

# DIAGNOSTIC REVIEW REPORT FOR EDMUND A. BURNS ELEMENTARY SCHOOL

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Charleston, SC  
29405

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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 2 Indicator rating, an Improvement Priority has been 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**

Edmund A. Burns Elementary School hosted a Diagnostic Review on March 20-23, 2016. The on-site review involved a six-member Team that 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 Burns Elementary School for the hospitality and support rendered throughout the Review process. An initial phone conversation was held with the principal during the early part of March, with additional phone calls and email communications occurring throughout every phase of the Review.

Prior to the start of the Diagnostic Review, the Team completed the initial intensive study, review and analysis of various documents provided by the school, and conducted several email communications to prepare for the on-site work.

Collaboratively, the school's administrative team and faculty planned and conducted the Internal Review and noted the staff's final ratings on each of the indicators for the five *AdvancED Standards*. The comprehensive internal review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Staff members completed the Self Assessment as well as the supporting documentations included in the Student Performance Diagnostic and the Stakeholder Feedback Diagnostic in a timely manner. This critical documentation provided Team Members with valuable information that served as a foundation for the Review.

Prior to arriving on-site, the principal emailed the Lead Evaluator an electronic link to access and view artifacts to support the indicator ratings. Upon arriving on-site, the link was shared with members of the Review Team. Additional hard copies of evidences and artifacts were available at the school for examination by Team Members. While on-site, staff members readily provided any additional information or evidence upon the request of the Team.

Team Members arrived at the Doubletree Hotel in North Charleston, SC on Sunday, March 20, 2016 to review the schedule, listen to the principal's presentation and discuss questions for interviews with stakeholders. Team Members were at the school March 21-23, 2016 for the purpose of conducting interviews, reviewing artifacts and documents, and visiting classrooms. Each evening, the Team reviewed acquired evidence that related to each of the *AdvancED Standards for Quality*, reviewed eleot™ results, individually rated each Item and held discussions regarding recommended areas for improvement efforts. The complete schedule of the Diagnostic Review Team's activities is included as an addendum to this report.

A total of 82 stakeholders were interviewed and 25 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the school leaders, faculty, staff, students, parents and community representatives all welcomed the Review Team and shared their pride and their hopes for Burns Elementary School. The feedback gained from interviews with stakeholders was considered with other evidence and data to support the findings of the Diagnostic Review. The following chart depicts the numbers of persons interviewed as representatives of various stakeholder groups.

<b>Stakeholder Interviewed</b>	<b>Number</b>
<b>Administrators</b>	5
<b>Instructional Staff</b>	15
<b>Support Staff</b>	13
<b>Students</b>	37
<b>Parents/Community/Business Leaders</b>	12
<b>TOTAL</b>	82

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.	1.83
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.17
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.	1.50
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.83
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.30
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.	1.83
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.	2.00
3.11	All staff members participate in a continuous program of professional learning.	1.83
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.16

**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.	1.83
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.	1.83
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	2.00
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.83
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**

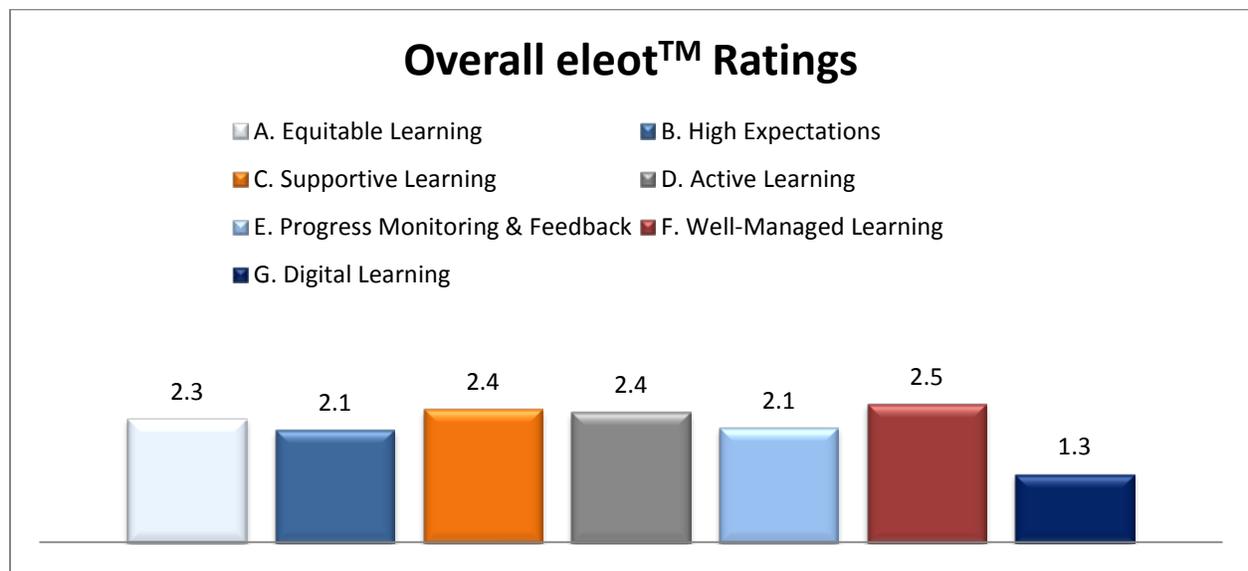
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	3.00
2. Test Administration	4.00
3. Quality of Learning	2.00
4. Equity of Learning	2.00

**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 25 classroom observations using the eleot™ classroom observation tool. Observations were conducted in core academic classrooms throughout the building. However, during the Review, observations using the eleot™ were not conducted in five academic classrooms because these classes were being taught by student teachers from a local university. Ratings on the seven environments measured using the eleot™ ranged from 1.3 to 2.5 on a four-point scale. Such ratings indicate that practices that promote student learning tended to be somewhat evident in the majority of the classrooms observed. The Digital Learning Environment received the lowest rating while the highest rating was in the Well-Managed Learning Environment. Even though the school has access to SmartBoards and projection cameras in every classroom and each class has a class set of iPads, Review Team Members observed only low levels of student use of digital tools to support learning. Student use of digital tools was more for drill and practice as opposed to higher level skills such as problem solving, research, or creation of original works for learning.

It was evident that, within the classrooms, students were knowledgeable of classroom routines, behavioral expectations and consequences. Within the classrooms, Team Members noted positive interactions between the teachers and the students with evidence that students were knowledgeable of rules and followed these rules, particularly in the lower grades. Team Members observed major disciplinary infractions during a small number of classroom observations especially in the upper grades; however, students were generally respectful when interacting with teachers and peers.

The following eleot™ data summary provides a breakdown of average scores in each of the seven learning environments as well as for each item. The Team discussed how effectively the scores in some areas identified promising classroom practices that serve to support student academic performance. These practices should be strengthened, shared, and used as models for improvement. At the same time, the lower rated items clearly identify areas of improvement that, when addressed through systemic alignment and improvement processes, will provide growth across the spectrum of items.

## eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	2.2	Has differentiated learning opportunities and activities that meet her/his needs	16%	28%	16%	40%
A.2	2.5	Has equal access to classroom discussions, activities, resources, technology, and support	8%	52%	24%	16%
A.3	2.7	Knows that rules and consequences are fair, clear, and consistently applied	12%	52%	28%	8%
A.4	1.7	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	24%	20%	56%
Overall rating on a four-point scale:		2.3				

**Equitable Learning Environment**

The Equitable Learning Environment received an overall rating of 2.3 on a four-point scale. Within the classrooms, Team Members noted that students knew that rules and consequences were fair, clear and consistently applied with this environment item (A3) being evident/very evident in 64 percent of the classes observed. Item A4 had the lowest rating of 1.7: ongoing opportunities for students to learn about their own and other's backgrounds/cultures/differences was evident/very evident in only 24 percent of classrooms observed. Differentiated learning opportunities and activities that met student needs (A1) was evident/very evident in 44 percent of the classrooms observed. One example of differentiation was observed in a second grade math classroom where students worked individually on computer-assigned tasks while the teacher worked with small groups at the table. There were clear differences in the level of difficulty of the tasks completed during group table time as well as the varying levels of the tasks the students were completing on the computer.

<b>B. High Expectations Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
B.1	<b>2.5</b>	Knows and strives to meet the high expectations established by the teacher	8%	52%	24%	16%
B.2	<b>2.2</b>	Is tasked with activities and learning that are challenging but attainable	8%	28%	36%	28%
B.3	<b>1.8</b>	Is provided exemplars of high quality work	0%	20%	36%	44%
B.4	<b>1.8</b>	Is engaged in rigorous coursework, discussions, and/or tasks	0%	28%	28%	44%
B.5	<b>2.0</b>	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	8%	24%	32%	36%
<b>Overall rating on a four-point scale:</b>		<b>2.1</b>				

### High Expectations Learning Environment

The High Expectations Learning Environment received an overall rating of 2.1 on a four-point scale. Student engagement in rigorous coursework, discussions and/or tasks, (B4), was evident/very evident in only 28 percent of classrooms observed while the provision of exemplars of high quality work (B3) was evident/very evident in only 20 percent of classrooms observed. Both items were very evident in zero percent of the classrooms observed. Team Members observed low-level classroom activities such as copying spelling words and completing worksheets with dictated sentences. However, it was evident/very evident that students strove to meet the expectations of the teacher (B1) in 60 percent of the observations conducted during the Review, even when these expectations did not project a high level of performance.

<b>C. Supporting Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
C.1	<b>2.8</b>	Demonstrates or expresses that learning experiences are positive	12%	64%	12%	12%
C.2	<b>2.7</b>	Demonstrates positive attitude about the classroom and learning	8%	64%	16%	12%
C.3	<b>2.2</b>	Takes risks in learning (without fear of negative feedback)	0%	56%	8%	36%
C.4	<b>2.5</b>	Is provided support and assistance to understand content and accomplish tasks	16%	48%	8%	28%
C.5	<b>2.1</b>	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4%	36%	24%	36%
<b>Overall rating on a four-point scale:</b>		<b>2.4</b>				

### **Supportive Learning Environment**

The overall Team rating of items in the Supportive Learning Environment was 2.4 on a four-point scale. In 72 percent of the classrooms observed, it was evident/very evident that students demonstrated a positive attitude about the classroom and the learning. Likewise, students' demonstrations or expressions that learning experiences were positive (C1) was evident/very evident in 76 percent of the classrooms observed. The provision of support or assistance to understand the content and accomplish tasks (C4) was evident/very evident in 64 percent of classrooms observed. Students' willingness to take risks in learning without fear of negative consequences (C3) was evident/very evident in 56 percent of the classrooms observed. During an observation of a first grade classroom, Team Members observed the teacher assigning independent work. While students worked on the assignment, the teacher moved around the room providing support to individual students in areas where they were having difficulty. Students used this feedback to make corrections and edits to their work. However, the provision of additional/alternative instruction and feedback at the appropriate level of challenge (C5) was evident/very evident in only 40 percent of observations using the eleot.

<b>D. Active Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
D.1	<b>2.7</b>	Has several opportunities to engage in discussions with teacher and other students	12%	52%	32%	4%
D.2	<b>2.0</b>	Makes connections from content to real-life experiences	8%	24%	28%	40%
D.3	<b>2.4</b>	Is actively engaged in the learning activities	12%	44%	20%	24%
<b>Overall rating on a four-point scale:</b>		<b>2.4</b>				

### **Active Learning Environment**

The Active Learning Environment received an overall Team rating of 2.4 on a four-point scale. Opportunities to engage in discussions with the teacher and other students (D1) were evident/very evident in 64 percent of the classrooms observed. Active engagement of students in the learning activities (D3) was evident/very evident during 56 percent of the classroom. However, opportunities for student to make connections from content to real-life experiences (D2) were evident/very evident in only 32 percent of the classrooms observed. In the majority of the classrooms observed, student were active participants in the learning, however, limited opportunities occurred where the learning was made relevant to their day-to-day experiences as a means of helping them see the relevancy of the instructional task.

<b>E. Progress Monitoring and Feedback Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
E.1	<b>2.2</b>	Is asked and/or quizzed about individual progress/learning	0%	40%	40%	20%
E.2	<b>2.4</b>	Responds to teacher feedback to improve understanding	0%	56%	32%	12%
E.3	<b>2.4</b>	Demonstrates or verbalizes understanding of the lesson/content	4%	56%	20%	20%
E.4	<b>1.7</b>	Understands how her/his work is assessed	0%	16%	40%	44%
E.5	<b>1.7</b>	Has opportunities to revise/improve work based on feedback	0%	24%	24%	52%
<b>Overall rating on a four-point scale:</b>		<b>2.1</b>				

### **Progress Monitoring Learning Environment**

The overall Team rating of the Progress Monitoring Learning Environment was 2.1 on a four-point scale. When questioned by Team Members about their understanding of the lesson/content (E3), positive responses from the students were very evident in only four percent of the classrooms observed but evident in 56 percent. In 40 percent of the classrooms observed, it was evident/very evident that students were being asked or quizzed about individual progress/learning (E1) by the teacher. Students' understanding of how their work was being assessed (E4) was evident/very evident in only 16 percent of the classrooms. Team Members observed very limited use of rubrics or checklists to enhance students' understanding of the expectations for their work or how their work would be graded. Additionally, there existed only limited opportunities for students to revise/improve work based on feedback (E5) as this item was only evident/very evident in 24 percent of observed classrooms. The vast majority of the progress monitoring observed by Review Team Members occurred during guided practice when the teacher moved around the room to assist and support individual students.

<b>F. Well-Managed Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
F.1	<b>2.8</b>	Speaks and interacts respectfully with teacher(s) and peers	16%	56%	20%	8%
F.2	<b>2.7</b>	Follows classroom rules and works well with others	16%	52%	20%	12%
F.3	<b>2.4</b>	Transitions smoothly and efficiently to activities	8%	44%	24%	24%
F.4	<b>2.0</b>	Collaborates with other students during student-centered activities	12%	20%	20%	48%
F.5	<b>2.9</b>	Knows classroom routines, behavioral expectations and consequences	24%	48%	20%	8%
<b>Overall rating on a four-point scale:</b>		<b>2.5</b>				

### **Well-Managed Learning Environment**

During classroom observations, the Well-Managed Learning Environment received a rating of 2.5 on a four-point scale. Students tended to speak and interact respectfully with teachers and peers (F1) as this item was rated evident/very evident in 72 percent of the classrooms observed. Also, in 72 percent of the classrooms observed, it was evident/very evident (72 percent) that students knew classroom routines, behavioral expectations and consequences. Classroom observations and eleot scores revealed that higher scores were recorded in classrooms in the Primary Grades Academy (PGA) where students tended to be on task throughout the lessons observed. Additionally, a large number of all observations completed during the Review took place in PGA classrooms. The Team noted more student management concerns in the upper grades classrooms. Review Team Members did observe disciplinary infractions during classroom observations in the upper grades, mainly in the areas of failure to comply with the teacher's plea for attention and unruliness. In one class, major disciplinary offenses were observed as students were throwing oranges at each other oblivious to the teacher's attempts to gain control. In another classroom, students continued to apply makeup as the teacher continuously requested their attention.

Opportunities for students to collaborate with other students during student-centered activities (F4) were evident/very evident in only 32 percent of the classrooms observed. The vast majority of classroom activities observed during the Review revealed limited chances for students to work together to complete tasks or activities.

<b>G. Digital Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
G.1	<b>1.4</b>	Uses digital tools/technology to gather, evaluate, and/or use information for learning	4%	8%	12%	76%
G.2	<b>1.2</b>	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	8%	4%	88%
G.3	<b>1.2</b>	Uses digital tools/technology to communicate and work collaboratively for learning	0%	8%	0%	92%
<b>Overall rating on a four-point scale:</b>		<b>1.3</b>				

### Digital Learning Environment

The overall rating in the Digital Learning Environment was 1.3 on a four-point scale. Even though the use of digital tools was observed in a majority of the classes visited during the Review, much of the use was mainly at the level of drills and practice. Student use of digital tools/technology to gather, evaluate and/or use information for learning (G1) was evident/very evident in only 12 percent of the classrooms observed. The use of digital tools/technology to conduct research, solve problems and/or create original works for learning (G2) and the use of digital tools/technology to communicate and work collaboratively (G3) were both evident/very evident in only eight percent of classrooms. Team Members regularly observed students using iPads but in most cases they were responding to problems involving basic-level math practice or playing instructional games.

## Findings

### Improvement Priority

Develop a formal system whereby school leaders consistently monitor instructional practices beyond the formal evaluation process to ensure fidelity of implementation of agreed upon norms and non-negotiables. Guarantee that continuous support for teachers is systematically provided through collaboration, modeling, coaching and consistent feedback to all stakeholder groups. **(Indicators 3.4 primary, 5.5 secondary)**

### Student Performance Data:

Data included on the School Report Card revealed only seven percent of third grade students scored at the “Ready” level on the American College Testing (ACT) Aspire for 2014-2015 in the area of reading. Only 1.6 percent of fourth grade students and 7.1 percent of fifth grade students scored on the “Ready” level. In the area of math, 18.3 percent of third grade students, 22.6 percent of fourth grade students and 11.4 percent of fifth grade students scored at the “Ready” level on the ACT Aspire.

Measures of Academic Progress (MAP) data providing comparative results between the Fall 2015 administration and the Winter 2016 for reading and math in all grade levels revealed inconsistency in terms of improvement overtime. For example, on the Fall 2015 assessment in reading, 55 percent scored in Tier 1. During the Winter 2016 assessment, 47 percent scored in Tier 1 representing a decrease of students who were experiencing success in the regular classrooms and not needing interventions. First grade math performance indicated 42 percent of students were at Tier 1 at the onset of the school year while 61 percent were at Tier 1 after the winter assessment, noting a significant increase in students who were being successful in the regular math classrooms. Similar increases and decreases were noted at all grade levels and in both reading and math performance.

### Stakeholder Survey Data:

Survey results revealed 92 percent of staff members agreed/strongly agreed with the statement, “Our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning.” Additionally, 91 percent agreed/strongly agreed with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.” Survey results represent the perceptions of those stakeholders completing the instrument. However, these results were not always validated by interviews and observations in the building during the on-site Team’s Review.

### Stakeholder Interviews:

Teacher interviews indicated the principal is mainly in the classrooms only for formal observations using the Classroom Observation Tool (COTs), the district’s formal teacher evaluation tool. Students, during their interview session, shared that the principal comes to the classroom to help when it is time to give out rewards but is rarely there for long periods of time when they are actually doing their classwork. It was noted in staff interviews that the division of responsibilities among the assistant principals was purposefully done to “free up the principal so she could spend more time in the classrooms.” During the interview with the principal, the Team learned that the responsibilities of regularly supporting and monitoring teaching practices have been assigned to instructional coaches in the building.

During district-level interviews, it was stated that a specific district-level academic coach had been assigned to Burns Elementary to conduct informal observations and to work with teachers. However, it was stated that the school principal had requested that the district coach not come to the school as there was enough support on site. District leaders also stated that their presence in the building to complete informal observations was not a prevalent practice. During stakeholder interviews, monitoring was defined as the regular and routine visibility of leaders in the classroom to observe instructional practices.

**Documents and Artifacts:**

The collection of artifacts included samples of staff evaluations using the COT, the district's evaluation instrument. The COT includes ratings in the areas of: Instructional Strategies to Facilitate Learning, Providing Content for Learners and Monitoring, Assessing, and Enhancing Learning. Teachers are rated in each environment on a four-tiered scale with ratings ranging from highly effective to ineffective. Sample COTs also reported evidence that supports indicator ratings, and provided opportunities to reflect on the lessons observed in instruction and environment areas.

The school also provided blank copies of various focus walk or walkthrough instruments for the Team to examine. The collection included templates for a Reader's Workshop Focus Walk, a Classroom Observation Form, a Checklist for Supervisors Observing the Elementary Literacy Classroom and a Burns Classroom Procedures Walkthrough. No completed samples of walkthrough or focus walk instruments were presented for the Team's review.

Information included in the Executive Summary identified the major responsibilities of the two assistant principals (AP) in the building. It was noted that "One AP assists with instructional leadership, student safety, textbooks and technology management, testing, special education, data management, master schedules and the other AP assists with student discipline and safety, positive school culture and classroom environments through PBIS (Positive Behavior Intervention and Systems), school safety drills and building management issues." This division of duties and responsibilities indicates the majority of instructional supervisory duties, including both formal and informal observations, are expected to be performed by the principal.

**Rationale:**

It is important for leadership to consistently set the tone for the importance of instructional delivery, planning, and the quality of learning occurring in the classrooms for all students. Therefore, leadership must craft a clear and precise plan of monitoring and providing support that fosters collaboration and yields high-instructional strategies and practices to enhance student achievement.

**Improvement Priority**

Collaboratively develop, implement and monitor a school-wide process that regularly and routinely embeds researched-based instructional practices to better ensure achievement of student learning expectations. Define a framework that clearly outlines the expectations for instructional delivery in classrooms throughout the building. **(Indicator 3.3 primary, 3.6 secondary)**

**Student Performance Data:**

Student performance data, as outlined in reports submitted for the Team's review, reveal that students at Burns Elementary School have historically performed below the state in every grade level and in every content area. Data from the 2014-2015 ACT Aspire assessment indicated only 23.6 percent of students met the benchmark of "Ready" in the area of English. Even though the school has stated it provides a focused, balanced literacy framework, only 5.4 percent met the "Ready" benchmark in Reading while 8.5 percent met the benchmark in Writing. Overall, students performed 44.3 points below the state in English, 31.8 points below the state in Reading, 29.4 points below the state in Math, and 15.9 points below the state in Writing. Of particular concern to the Review Team was that in fourth grade, only 1.6 percent of all students met the benchmark rating of "Ready" on the ACT Aspire. Examinations of student results on the South Carolina Palmetto Assessment of State Standards (SCPASS) assessment for the school years from 2012-2015 demonstrated a cohort group decline in math performance from 2013-2014 from 39.3 percent meeting grade-level standards to 15.1 percent meeting standards. Similar declines were noted in science and social studies with decreases from 28.6 percent to 19.2 percent in science and from 55.4 percent to 22.2 percent in social studies. These data reflect the absence of a systematic, school-wide process that establishes the framework for instructional delivery with an emphasis on the routine incorporation of researched-based instructional practices that support student learning.

**Classroom Observation Data:**

Data compiled from classroom observations using eleot revealed limited use of strategies like differentiated instruction. In the Equitable Learning Environment, it was noted that differentiated learning opportunities and activities (A1) were evident/very evident in 46 percent of the classrooms observed. Exemplars of high quality work (B3) were evident/very evident in twenty percent of the classrooms observed. Item B4, which focuses on student engagement in rigorous coursework, discussions and/or tasks received an overall rating 28 percent evident/very evident. The incorporation of higher order questioning where students were expected to engage in skills such as applying, evaluating and synthesizing (B5) was very evident/very evident in 32 percent of classrooms observed.

Team Members observed very limited consistency in the framework being used for instructional delivery. Even though the school focuses on balanced literacy and, according to interviews, utilizes a workshop approach for math and reading instruction, numerous differences were observed in the processes being used in various classrooms across the school. Some classrooms included the visible posting of standards being addressed through instructional delivery, however, very limited reference was made to these standards during class time. Rarely were students informed of learning expectations or standards of performance.

**Stakeholder Survey Data:**

Stakeholder perception data tended to differ from information the Review Team learned during interviews and observed in classrooms. Eighty-nine percent of parents agreed/strongly agreed with the statement “All of my child’s teachers use a variety of teaching strategies and learning activities.” Eighty-six percent of staff agreed/strongly agreed to the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.” Based on survey results, 93 percent of students agreed/strongly agreed that their teachers use different activities to help them learn. Eighty-seven percent of staff members agreed/strongly agreed to the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.” Sixty-eight percent of staff members in the 2015 South Carolina survey agreed to the statement, “My school provides challenging instructional programs for students.” Forty-two percent of students on the same survey, however, agreed to the statement, “My classes are challenging (not too easy; they make me think).” This difference in perception reveals that even though teachers feel they are challenging the learners in the classroom, students feel that instructional activities do not always provide them with the opportunities to think critically or creatively.

**Stakeholder Interviews:**

Stakeholder interview data revealed a lack of consistency in the description of the school’s instructional process. Teachers could not clearly articulate the school-wide expectations for instructional delivery. Even though a balanced literacy approach is used in the school, interviews did not include a clear description of exactly how balanced literacy should look in the classroom. One teacher indicated her framework includes standards, anchor charts, mini lessons, guided practice/independent work and closure. However, the teacher stated Team Members would probably not see this format in all classrooms. The teacher went on to say, “Everyone does things differently.” In classrooms visited during the Review, the Team did not see the consistent presence of the components the teacher identified.

**Documents and Artifacts:**

The compilation of documents available for the Team’s examination included the school’s Personalized Learning Action Plan Summary. One improvement component noted in the plan was in the area of instruction, and specifically identified the following initiatives: clearly communicate learning expectations in all classrooms, define rigor, incorporate character and transition skills, provide timely feedback and reflect and adjust delivery.

An additional artifact presented during the Review was an Effective Reading Instruction Implementation Curriculum. The document actually was a continuum that outlined components and practices of an effective reading class and included the following areas: time on authentic reading, text selections based on interests and ability levels, teaching demonstrations based on students’ needs, a balance of whole group, small group, and individualized instruction, discussions and collaborations among students, student choice in assignments that integrate other content areas and practice on test-taking skills.

During the initial Principal Overview, increasing scores on state tests and providing higher levels of rigor and student engagement were two items identified as school needs. The overview also identified Standard 3 (“Our school’s curriculum, instructional design and assessment practices”) as being the weakest rated standard overall. One slide included in the Principal Overview presentation was entitled “Classroom Observations: What should you see?” that outlined instructional expectations for the classrooms. Included on the listing were items such as workshop models, anchor charts, personalized learning components, turn and talks, independent readings (building stamina), small group and whole group instruction, conferring with students, brain breaks, movement and individual plans/interventions. However, these components were not consistently observed in the classrooms. Review Team Members did note the presence of anchor charts in several classrooms, but these were not always referenced or relevant to the instructional standard. On the Self Assessment, staff members assigned a “2” rating to Indicator 3.6 indicating most teachers regularly use an instructional process that informs students of learning expectations, includes the use of exemplars and regularly uses formative assessments to guide decisions regarding delivery of instruction. However, the Team did not frequently observe this practice while on-site.

**Rationale:**

The presence of an instructional process promotes systematic practices that enhance student learning. Such components as informing students of learning targets, providing on-going feedback, and implementing grouping activities better ensures students will master key concepts. Such schoolwide practices also support consistency in instructional delivery as students move from classroom to classroom and from grade level to grade level.

## 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.

<b>Indicator</b>	<b>Description</b>	<b>Average Team Rating</b>
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.17
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.	2.17
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.	2.33
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.	2.00
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	1.17
2. Stakeholder Feedback Results and Analysis	3.00

## Findings

### Improvement Priority

Develop, implement with fidelity, monitor and sustain a school-wide system that establishes a positive culture anchored in high academic expectations and that includes clearly defined behavioral guidelines. Ensure professional practices (e.g., routines, rituals, procedures, supervision, communications, and collaboration) are consistently implemented by all administrators, teachers and staff. **(Indicator 1.2 primary, 2.4 secondary)**

### Student Performance Data:

Results reported on the 2015 South Carolina State Report Card for Burns Elementary School revealed 5.4 percent of the school's students scored at "Exceeding and Ready" levels as compared to 41.8 percent of all students in the Charleston School District and 37.2 percent of students statewide performing at these levels. In the area of math, 17.3 percent of Burns students scored at the "Exceeding and Ready" levels as compared to 51.7 percent for students in the district and 46.7 percent for students statewide. MAP data for the school revealed inconsistent results in terms of progress made between the Fall 2015 administration and the assessment and the Winter 2016 administration.

Behavioral data captured on the Incident Summary Report for the 2015-2016 academic year reported a total of 1175 disciplinary infractions so far this year. Of the total infractions, 18.1 percent were committed by third grade students, 22.1 percent by fourth grade students, and 29.3 percent by fifth grade students. Eighty-two percent of the reported disciplinary incidents occurred in the classroom.

### Classroom Observation Data:

The eleot™ observations revealed students being tasked with activities and learning that were challenging but attainable (B2) was evident/very evident in 36 percent of the classrooms observed. Student engagement in rigorous coursework, discussions, and/or tasks (B4) was evident/very evident in 28 percent of classes observed. The provision of additional/alternative instruction and feedback at the appropriate level of challenge based on student's individual needs was evident/very evident in 40 percent of observations.

### Stakeholder Survey Data:

Data results from stakeholder surveys revealed 79 percent of parents agreed/strongly agreed with the statement "Our school has high expectations for students in all classes." Ninety-one percent of teachers who completed the survey agreed/strongly agreed to the statement "Our school's leaders expect staff members to hold all students to high academic standards" while 81 percent agreed/strongly agreed to the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."

From a behavioral perspective, only 65 percent of parents surveyed agreed/strongly agreed to the statement "Our school provides a safe learning environment." Similarly, 73 percent of staff members agreed/strongly agreed to the statement, "Our school maintains facilities that support student learning"

while 69 percent agreed/strongly agreed that “Our school maintains facilities that contribute to a safe environment.”

Only 52 percent of elementary students agreed/strongly agreed to the statement “My school is safe and clean.” In their written comments, students repeatedly articulated concerns about behavioral problems, including fights and bullying. Additionally, many noted concerns about the cleanliness of the building, particularly the bathrooms. Fifty percent of elementary students agreed/strongly agreed to the statement, “In my school, students treat adults with respect.” Early elementary students provided a more positive rating, with 97 percent agreeing/strongly agreeing to the statement, “I am safe at school.” In the 2015 South Carolina survey, 16 percent of students agreed with the statement, “Students at my school behave well in class” and only 47 percent agreed with the statement, “I feel safe at my school during the school day.”

**Stakeholder Interviews:**

Staff interviews repeatedly discussed the progress being made and high performances of the students in the building based on MAP assessments. They attribute this success to high expectations and instructional practices in the classroom. However, further discussions revealed that testing conditions during MAP assessments do not always mimic those conditions during standardized testing. For example, MAP assessments are often conducted in small groups or individually with the teacher close by to read and re-read test items. Also, MAP assessments are not always timed. The principal stated, “Student learning just isn’t transferring over to the standardized test.”

Another correlation to the school culture that was repeatedly referenced during interviews was the teacher turnover rate. Both school- and district-level leaders voiced concern about the number of teachers who leave Burns Elementary. Interviews indicated that the number has started to show a decline with this year’s data that indicates a nine percent teacher turnover.

Staff interviews revealed that all teachers have been involved in Positive Behavioral Interventions and Support (PBIS) training. However, staff members consistently stated the program is not implemented with fidelity. One staff member stated, “Things are in place, but there are no consistent practices.” It was reported during staff interviews that the leaders are so involved with discipline that they are not able to get into the classrooms as often as needed. Interviews with district-level staff indicated that an additional assistant principal position was approved for Burns Elementary because of the high number of disciplinary infractions. Based on the Full Time Equivalency (FTE) count, Burns Elementary should only earn one assistant principal position. During the Principal Overview, it was noted that disciplinary referrals have decreased over the past year, but the number is still extremely high. Team Members learned during the principal’s interview that there are four steps teachers must take before requesting office assistance with behavioral issues. Because of repeated behavioral infractions, the principal requested and received approval to hire a Student Concern Specialist. In past years, there were two Specialists in the building, but because of decreased funding, that number has decreased to one. The Student Concern Specialist, described by the principal as “somewhat like a classified assistant principal for discipline” who initially intervenes with students when they are first removed from the classroom.

Student interviews reiterated the concern about disciplinary issues and cleanliness of the building. Students talked about how disruptions in the classroom often prevent them from learning. During the interview, students talked about insects in the building and the conditions of the bathrooms. Parents present during stakeholder interviews also echoed concerns about discipline in the building. Ironically, the parent group stressed the importance of other parents being aware of the behavior of their children. One parent repeatedly called for video cameras throughout the building but especially in the classrooms so parents could actually see how children are behaving.

**Documents and Artifacts:**

The collection of artifacts included the Burns Elementary Report Cards as developed by the state of South Carolina. Review Team Members had the opportunity to examine the data included on the Report Cards to identify trends over time in student performance in various grade levels and assessed content areas. The Report Cards also included categorical data under the heading “Teachers returning from previous years.” The 2015 Report Card data indicated 62.1 percent of teachers returned during that school year. The 2014 Report Card indicated 70.4 percent of the school’s teachers returned during that school year.

Throughout the building, Review Team Members noted postings of the Burns Elementary Code of Cooperation. Often referred to as the 3-R’s—Respectful, Responsible, and Reliable—the Code expresses the values all students and adults in the building are expected to display. Team Members were also able to view the Standard Operation Procedures (SOPs) that were developed by the school in support of the PBIS program and posted throughout the building. There were SOPs for areas such as the bathroom, the hallways, the water fountain and for assemblies. Each SOP outlined expectations for student behaviors while in that setting. Students earn points when these behaviors are consistently displayed.

Team Members also reviewed documents that described the Multi-Tiered System of Supports (MTSS), “an evidenced-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction, intervention and supports.” The information included the notes from a November 4, 2015 MTSS meeting at the school that included discussions on the academic and behavioral progress of specific students in the program. Of particular interest was the inclusion of an Individual Problem Solving Plan for a student in the school. After an extensive compilation of data, including demographic data, health data, attendance data, academic data and behavioral data, the document concluded with a plan of action that clearly stipulated the agreed upon responsibilities of all person involved in the process. For example, on the particular plan examined by the Team, the parent agreed to schedule an eye appointment to obtain new glasses for the student, check with the student’s doctor about headaches, read with the student within the home setting, practice academic skills (i.e. reading, writing and mathematics) with the student and practice word writing within the home setting. Another artifact presented for the Team’s review was an Incidents Summary Report for the 2015-2016 school year. The report included data on reported incidents in categories such as by type, by placements, by consequences, by location, by time of day and by day of the week.

## 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.	2.70
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	1.83
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	1.50
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.	1.67
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.83

4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.17
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## Findings

### Improvement Priority

Align the school's fiscal, material and human resources to ensure practices directly correlate to the school's purpose and direction. As part of this alignment, leadership must make a conscious effort to fiercely protect instructional time. **(Indicator 4.2)**

### Classroom Observation Data:

Classroom observations using eleot revealed students' smooth and efficient transition to activities was evident/very evident during 52 percent of observations. While on site, Review Team Members regularly observed students leaving the classroom during direct instructional time for various reasons. Additionally, during the Review, Team Members had the opportunity to visit classrooms where presentations were being facilitated by two different external agencies. Fifth grade students participated in what was called an "in-school field trip" where each class attended a session in the media center that was presented by Engaging Creative Minds (ECM)-Dill Plantation. Research revealed ECM's purpose is to provide access to learning opportunities based on curriculum standards. This particular presentation integrated Social Studies, Science and ELA as a lesson was conducted based on the Dill Sanctuary, a wildlife refuge on James Island. Even though the presentation was interesting, there was not a clear connection to standards currently being taught in the fifth grade classrooms. In another classroom, students were involved in a presentation where domesticated animals that had been abused were brought in as part of a 14-week behavioral modification program.

### Stakeholder Survey Data:

Results from stakeholder surveys revealed 84 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." On a similar statement, 62 percent of parents agreed/strongly agreed "Our school provides an adequate supply of learning resources that are current and in good condition." In the area of protection of instructional time, 85 percent of parents agreed/strongly agreed that "instructional time is protected and interruptions are minimized." Eighty-four percent of staff members agree/strongly agree that instructional time is protected at the school. Sixty-five percent of teachers, on the South Carolina 2015 survey, agreed with the statement, "There is a sufficient amount of classroom time allocated to instruction in essential skills."

### Stakeholder interviews:

During one stakeholder interview, the teacher described the classroom as having a "revolving door" while discussing the numerous times students leave the classroom for various reasons. In another interview, it was noted that on several occasions, the teacher made the decision not to allow students to leave during some "pull out" programs. It was noted that even though the staff appreciates the multiple support services provided by external agencies, oftentimes students miss critical instructional time when they are pulled for some of these services.

**Documents and Artifacts:**

Information shared during the school's Principal Overview included reference to support services available to students. Included on this listing were Reading with Realtors (a group of 100 realtors that provide a minimum of one hour per week reading with students in the school), Reading Buddies (a program involving approximately 60 reading partners who have been trained in Reading Recovery and who work with individual students in the building for one to two hours per week) and a mentoring partnership with The Citadel. Review Team Members also had the opportunity to examine a listing of staff members. Of special interest to Team Members was the extensive number of support staff in the school who work directly with students. Various support roles included titles such as Reading Interventionist, Reading Coach, Math Coach, Master Reading Teacher, Associate Reading Teacher and Student Concern Specialist. In many cases, the staff listing revealed multiple persons held several of the identified roles. Even though most services are provided using a "push-in" model, several also utilize a "pull out" model, removing students individually or in small groups from the classroom during planned instructional time.

**Rationale:**

A clearly defined instructional plan will articulate the importance of time for learning, as well as inform all stakeholders that the importance of instructional time in all areas will be valued, supported and protected to ensure all students are provided with an equitable learning environment focused on academic rigor to yield academic success.

Instructional support is valuable in all content areas to provide personalized learning, however, it is important for leadership to streamline and provide clear expectations to support staff so that the quality of support being provided is indicative of best practices, is well-planned, correlates with classroom lesson plans and is timed to not cause interference with needed instructional time in the classroom. Support from external agencies can provide critical enhancements to the students' learning program. However, opportunities for students to engage with partners must be strategically planned to ensure students are not missing critical time from the classroom.

## Conclusion

Staff members approached the Diagnostic Review with an open mind and with the desire to use the Improvement Priorities identified by the Team as part of the improvement efforts. They willingly engaged in the process of completing the Self Assessment and analyzed student performance data and stakeholder feedback data. The process provided the school with the opportunity to identify its strengths as well as any potential areas for improvement.

During the principal's initial presentation at the onset of the Review, it was noted that during the Self Assessment process, the school rated Standard Four (Resources and Support Systems) the highest indicating the school has resources and provides services that support its purpose and direction. During the presentation, the principal stated that her initial approach with the staff when taking over the lead role at Burns Elementary School was emphasizing that a decision could not be made as to whether the school would be an educational entity or a therapeutic entity because "students don't leave their baggage at the door." The principal stated that her goals for the staff during the first year of her tenure were to "establish personal relationships with the students, recognize children who were making effort and to establish standards for what children are supposed to learn." Therefore, her initial focus was to provide support services to students and their families through the acquisition of additional staff and through the development of partnerships with external agencies. The Review Team concurred that there are numerous support staff and services available to students and their families. The staff roster includes positions such as Social Worker, Reading Coach, Math Coach, Reading Interventionist, Associate Reading Teacher, Master Reading, Parent Educator, Communities in Schools Representative and Student Concern Specialist. Additionally, because of the high number of disciplinary infractions and the intensity of many of these infractions, the district gave permission for an additional assistant principal to be hired for the school. Even though the school does not have any official Partners in Education, partnerships have been established with organizations, agencies and institutions such as the Board of Realtors, Reading Buddies, The Citadel, and local churches.

Parents and the community were vested in the success of Burns Elementary School. Survey results as well as interviews with parents and community representatives repeatedly voiced support for the principal and the work currently occurring at the school. During interviews, both groups expressed the feeling that they have a voice at the school.

Historically, the school has performed below the state in every content area and at every grade level. District-level leadership even stated that Burns has been a low performing school for over 20 years. However, information included in the school's Self Assessment and repeatedly echoed during stakeholder interviews revealed students have demonstrated progress on MAP assessments administered at the school. However, Team Members learned that administration procedures for the MAP assessments do not mimic those of standardized assessments.

Review Team Members learned that the school is in the infancy stages of several recent developments. With that noted, the words "consistency" and "monitoring" were mentioned frequently during

interviews with staff. The school has initiated a primary focus on Personalized Learning. With that focus, each student has a personalized data binder that indicates the current level of mastery on standards currently being taught or taught previously during the school year. A review of sample student binders presented to the Team as part of the school's artifact collection, as well as binders located in the observed classrooms revealed inconsistency in the use of the document. In some cases, the binder contained samples of worksheets students had completed with very little documentation of students' mastery of standards throughout the school year.

Movement to the Personalized Learning system has been supported through a partnership with Reinventing Schools, a division of Marzano Research Laboratory, which has included on-site professional learning as well as on-site monitoring visits. Artifacts revealed the work with Reinventing Schools actually included staff members and stakeholders engaging in a visioning process to determine the purpose and the direction of the school. The process included identifying a school-level guiding principle as well as classroom and individual student vision statements. The intent of the partnership and the resulting visioning process was to enhance overall performance of Burns Elementary students. Ongoing professional learning has been available to support classroom practices and instructional delivery. However, the presence of high impact strategies, such as the using exemplars, informing students of learning expectations, regularly utilizing formative measures in the classroom to provide feedback, providing rigorous instructional activities, and differentiating instruction were not consistently visible in classrooms the Team observed. Additionally, teachers could not clearly articulate a consistent instructional process used school-wide. Information included in the Principal Overview identified the practices that should be seen in the classroom but Team did not observe these practices occurring in a majority of classrooms.

Artifacts and interviews included discussion of the implementation of the PBIS program in an effort to curtail disciplinary infractions. Even though a Code of Cooperation has been developed and SOPs are posted throughout the building, teachers and student interviews revealed inconsistency in following through with the established PBIS guidelines.

The Review Team learned that consistency is a concern mainly because of limited monitoring of instructional and behavioral expectations. Even though several different examples of walkthrough or focus walk templates were provided as artifacts, interviews revealed that administrative presence in the classrooms is mainly for formal observations using the COTs. On occasions when informal observations do occur, limited or no feedback is provided to the teachers. Students even noted the lack of visibility of the administrators in the classrooms during instructional delivery. The current behavioral management system is based on points that students can earn and leveled ratings based on the number of accumulated points. Rewards are given to students once they reach a certain level. However, students and staff members articulated concerns that points are not equitably administered. Consequently, because of inconsistency in teachers' coherency in adhering to the established guidelines, some students in some classrooms earn rewards when there have been evident misbehaviors.

Team interviews and the collection of artifacts also included information on the school's implementation of the district's MTSS. The framework includes a flowchart of steps staff should follow once an academic or behavioral concern has been identified. The overarching purpose of the tiered approach to problem solving is to improve the educational outcomes for all. Information shared in the artifact collection included data on the MAP Reading and Math assessments for all grades comparing scores from fall 2015 and winter 2016. Comparative data in some cases revealed an increase in the percentage of students in tier one from fall to winter while other situations indicated a decrease in the percentage of students in tier one. The MTSS data collection also included an Information Summary Report detailing disciplinary referrals for the 2015-2016 academic year. To date, there have been a total of 1,175 incidents reported with the highest percentage of incidents (82.1 percent) occurring in the classrooms. Even though historical data on disciplinary referrals was not provided, the total number of incidents to date this year while still high, is significantly lower than the 4000 cases reported during the principal's interview on the first day the Review Team was on-site at the school.

The availability of support staff and support services via partnerships with external groups is an advantage in promoting the development of the whole child. However, the Team noted concerns about the protection of instructional time when students are pulled from the classroom for various activities, including in-school field trips and special programs, which may have an academic focus but not necessarily a focus on the standards currently being taught in the classroom. The ongoing removal of students from the classroom for behavioral issues also warrants concerns about the quality and quantity of instructional time student may be missing.

The Review Team concludes that a pervasive culture needs to be developed in the building that promotes high expectations in both the areas of academics and behavior. During the Review, Team Members observed very limited instruction that was challenging or rigorous. Even though the Well Managed Learning Environment was the highest rated based on eleot observations, Team Members still witnessed students, particularly in the upper grades, openly being defiant or unruly. Parents, staff and students articulated during interviews and through survey results their concerns about safety and cleanliness at the school. A pervasive culture of high expectations means there is a sense of pride and ownership in what happens at Burns Elementary School. The development of such a pervasive positive culture should be led by the principal and motivated through the collaborative efforts of staff members and stakeholders, including students. Once expectations have been clearly established, ongoing monitoring of the work should occur to ensure practices are consistently implemented with fidelity.

The degree to which Burns Elementary School established a results-driven continuous improvement process is minimal. However, many initiatives are in place that, when carefully aligned and consistently implemented and monitored, can lead to improved student performance in all areas. The Executive Summary referenced past issues with teacher retention. At one point, data on the 2015 School Report Card revealed only 62.1 percent of the teachers were returning from the previous year. During the interview with the principal, it was noted that the 2015-2016 school year had witnessed only a nine percent teacher turnover rate. This emerging trend in staff stability may serve to support the development of a culture of consistency and continuous improvement.

Once collaborative and data-driven practices and processes are embedded into the daily routines of the school, remarkable changes will be noticed throughout the school. As staff members work together as a team, utilizing common powerful practices, their sense of ownership will empower them to grow as professionals and impact student achievement.

The Review Team has identified the following Improvement Practices as actions that will facilitate the growth processes at Edmund A. Burns Elementary School:

1. Develop, implement with fidelity, monitor and sustain a school-wide system that establishes a positive culture anchored in high academic expectations and that includes clearly defined behavioral guidelines. Ensure professional practices (e.g., routines, rituals, procedures, supervision, communications, collaboration) are consistently implemented by all administrators, teachers and staff. **(Indicator 1.2, 2.4)**

2. Collaboratively develop, implement and monitor a school-wide process that regularly and routinely embeds researched-based instructional practices to better ensure achievement of student learning expectations. Define a framework that clearly outlines the expectations for instructional delivery in classrooms throughout the building. **(Indicator 3.3, 3.6)**

3. Develop a formal system whereby the school leaders consistently monitor instructional practices beyond the formal evaluation process to ensure fidelity of implementation of agreed upon norms and non-negotiables. Guarantee that continuous support for teachers is systematically provided through collaboration, modeling, coaching and consistent feedback to all stakeholder groups. **(Indicator 3.4, 5.5)**

4. Align the school's fiscal, material and human resources to ensure practices directly correlate to the school's purpose and direction. As part of this alignment, leadership must make a conscious effort to fiercely protect instructional time. **(Indicator 4.2)**

## Team Roster

Lead Evaluator	Brief Biography
<p>Dr. Cynthia Anderson Georgia</p>	<p>As a public school educator, Dr. Anderson served as an elementary school teacher, Instructional Lead Teacher, elementary school principal, Director of Professional Learning, Director of Elementary Curriculum, and Director of Middle Grades Curriculum. She holds degrees from Auburn University, the State University at West Georgia, and the University of Georgia. Dr. Anderson recently retired after 36 years in a public school system. Currently, she serves as a Field Consultant for the Georgia Office of AdvancED and has served as the Lead Evaluator for numerous External Review Teams in districts throughout the South and Midwest, as well as schools within the state of Georgia. In the past, Dr. Anderson has taught undergraduate and graduate classes for Clark-Atlanta University, Clayton State College and University, and the University of Georgia. Currently, she serves as an Assistant Professor for Mercer University where she teaches coursework specifically in the areas of curriculum and instruction, assessment and data analysis, and teacher leadership. Additionally, she supervises pre-service teachers during field experiences such as practicum, student teaching, and internship.</p>
Team Members	
<p>Dr. Rechel M. Anderson South Carolina</p>	<p>Dr. Rechel M. Anderson is a professional educator with nineteen years of experience in the field of education. Dr. Anderson has taught elementary school and has served as an Assistant to the Principal, Assistant Principal, and Principal. Dr. Anderson has educational experience at the elementary, middle and high school levels. She currently serves on the Center for Educator Recruitment, Retention, and Advancement (CERRA) Board of Directors and the Coker College Alumni Board. More specifically, Dr. Anderson is successful in turning around low-performing schools. She currently serves as a middle school principal, and under her leadership the school recently was recognized by the state of South Carolina as a Palmetto Silver Award School.</p>

<p>Dr. Craig Drennon South Carolina</p>	<p>During his more than forty years as an educator, Dr. Craig Drennon has been a teacher, a professor, a coach, an administrator and has served Georgia, North Carolina, and South Carolina's youth at the middle school, high school, and university level. After receiving degrees from Erskine College and Clemson University, he went on to complete a doctorate in Education at South Carolina State University. He is an experienced and effective leader and professional developer who has held numerous upper-level management positions, including a university Vice-President and Principal of four schools across South Carolina. Most recently Dr. Drennon has served as a Turn-Around Principal Specialist for the South Carolina State Department of Education in unsatisfactory schools across South Carolina, and with Buncombe County Schools in Ashville, North Carolina and Gaston County Schools in Gastonia, North Carolina. He has also served as a Professional Development Associate with Dr. Doug Reeves and the Leadership and Learning Center in Denver, Colorado, and has worked with schools and districts in over twenty-five states, including Alaska. His extensive training and experience in administrative leadership, balanced literacy and math instruction, curriculum design, alignment of standards and instruction, assessment, and data-driven decision-making make Dr. Drennon a highly regarded national consultant and trainer. He also serves as an adjunct professor for two university educational leadership programs.</p>
<p>Dr. Jo Lane Hall South Carolina</p>	<p>Jo Lane Hall has had an amazing career in education. She received her Ph.D. in Elementary Education and an Ed.S. in Educational Administration both from the University of South Carolina. Dr. Hall earned a Masters in Elementary Education specializing in Reading from Francis Marion University, and is nationally board certified as a Middle Childhood Generalist. Richland School District Two has been her teaching home for 26 years; prior to that she taught in Darlington and Lee Counties. After serving for the first group of Early Childhood Master Teachers at the South Carolina Department of Education, she began the second elementary magnet school in Richland Two 19 years ago (Center for Knowledge). Its popularity grew and she was asked to open a third magnet school three years ago (Center for Knowledge North). She now serves as principal at both sites. Dr. Hall has served as a consultant for 23 years with Southeastern Vision for Education and Educational Resources Group (SERVE), where she has consulted both nationally and internationally promoting school improvement. Dr. Hall has been awarded Southeastern Magnet Principal of the Year and South Carolina Arts Principal of the Year.</p>
<p>Mrs. Kathy Ray Indiana</p>	<p>Kathy Ray 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 15 years teaching experience in an urban school setting. Mrs. Ray's administrative experience includes the roles of Assistant</p>

	<p>Principal, Principal, Director of Environmental Learning Center, Director of Elementary Curriculum and High Ability, District Title I Administrator, and Director of Human Resources. She has extensive experience at the classroom, building, and corporate level. She has a collaborative leadership style, maintaining openness in communicating with internal and external publics while building a positive culture to support continuous improvements in student achievement. She has considerable experience in elementary school programs/curricula and is current with best practices.</p>
Mrs. Pam Sims South Carolina	<p>Pamela R. Sims currently serves as the Lead Transformation Coach for the South Carolina State Department of Education. She has teaching experience in grades K-8 in rural and urban settings. Pamela's administrative experience includes being a Master Teacher for the South Carolina Teacher Advancement Program (SCTAP), specializing in analyzing school data as a basis for developing a school plan, Assistant Principal, and Principal. She has extensive experience in providing instructional interventions with proven results, observing and evaluating teachers, and providing individualized professional learning experiences for teachers and administrators. Pamela holds a Bachelor of Science in Elementary Education and a Master's degree in Early Childhood Education and Educational Leadership.</p>

## 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 Table

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	16.9	27.4	27.2	23.6	67.9
Reading	7.0	1.6	7.1	5.4	37.2
Math	18.3	22.6	11.4	17.3	46.7
Writing	15.1	9.1	2.9	8.5	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

### Plus

- Students adjusted well to the new timed assessment and all students required to test did participate.
- Overall, the school did match the trend of the state, with the areas of Math and English scoring higher than the other areas tested.
- Gaps between school and state were lowest in writing (15.4 percent) and math (29.4 percent).

### Delta

- Data show that in grades 3-5 and in all areas tested that students are performing below state and district goals/benchmarks.
- The school reported that students were unable to finish all required questions due to time constraints, as well as struggled with the open-ended response questions.
- Overall school performance was below the state in all content areas.
- Reading at fourth-grade level demonstrated significant deficits and distinct differences between performance at third and fifth grade (of course these are different students).
- Math and writing scores demonstrate significant differences between fourth and fifth grade (different students).

**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
<b>Writing</b>	N/A	47.4	28.6	N/A	46.4	31.8
<b>ELA</b>	N/A	38.2	33.9	N/A	46.3	29.9
<b>Math</b>	N/A	40.8	39.3	N/A	15.1	25.4
<b>Science</b>	9.7	17.1	28.6	10.1	19.2	17.6
<b>Social Studies</b>	46.8	46.1	55.4	24.3	22.2	12.1

Plus

- For the 2013 and 2014 school years, fourth and fifth grade students showed growth in writing and ELA, fourth grade showed growth in math, and fifth grade showed growth in science and social studies.
- Before the new ACT ASPIRE assessment began in 2015, students were making growth in most areas and at most grade levels. For the 2013 and 2014 school years, Burns was able to score a growth rating of “Average” based on the PASS data for the school report card. (The overall rating did remain at “Unsatisfactory” in 2013 and “At-Risk” in 2014.)
- Social Studies scores showed consistent improvement in fifth grade over three-year period.
- Two-year (2013-2014) improvement in fourth grade performance in writing, ELA, and math; fifth grade in writing; ELA, science and social studies.

Delta

- For the 2013-2014 school years, fifth grade math scores declined and fourth grade science and social studies scores declined.
- Overall, the annual ESEA total points continued to decline each year, putting the school in the “At-Risk” category.
- Significant declines in science performance over time.
- Cohort group decline in math from 2013 to 2014 (39.3 percent to 15.1 percent).
- Cohort group decline in science (28.6 percent to 19.2 percent) and social studies (55.4 percent to 22.2 percent).

## 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 ( $\Delta$ ).

### Teaching and Learning Impact

(Standards 3 and 5)

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

1. 96 percent of parents strongly agree/agree with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."
2. 91 percent of elementary students strongly agree/agree with the statement, "My teachers help me learn things I will need in the future," while 97 percent of early elementary students strongly agree/agree to the statement, "I learn new things in school."
3. 92 percent of staff members strongly agree/agree with the statement, "Our leaders regularly evaluate staff members on criteria designed to improve teaching and learning" while 91 percent strongly agree/agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
4. 97 percent of staff strongly agree/agree with the statement, "Our school uses multiple assessment measures to determine student learning and school performance" and that "Our school has a systematic processes for collecting, analyzing, and using data."
5. 95 percent of staff members strongly agree/agree with the statements, "Our school uses data to monitor student readiness and success at the next level", "Our school leaders monitor data related to student achievement" and "Our school leaders monitor data related to school continuous improvement goals."
6. 95 percent of elementary students strongly agree/agree with the statement, "My teachers tell me how I should behave and do my work."
7. 91 percent of elementary students strongly agree/agree with the statement, "My principal and teachers tell children when they do a good job."
8. 96 percent of teachers mostly agree/agree with the statement, "My school provides challenging instructional programs for students."
9. 91 percent of teachers mostly agree/agree with the statement, "Teachers at my school have high expectations for students' learning."
10. 95 percent of teachers mostly agree/agree with the statement, "Effective instructional strategies are used to meet the needs of low achieving students."
11. 80 percent of parents strongly agree/agree with the statement, "My child's school has high expectations for student learning."
12. 97 percent of students mostly agree/agree with the statement, "My teachers expect students to learn."

### $\Delta$ Delta:

1. 69 percent of students strongly agree/agree that "My teachers listen to me."

2. 77 percent of parents strongly agree/agree to the statement, “My child has up-to-date computers and other technology to learn.”

3. 68 percent of parents strongly agree/agree with the statement, “Our school provided opportunities for stakeholders to be involved in the school.”

4. 63 percent of elementary students strongly agree/agree with the statement, “My teachers ask my family to come to school activities” while 53 percent of early elementary students strongly agree/agree that “My family likes to come to my school.”

Results from South Carolina State Survey reveal:

5. 68 percent of student mostly agree/agree with the statement, “My classes are challenging (not too easy; they make me think.”

### Leadership Capacity

(Standards 1 and 2

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

1. 96 percent of staff members strongly agree/agree with the statement, “Our school’s purpose statement is clearly focused on student success.”
2. 93% of elementary students strongly agree/agree with the statement, “In my school, my principal and teachers want every student to learn.”
3. 100 percent of early elementary students strongly agree/agree with the statement, “My teacher wants me to learn.”
4. 91 percent of parents strongly agree/agree with the statement, “Our school’s purpose statement is clearly focused on student success.”
5. 95 percent of parents strongly agree/agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs.”
6. 100 percent of early elementary students strongly agree/agree with the statement, “My teacher wants me to do my best.”
7. 92 percent of staff members strongly agree/agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.”
8. 82 percent of teachers mostly agree/agree with the statement, “The school administration provides effective instructional leadership.”
9. 91 percent of teachers mostly agree/agree with the statement, “School administrators visit classrooms to observe instruction.”
10. 75 percent of parents strongly agree/agree with the statement, “The principal at my child’s school is available and welcoming.”

**Δ Delta:**

1. 50 percent of students strongly agree/agree with the statement, “In my school, students treat adults with respect.”
2. 64 percent of parents strongly agree/agree with the statement, “Our school provides opportunities for stakeholders to be involved in the school.”

3. 63 percent strongly agree/agree with the statement, "My teachers ask my family to come to school activities" while 67 percent strongly agree/agree with the statement, "My principal and teachers ask me what I think about school."
4. 59 percent of teachers mostly agree/agree with the statement, "The level of teacher and staff morale is high at my school."
5. 32 percent of teachers mostly agree/agree with the statement, "Students at my school are motivated and interested in learning."

### Resource Utilization

(Standard 4)

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

1. 84 percent of staff strongly agree/agree with the statement, "Our school provides protected instructional time."
2. 85 percent of parents strongly agree/agree with the statement, "Our school ensures that instructional time is protected and interruptions are minimized."
3. 92 percent of staff strongly agree/agree with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."
4. 95 percent of elementary students strongly agree/agree with the statement, "My school has computers to help me learn."
5. 96 percent of early elementary students strongly agree/agree with the statement, "I use a computer to learn in school."
6. 97 percent of early elementary students strongly agree/agree with the statement, "I am safe at school."
7. 90 percent of parents strongly agree/agree with the statement, "My child feels safe at school."

### **Δ Delta:**

1. 62 percent of parents strongly agree/agree with the statement, "Our school provides an adequate supply of learning resources that are current and in good condition."
2. 65 percent of parents strongly agree/agree with the statement, "Our school provides a safe learning environment."
3. 73 percent of staff strongly agree/agree with the statement, "Our school maintains facilities that support student learning" while 69 percent strongly agree/agree with the statement, "Our school maintains facilities that contribute to a safe environment."
4. 52 percent of elementary students strongly agree/agree with the statement, "My school is safe and clean."
5. 27 percent of teachers mostly agree/agree with the statement, "Students at my school behave well in class."
6. 64 percent of teachers mostly agree/agree with the statement, "The bathrooms at my school are kept clean."

7. 30 percent of parents strongly agree/agree with the statement, "Students at my child's school are well-behaved."
8. 28 percent of students mostly agree/agree with the statement, "The bathrooms at my school are kept clean."
9. 34 percent of students mostly agree/agree with the statement, "Students at my school behave well in class."
10. 39 percent of students mostly agree/agree with the statement, "Students at my school behave well in the hallways, in the lunchroom and on school grounds."

## Diagnostic Review Schedule

### Sunday – March 20, 2016

Time	Event	Where	Who
2:00 p.m.	Arrive at Hotel/ Check-in	Hotel	
3:15 p.m. – 4:00 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 school, to determine initial ratings for all indicators.	Hotel Conference Room	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members/Principal
5:00 p.m. – 6:30 p.m.	Continue Work Session #1-Determine interview questions, review Monday's schedule, overview of eleot™, and discuss review logistics		
6:30 p.m.	Dinner (On Your Own)		

### Monday – March 21, 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) <ul style="list-style-type: none"> <li>• Tabulate classroom observation data from Day #1</li> <li>• Team Members determine individual second ratings for all indicators</li> <li>• Discuss potential Powerful Practices and Improvement Priorities</li> <li>• Team Members draft Improvement Priorities, or Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback.</li> <li>• Prepare for Day 2</li> </ul>	Hotel conference room	Diagnostic Review Team Members

## Tuesday – March 22, 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		
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.	<p>Team Work Session #3 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> <li>Review findings from Tuesday</li> <li>Tabulate and review final eleot™ Learning Environment ratings</li> <li>Team Members determine individual final ratings for all indicators</li> </ul> <p>The Team should examine and reach consensus on:</p> <ul style="list-style-type: none"> <li>Powerful Practices (indicators rated at 4)</li> <li>Improvement Priorities (indicators rated at 1 or 2)</li> <li>Summary overview for each standard</li> <li>Learning Environment narrative</li> <li>(Optional) Identification of Promising Practices which may or may not be linked to a specific indicator. These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the indicator rating, student performance, or the effectiveness of the school/district.</li> </ul>	Hotel Conference Room	

## Wednesday – March 23, 2016

Time	Event	Where	Who
7:30 a.m.	Breakfast/Check out of hotel and departure for school	Hotel	
8:00 a.m. – 11:00 a.m.	<p>Final Team Work Session</p> <p>Team Members review all components of the Diagnostic Review team's findings including:</p> <ul style="list-style-type: none"> <li>Final ratings for standards and indicators</li> <li>Coherency and accuracy of the Opportunities for Improvement (if required), Improvement Priorities, Powerful Practices</li> <li>Detailed evidence for all of the findings</li> <li>eleot™ summary statements and narrative by learning environment</li> </ul>		
11:00 a.m.-12:00 p.m.	Working Lunch (Note: Team Members are invited, but not required to stay for Exit Meetings.)		
12:00 p.m.	Principal's Exit Meeting		Lead Evaluator /Team
Written Report	The Team's written report will be provided to the school or DOE within 30 days following the on-site Diagnostic Review.		