/strongly agreed that "All of my teachers change their teaching to meet my learning needs." When responding to the statement, "All of my child's teachers meet his/her needs by individualizing instruction," 45 percent of parents agreed/strongly agreed.

Stakeholder Interview Data:

Interview data revealed students and parents generally articulated a need for personalized, engaging instructional strategies to make learning relevant for students and to meet the unique needs of each learner. Students indicated that whole-group, direct instruction and lecturing were commonly used

strategies but added that these strategies did not always meet their needs, making it difficult to learn and retain content. Interview data showed many teachers discussed efforts to personalize learning but expressed that the necessary data were not always available and that students did not always take advantage of different learning opportunities. Teachers indicated professional development opportunities had not been offered recently to support the use of personalized, engaging strategies.

Documents and Artifacts:

A review of documents did not show the training for or routine use of personalized, engaging instructional strategies that ensure achievement of learning expectations. While some documents showed attempts to differentiate instruction for advanced learners (e.g., Denmark Technical College agreement, Gifted and Talented document) and remedial learners (i.e., meeting agendas focused on interventions), little evidence was found indicating these strategies were adopted, utilized, monitored and evaluated for effectiveness.

Improvement Priority

Provide training for all professional and support staff in the analysis and use of data to ensure staff members engage in structured discussions about student learning, and use data to design and implement instructional practices that support student learning. **(Indicator 5.3)**

Stakeholder Feedback Data:

Stakeholder feedback data indicated that 84 percent of staff members agreed/strongly agreed that the “School has a systematic process for collecting, analyzing, and using data.” Additionally, 97 percent of staff members agreed/strongly agreed that the “School ensures all staff members are trained in the evaluation, interpretation, and use of data.” However, when interviewed, some staff members were unable to specify the amount or frequency of professional development activities that trained staff members to analyze data and use findings to support student learning and drive instruction.

Stakeholder Interview Data:

Stakeholder interview data indicated inconsistencies among staff members regarding the level of understanding when collecting, analyzing and using data to implement instructional practices. Administrator interview data revealed that student performance data had been collected but few processes existed for analysis and application of the data to support instruction. Interview data revealed teachers were required to maintain data notebooks; however, additional training was needed to determine what data were required to determine instructional decisions. Some teachers articulated how they effectively used data to support instruction, but the school lacked a formalized process that could provide consistency among all staff members.

Documents and Artifacts:

A review of documents indicated that numerous pieces of data had been collected; however, the range of data was limited to primarily state or district assessments, such as End-of-Course, ACT, WorkKeys and Measures of Academic Progress (MAP). The Team found little evidence of the use of formative assessments. Even though it was indicated that all core content teachers had data notebooks, only some could produce them upon request.

Most documentation of staff meetings and professional development, such as a professional development agenda for data in November, the professional learning community (PLC) and Academic Planning Faculty Meetings, and the AFHS-PDP Implementation Plan 2016-2017, was nonspecific. The PLC and Academic Planning Faculty meetings documentation provided a generalized description of the meeting topics and a schedule without listing specific issues that were addressed. The schedule indicated multiple weekly meetings, but examples of weekly meeting agendas and minutes were not evident. Some staff members reported that they attended weekly faculty meetings. The AFHS-PDP Implementation Plan 2016-2017 indicated numerous goals, but there was no documentation to prove implementation. A structured schedule for implementation and follow up was not evident.

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.	1.67
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.	1.67
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

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.	1.33
2.2	The governing body operates responsibly and functions effectively.	1.67
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.	1.33
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.33
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.67

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	3.00

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.	2.00
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.00
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.00
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2.00
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.00
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.00

Conclusion

Strengths:

The principal was in his second year at Allendale-Fairfax High School (AFHS), but has had 10 years of experience as a principal. He had a solid knowledge of the school and the community of Fairfax, South Carolina. This afforded him important insight to the people who have lived and worked in and around the Allendale Schools for most of their lives. The Executive Summary explained that the community had seen a serious decline in jobs, and poverty had become a pivotal issue for parental involvement and student apathy.

During his first year, the principal organized his leadership team with key personnel who planned to improve the academic, social and emotional culture of the school. He had a full-time assistant principal, nurse, College and Technology Education Director and a counselor. During his first year at AFHS, the principal spent much of his time listening and identifying issues as he prepared to address those he deemed most vital. He conferred with the superintendent and the Allendale County School Board of Trustees regarding logistic concerns (e.g., transportation, early schedule, student behavior). The principal stated he spent time building relationships to cultivate change that was needed as a result of the severe turnover in leadership during the past nine years. The school had seven principals in that time period. AFHS had been a school in priority status for five years.

The new administrative team decided to focus on the behavior of students during year one. AFHS is a Positive Behavioral Interventions and Supports (PBIS) School. There was some visual evidence of this initiative, but the Team did not hear the common language or witness procedures and protocols that are usually pervasive throughout a school implementing a full PBIS program with fidelity. School administrators designed and implemented a block schedule format intended to increase quality teaching time, reduce the number of passing periods and establish improved teacher-student relationships. His hope was to reduce student conflict, eliminate student disrespect for teachers and peers and renew respect and an attitude for learning. Block scheduling allowed more instructional time, which teachers reported afforded them the opportunity to help more students individually, both for remediation and enrichment.

Also, a part-time literacy coach and a part-time numeracy coach provided services to students and teachers. Evidence indicated instructional coaches provided some professional development at regular bi-monthly meetings with teachers. Teachers and administrators reported participating in departmental and team meetings to discuss ways to improve student achievement and school culture and climate.

School uniforms were established to assist students with academic focus rather than material differences among their peers. Furthermore, it was reported that this initiative was intended to assist parents who were not financially able to meet the fashion demands put on high school students.

Interview data revealed the school assistant principal served as the school's test coordinator and he plans for intervention of students who lack credits to graduate or passing grades. It was reported that he used on line systems, one-to-one tutoring and after school group tutoring to assist students in need.

Interview data revealed that the Director of Career and Tech Education (CATE) managed the New Tech Program rollout and the College and Tech Education Department. Staff members expressed pride in the Project Based Learning Initiative, but many remained skeptical regarding long term benefits. The opportunity for increased instructional technology usage in classrooms was strong due to the robust connectivity and abundance of equipment, which could assist in changing the culture of the classroom.

Continuous Improvement Planning Process:

While the staff prepared mission, vision and belief statements, the Team found little evidence that their written goals had come to fruition. There had been progress toward improving the attitude of students for misbehavior and transferring their energy to learning. During interviews of administrators and staff, the Diagnostic Review Team received strong indications that students at AFHS were genuinely shown care and concern from the staff, yet the establishment of a continuous improvement plan was not evident.

During interviews and observations, the Diagnostic Review Team learned of several deficiencies and areas of needed improvement. A focus on the school's curriculum, instruction and assessment practices could provide a leverage point to help the school improve student learning.

As verified during classroom observations, there was some evidence of curriculum and learning experiences for students with challenging and equitable opportunities to develop learning, thinking and life skills that aligned with the school's purpose. Interview data showed that most core content teachers shared that curriculum and learning experiences must prepare students for success at the next level. In addition, most teachers expressed the essential need for all classes to maintain the same high learning expectations. During interviews and as written in the Self Assessment, individualized plans developed to support each student could be leveraged to meet expectations for mastery of skills of state standards and pacing or curriculum guides.

As cited by the staff in the Student Performance Data Tables (see Addenda), some improvements in student achievement existed, but there remains a significant disparity between school and state performance in all subject areas.

Student Performance Data confirmed a need for staff to analyze all available data and use findings to make decisions about curriculum, instruction and assessment. Prepared common formative assessments that assess student mastery of skills and align with the pacing guide for a defined period of teaching time (e.g., four or six weeks) could provide valuable data to drive the instruction for the next pacing period. Teacher interview data suggested students who needed remediation could review targeted standards following formative assessments, and students mastering standards could continue with more depth of understanding and challenging assignments to broaden their creative and critical-thinking skills.

Interview data confirmed that a few teachers welcomed embedded professional development with the literacy and numeracy coach using the Plan, Do, Study, Act (PDCA) process. Based on interviews, class observations and the review of student performance data, a direct, clear and targeted focus on math and English could be leveraged to meet student needs.

School leadership expressed the importance of evaluation of classrooms practices using lesson plans, conducting walk-throughs and providing pertinent feedback for improved instruction. Stakeholder interviews, survey data and a review of documents and artifacts verified the need for a comprehensive continuous program of professional learning that empowers teachers to learn, reflect, plan, evaluate and implement best practices for instruction and student engagement.

Classroom observation, stakeholder interview and student performance data and a review of documents suggested that an effective, continuous, systematic planning process had not been established. The Diagnostic Review Team found little evidence that authentic planning had occurred with all stakeholders. Evidence of a systematic process that was monitored regularly and transparently was limited. Documents and artifacts suggested that professional development was held in small groups and departments, but thorough, ongoing, connected and systematic processes were not focused on the content areas most in need of improvement. While stakeholder interview data reported that literacy and numeracy coaches pushed into classes to model best practices in instruction, follow up to ensure embedded practices were ongoing was not evident. Staff interview data revealed that many teachers agreed that they had an abundance of data. One teacher captured the essence of many in the statement, “Teachers feel they are data rich, not data savvy.” Interview data suggested that data notebooks were discussed, but they were either non-existent or never reviewed by administrators or used by teachers. A systematic plan for continuous school improvement could establish immediate and measurable student achievement goals.

Improvement Priorities:

Develop and use a curriculum that provides equitable and challenging learning experiences, ensuring all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. Curriculum and instructional practices should be rigorous and aligned to South Carolina College and Career Ready standards. Students should be supported through individualized instruction so that they are able to achieve high learning expectations. **(Indicator 3.1)**

Develop consistent and deliberate instructional strategies that engage students in their learning and ensure achievement of learning expectations. Include a variety of personalized, engaging instructional strategies (e.g., student collaboration, self-reflection, critical-thinking skills) to address the individual learning needs of each student. **(Indicator 3.3)**

Provide training for all professional and support staff in the analysis and use of data to ensure staff members engage in structured discussions about student learning, and use data to design and implement instructional practices that support student learning. **(Indicator 5.3)**

Addenda

Team Roster

Lead Evaluator	Brief Biography
Ermalene Faulkner Indiana	Ermalene Faulkner holds a Bachelor of Science in Elementary Education, a Master of Arts in Elementary Education, and an Elementary School Administrative and Supervision License. She has 16 years of teaching experience in an urban school setting. Mrs. Faulkner's administrative experience includes the roles of Assistant Principal and Principal at a school building, Director of Elementary and Gifted Education, Director of Instructional Technology, Director of Professional Services, District Title I Administrator and Chief Academic Officer at the district level. She has a collaborative leadership style, building positive cultures which support an environment of continuous school improvement.
Team Members	
Lauren McCauley South Carolina	Lauren McCauley serves as the Personalized Learning Education Associate at the South Carolina Department of Education. She is responsible for supporting schools and districts in planning and implementing personalized learning for all students. Prior to joining SCDE, Lauren served as the Assistant Director for Personalized Learning at the Charleston County School District. Previously, she worked as an Education Specialist at the United States Department of Education in the Implementation and Support Unit where she supported the implementation of Race to the Top and the State Fiscal Stabilization Fund grants. She joined the federal government in 2009 as a Presidential Management Fellow. Prior to her federal service, Lauren was an Admissions Counselor at the College of Charleston. She has a Master of Arts in Education Policy from The George Washington University and a Bachelor of Arts in Communication and Political Science from the College of Charleston.
Natasha Weaver South Carolina	Natasha Weaver holds a Master of Arts in Special Education. She has 14 years of experience teaching students in the K-12 grade levels. Mrs. Weaver has taught in the traditional brick-and-mortar school as well as in a virtual school. Mrs. Weaver's experience includes the roles of Classroom Teacher, Lead Teacher and Interim Special Education Coordinator.

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

Percentages of Students Scoring at 70 or above on the End-of-Course Assessments (EOC) at the School and in the State (2013-2014, 2014-2015, 2015-2016)

Content Area	% School (15-16)	% State (15-16)	% School (14-15)	% State (14-15)	% School (13-14)	% State (13-14)
Algebra I	48.4	82.4	46.2	85.7	56.8	85.5
English I	35.0	78.9	26.8	75.1	23.4	77
Biology	31.1	75.9	29.8	77.8	27.6	78.7
U.S. History	40.0	71.2	28.3	69.1	24.4	65.3

Plus

- Notably, EOC scores improved in every area except Algebra I. There had been consistent improvement in English I, Biology, and U.S. History for the past three years.
- The achievement gap between male and female students declined for three consecutive years in Algebra I.

Delta

- There was a significant disparity between school and state performance in all subject areas.
- In the past three years, less than six percent of all students tested scored a B or higher on the Algebra I EOC.
- In the past three years no students have scored an A on the English I EOC.

Percentage of Students Scoring “Ready” on ACT, Grade 11, at the School and in the State (2014-2015, 2015-2016)

Content Area	Composite School (15-16)	Composite State (15-16)	Composite School (14-15)	Composite State (14-15)
Composite Avg. Scale Score	13.2	18.2	12.7	17.9
English	11.2	39.8	10.7	38.7
Math	14.1	23.5	14.3	21.6
Reading	13.5	29.5	12.7	25.8
Science	13.4	21.2	12.4	17.9

Plus

- There has been a small increase in all areas of the ACT except math, which decreased by two-tenths of a percentage point.
- The school was also two tenths of a percentage point closer to meeting the state’s composite score in 2015-2016 with a half point increase in the school’s composite average over last year.

Delta

- Significant gaps exist between AFHS and the state performance in all areas of the test. School year 2015-2016 had the following differences in performance between the State and AFHS. English - 28.6 percent, Math - 9.4 percent, Reading - 16.0 percent, and Science - 7.8 percent.

Percentage of Students Meeting Platinum, Gold or Silver Threshold on ACT WorkKeys at School and in the State (2014-2016)

	Percentage School 2015-16	Percentage State 2015-16	Percentage School 2014-15	Percentage State 2014-15
Applied Mathematics	33.8	72.4	31.1	71.2
Reading for Information	85.7	93.9	80.3	93.2
Locating Information	53.2	76.8	60.0	87.7

Plus

- Small improvement in two areas of the WorkKeys assessment: Applied Mathematics and Reading for Information.
- While there was a gap between the state and school performance on the Reading for Information portion of the test, AFHS closed the gap by five percent from school year 2014-2015 to 2015-2016.

Delta

- A significant gap existed between AFHS and the state on two portions of the assessment: Applied Mathematics and Locating Information.
- The WorkKeys assessments indicated a school-wide weakness in all a content areas with a substantial weakness in mathematics.

Graduation Rates for the school and State (2013-2014, 2014-2015, 2015-2016)

	School 2016	State 2016	School 2015	State 2015	School 2014	State 2014
Graduation Rate (for 4-year adjusted cohort)	80.5	82.6	85.4	80.3	76.0	80
Graduation Rate (for 5-year adjusted cohort)	86.6	83.9	76.0	82	77.9	80.2

Plus

- In the past three years, the four-year graduation rates had been within five percent of the state average (note that in 2015 the school exceeded the state average by five percent).

Delta

- There was a five percent decrease in the four-year graduation rate from 2015 to 2016.

Stakeholder Feedback 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). Only the most pertinent items supporting the findings of the Diagnostic Review are listed. This is not an exhaustive listing of items from all stakeholder feedback surveys.

Teaching and Learning Impact

(Standards 3 and 5)

+ Plus: (minimum of 90 percent agreed/strongly agreed)

1. 90 percent of staff members agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."
2. 100 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use a variety of technologies as instructional resources."
3. 94 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning."
4. 94 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance."
5. 94 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
6. 91 percent of staff members agreed/strongly agreed with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."
7. 97 percent of staff members agreed/strongly agreed with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation and use of data."
8. 90 percent of staff members agreed/strongly agreed with the statement, "Our school leaders monitor data related to school continuous improvement goals."

Δ Delta: (less than 70 percent agreed/strongly agreed)

1. 43 percent of parents agreed/strongly agreed with the statement, "All of my child's teacher meet his/her learning needs by individualizing instruction."
2. 31 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
3. 43 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."
4. 43 percent of students agreed/strongly agreed with the statement, "In my school, teachers work together to improve student learning."
5. 45 percent of the parents agreed/strongly agreed with the statement, "All of my child's teachers work as a team to help my child learn."
6. 57 percent of the teachers agreed/strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."

7. 52 percent of the parents agreed/strongly agreed with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."

Leadership Capacity

(Standards 1 and 2)

+ Plus: (minimum of 90 percent agreed/strongly agreed)

1. 97 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. 90 percent of staff members agreed/strongly agreed with the statement, "Our school leaders monitor data related to school continuous improvement goals."
3. 94 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning."

Δ Delta: (less than 70 percent agreed/strongly agreed)

1. 64 percent of the parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. 48 percent of the students agreed/strongly agreed with the statement, "In my school, a high quality education is offered."
3. 44 percent of the parents agreed/strongly agreed with the statement, "All of my child's teachers give work that challenges my child."
4. 48 percent of the parents agreed/strongly agreed with the statement, "Our school communicates effectively about the school's goals and activities."
5. 43 percent of the parents agreed/strongly agreed with the statement, "Our school's governing body operates responsibly and functions effectively."
6. 36 percent of the parents agreed/strongly agreed with the statement, "Our school's governing body does not interfere with the operation or leadership of our school."
7. 62 percent of the students agreed/strongly agreed with the statement, "In my school, the principal and teachers have high expectations of me."
8. 66 percent of the teachers agreed/strongly agreed with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."
9. 45 percent of the parents agreed/strongly agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school."
10. 57 percent of the teachers agreed/strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."

Resource Utilization

(Standard 4)

+ Plus: (minimum of 90 percent agreed/strongly agreed)

1. 90 percent of staff members agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
2. 90 percent of staff members agreed/strongly agreed with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."
3. 94 percent of staff members agreed/strongly agreed with the statement, "Our school maintains facilities that support student learning."
4. 91 percent of staff members agreed/strongly agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."

Δ Delta: (less than 70 percent agreed/strongly agreed)

1. 44 percent of the parents agreed/strongly agreed with the statement, "Our school ensures the effective use of financial resources."
2. 66 percent of the staff agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs."
3. 25 percent of the students agreed/strongly agreed with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."
4. 61 percent of the students agreed/strongly agreed with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."
5. 52 percent of the students agreed/strongly agreed with the statement, "In my school, programs and services are available to help me succeed."
6. 60 percent of the staff agreed/strongly agreed with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)."

Diagnostic Review Schedule

Tuesday, February 21, 2017

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:15 p.m.	Principal / Superintendent Overview	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 9:00 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 institution, initial ratings for all indicators. - Determine interview questions, review Monday's schedule, overview of eleot® and discuss Review logistics	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, February 22, 2017

Time	Event	Where	Who
7:15 A.M.	Team arrives at Allendale-Fairfax High School	School office	Diagnostic Review Team Members
7:15 a.m. – 4:00 p.m.	Principal's / Superintendent's Interview / Classroom Observations / Interviews	School	Diagnostic Review Team Members
	Classroom observations and stakeholder interviews	School	Diagnostic Review Team Members
	Lunch – Team Members eat when it fits into their individual schedules	School	Diagnostic Review Team Members
	Continued classroom observations and Interviews	School	Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel (after dismissal) and has dinner on their own		
5:00 p.m. – 8:00p.m.	Team Work Session #2 (Agenda provided by Lead Evaluator) Tabulate classroom observation data	Hotel Conference Room	Diagnostic Review Team Members

	• 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. • Prepare for Day 3		
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Thursday, February 23, 2017

Time	Event	Where	Who
7:15 a.m.	Team arrives at Allendale-Fairfax High School	School	Diagnostic Review Team Members
7:30 a.m. – 3:30 p.m.	Continue interviews and artifact review, conduct classroom observations	School	Diagnostic Review Team Members
	Lunch – Team Members eat when it can fit into their individual schedules	School	Diagnostic Review Team Members
5:00 p.m. – 5:30 p.m.	Team returns to hotel (after dismissal) and has dinner on their own		
5:30 p.m. – 7:30p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator) • Review findings from the day • Tabulate and review final eleot Learning Environment ratings Team Members determine individual final ratings for all indicators	Hotel Conference Room	Diagnostic Review Team Members

Friday, February 24, 2017

Time	Event	Where	Who
8:00 a.m. – 10:00 a.m.	Final Team Work Session Team Members review all components of the Diagnostic Review Team's findings	School	Diagnostic Review Team Members