

DIAGNOSTIC REVIEW REPORT FOR HARDEEVILLE ELEMENTARY SCHOOL

150 HURRICANE ALLEY
HARDEEVILLE, SOUTH CAROLINA
29927

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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

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

Powerful Practices

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

Improvement Priorities

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

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

The Review

Hardeeville Elementary School hosted a Diagnostic Review April 5-8, 2016. The on-site review involved a five-member Team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Hardeeville Elementary for their professionalism and openness throughout the visit. The school is commended for their organization, preparation and willingness to accommodate Team requests, even when little advance notice was provided.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through emails to complete the initial intensive study, review and analysis of various documents provided by the school. The Lead Evaluator conducted conference calls with the key leaders of the institution. School leaders planned and conducted the Internal Review with professionalism and transparency. 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. Evidence and documentation to support the school Self Assessment and other diagnostics were easily accessible, well-organized and easy to read.

A total of 71 stakeholders were interviewed and 24 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, school leaders, faculty and staff were forthright and open to sharing their experiences and efforts for continuous improvement at Hardeeville Elementary.

Stakeholder Interviewed	Number
Administrators	2
Instructional Staff	25
Support Staff	16
Students	20
Parents/Community/Business Leaders	8
TOTAL	71

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.	2.40
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.	1.20
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.	1.40
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.80
3.6	Teachers implement the school's instructional process in support of student learning.	1.00
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.60
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00
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.	1.00
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.00

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.	2.00
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	1.00
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.80
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.80
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.	1.80

Student Performance Diagnostic

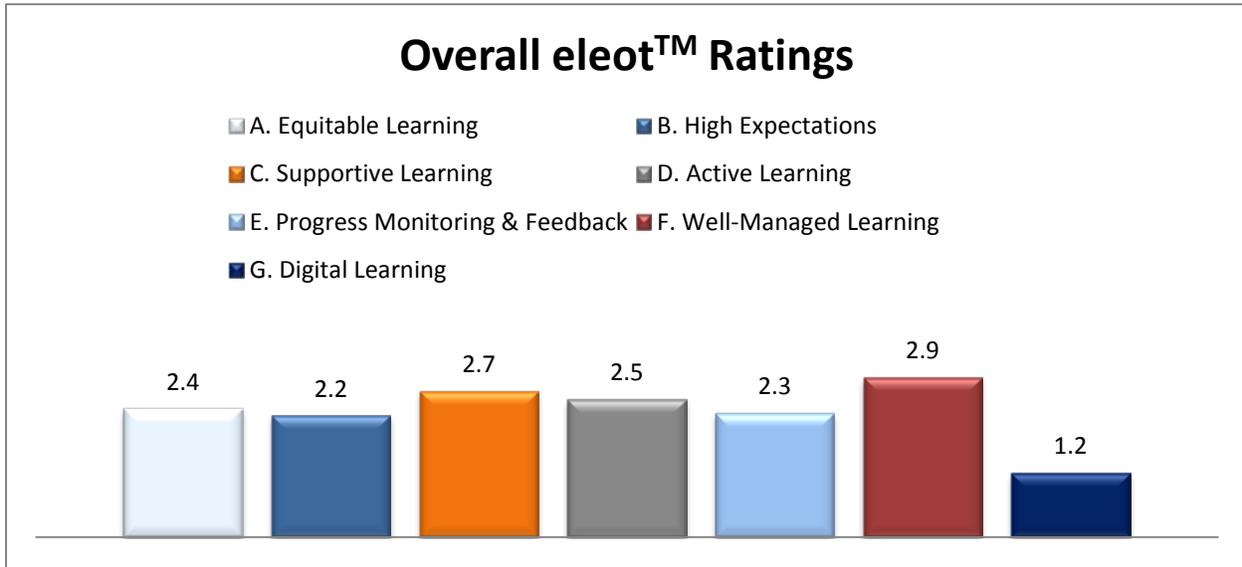
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	3.00
2. Test Administration	3.00
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 24 core content classroom observations using the eleot™ classroom observation tool. Overall eleot™ ratings ranged from 1.2 to 2.9 on a four-point scale. The highest rated was the Well Managed Learning Environment, and the lowest rated was Digital Learning. Although technology was visibly available in every classroom, the Team rarely observed students directly using technology for learning. Nearly half of the classroom observations were conducted during the English language arts block, allowing Team members to observe the Daily Five, a school-wide initiative that fosters collaborative learning and provides an opportunity for students to receive differentiated instruction. As part of the Daily Five instructional strategy, a variety of effective procedures (e.g., smooth transitions, classroom routines, collaboration, student-centered activities) were observed. Overall, students actively engaged in their lessons and respectfully interacted with their peers and their teachers.

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	4%	42%	21%	33%
A.2	2.8	Has equal access to classroom discussions, activities, resources, technology, and support	0%	79%	21%	0%
A.3	3.0	Knows that rules and consequences are fair, clear, and consistently applied	8%	83%	8%	0%
A.4	1.5	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	17%	13%	71%
Overall rating on a four-point scale:		2.4				

Equitable Learning Environment

The Equitable Learning Environment received an overall rating of 2.4 on a four-point scale. The most significant deficiency, "has ongoing opportunities to learn about their own and other's background/culture/differences," (A4) rated a 1.5, was evident/very evident in 17 percent of classrooms. Instances of students knowing "rules and consequences are fair, clear, and consistently applied" (A3) received the highest rating of 3.0 and was evident/very evident in 91 percent of classrooms. In 79 percent of the classrooms, it was evident/very evident that students had "equal access to classroom discussions, activities, resources, technology, and support" (A2). In 46 percent of the classrooms, it was evident/very evident students had "differentiated learning opportunities and activities that meet her/his needs" (A1).

B. High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	2.6	Knows and strives to meet the high expectations established by the teacher	4%	54%	42%	0%
B.2	2.5	Is tasked with activities and learning that are challenging but attainable	8%	42%	46%	4%
B.3	1.6	Is provided exemplars of high quality work	0%	21%	17%	63%
B.4	2.3	Is engaged in rigorous coursework, discussions, and/or tasks	8%	21%	63%	8%
B.5	2.1	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4%	29%	38%	29%
Overall rating on a four-point scale:		2.2				

High Expectations Learning Environment

The High Expectations Environment received the second-lowest overall rating of 2.2 on a four-point scale. The most significant deficiency noted by observers emerged in 21 percent of the classrooms where it was evident/very evident students were “provided exemplars of high quality work” (B3) and was rated 1.6. Instances of students who knew and strived “to meet the high expectations established by the teacher” (B1) were evident/very evident in 58 percent of the classrooms. In 33 percent of the classrooms, it was evident/very evident that students were “asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” (B5). In 29 percent of classrooms, it was evident/very evident students were “engaged in rigorous coursework, discussions, and/or tasks” (B4). In 50 percent of the classrooms, it was evident/very evident that students were “tasked with activities and learning that are challenging but attainable” (B2).

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.8	Demonstrates or expresses that learning experiences are positive	13%	63%	21%	4%
C.2	3.0	Demonstrates positive attitude about the classroom and learning	17%	67%	17%	0%
C.3	2.8	Takes risks in learning (without fear of negative feedback)	4%	71%	21%	4%
C.4	2.7	Is provided support and assistance to understand content and accomplish tasks	13%	42%	46%	0%
C.5	2.2	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4%	33%	38%	25%
Overall rating on a four-point scale:		2.7				

Supportive Learning Environment

The Supportive Learning Environment received an overall rating of 2.7 on a four-point scale. Instances of students who demonstrated “positive attitude about the classroom and learning” (C2) were evident/very evident in 80 percent of classrooms. In 37 percent of the classrooms, it was evident/very evident students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5). In 55 percent of the classroom, it was evident/very evident that students were “provided support and assistance to understand content and accomplish tasks” (C4). Instances in which students took “risks in learning (without fear of negative feedback)” (C3) were evident/very evident in 75 percent of classrooms. In 76 percent of the classrooms, it was evident/very evident students demonstrated or expressed that “learning experiences are positive” (C1). Students being “provided support and assistance to understand content and accomplish tasks” (C4) were evident/very evident in 55 percent of the classrooms.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.8	Has several opportunities to engage in discussions with teacher and other students	8%	67%	25%	0%
D.2	1.8	Makes connections from content to real-life experiences	0%	21%	42%	38%
D.3	2.9	Is actively engaged in the learning activities	13%	67%	21%	0%
Overall rating on a four-point scale:		2.5				

Active Learning Environment

The Active Learning Environment received an average rating of 2.5 on a four-point scale. Instances of students “actively engaged in the learning activities” (D3) were evident/very evident in 80 percent of the classrooms. In 21 percent of the classrooms, students making “connections from content to real-life experiences” (D2) were evident/very evident.

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	2.2	Is asked and/or quizzed about individual progress/learning	8%	29%	38%	25%
E.2	2.7	Responds to teacher feedback to improve understanding	8%	54%	33%	4%
E.3	2.5	Demonstrates or verbalizes understanding of the lesson/content	0%	54%	46%	0%
E.4	1.7	Understands how her/his work is assessed	0%	21%	29%	50%
E.5	2.3	Has opportunities to revise/improve work based on feedback	8%	29%	42%	21%
Overall rating on a four-point scale:		2.3				

Progress Monitoring and Feedback Learning Environment

The Progress Monitoring Learning Environment average overall rating was a 2.3 on a four-point scale. The highest rated area within this environment related to students using feedback to guide their learning. In 62 percent of the classrooms, for example, it was evident/very evident students responded “to teacher feedback to improve understanding” (E2). Of concern to the Team was that in only 21 percent of the classrooms, it was evident/very evident students understood “how her/his work is assessed” (E4). Instances of students being “asked and/or quizzed about individual progress/learning” (E1) were evident/very evident in 37 percent of the classrooms. In addition, students having “opportunities to revise/improve work based on feedback” (E5) were evident/very evident in 37 percent of classrooms. Finally students demonstrating or verbalizing an “understanding of the lesson/content” (E3) was evident in 54 percent of classrooms.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	3.2	Speaks and interacts respectfully with teacher(s) and peers	29%	63%	8%	0%
F.2	3.2	Follows classroom rules and works well with others	33%	50%	17%	0%
F.3	2.6	Transitions smoothly and efficiently to activities	29%	21%	29%	21%
F.4	2.6	Collaborates with other students during student-centered activities	13%	54%	17%	17%
F.5	3.1	Knows classroom routines, behavioral expectations and consequences	33%	42%	25%	0%
Overall rating on a four-point scale:		2.9				

Well-Managed Learning Environment

The Well-Managed Learning Environment earned the highest overall rating of the seven learning environments with a 2.9 on a four-point scale. In 92 percent of the classrooms, it was evident/very evident students spoke and interacted “respectfully with teacher(s) and peers” (F1). Students following “classroom rules and works well with others” (F2) was evident/very evident in 83 percent of the classrooms. In 75 percent of the classrooms, it was evident/very evident students knew “classroom routines, behavioral expectations and consequences” (F5). Instances of students collaborating “with other students during student-centered activities” (F4) were evident/very evident in 75 percent of classroom. Students transitioning “smoothly and efficiently to activities” (F3) was evident/very evident in 50 percent of the classrooms.

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	1.2	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	0%	21%	79%
G.2	1.2	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	4%	13%	83%
G.3	1.1	Uses digital tools/technology to communicate and work collaboratively for learning	0%	0%	13%	88%
Overall rating on a four-point scale:		1.2				

Digital Learning Environment

The Digital Learning Environment received the lowest overall rating of the seven learning environments with a 1.2 on a four-point scale. Observers noted students rarely used technology for learning. Students using “digital tools/technology to gather, evaluate, and/or use information for learning” (G1) and “to communicate and work collaboratively for learning” (G3) were evident/very evident in zero percent of classrooms. In only four percent of the classrooms was it evident students used “digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2).

Findings

Improvement Priority

Develop, implement and continuously monitor a process that engages school personnel in the systematic review and adjustment of curriculum and instruction, assessment, program effectiveness and organizational effectiveness. Systematically evaluate all policies and practices to ensure instruction, curriculum and programs are targeted to improve student learning and increase organizational effectiveness. (Primary Indicator 3.2, Secondary Indicator 5.2)

Student Performance Data:

Student performance data, as detailed in the addendum to this report, showed that on the 2015 ACT Aspire assessment students in grades three, four and five scored significantly below other elementary schools with students of similar demographics in English, reading, math and writing. Percentages of students meeting grade-level standards on the South Carolina State Assessment in 2012-2013 and 2013-2014 declined. Fourth and fifth grade data indicated a decline in student performance from 2013 to 2014. Comparison data on ACT Aspire Reading showed the school at 8.1 percent "Ready", and Schools Like Ours 21.1 percent "Ready." In Math, the school performed at 13.7 percent and Elementary Schools With Schools Like Ours scored 39.8 percent "Ready". STAR data for 2015-16 (fall to winter) in grades one and two indicated students advanced from the lowest quartile in reading and math. Students in the third grade moved from the bottom quartile in math, and fourth and fifth grades showed no growth out of the lowest quartile.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggested some school personnel monitor and adjust curriculum, instruction and assessments to ensure mastery of learning skills for success at the next level. Observation data indicated it was evident/very evident in 52 percent of classrooms that students were "provided support and assistance to understand content and accomplish tasks." In addition, it was evident/very evident in 39 percent of classrooms students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," suggesting the articulation of a deliberate, clear analysis of student performance data could not be confirmed in all classrooms. In addition, observation data revealed that differentiated instruction occurred in some classrooms.

Stakeholder Survey Data:

Seventy-three percent of staff members agreed/strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice." Seventy-five percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum." Furthermore, 81 percent of the staff members agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level." Survey data indicated 88 percent of staff members agreed/strongly agreed teachers used multiple assessment measures to determine student learning and school performance. Eighty percent of staff members agreed/strongly agreed that there is a systematic

process for collecting, analyzing and using data. While these survey results supported that teachers used data to drive instruction and to meet the individual academic needs of students, the Team could not corroborate these findings through observation and interview data or a thorough review of artifacts and documents.

Stakeholder Interviews:

Interview data revealed stakeholders generally could not define or explain how curriculum, instruction and assessments were monitored and adjusted systematically in response to multiple data points. Some stakeholders articulated how alignment occurred when curriculum, instruction and assessment were simultaneously reviewed. Few stakeholders reported that formative assessments, benchmark assessments and unit tests guided instructional decisions. A cohesive, systemic and intentional process for the alignment of curriculum, instruction and assessment could not be confirmed. Interview data revealed many staff members discussed a lack of planning time that would allow them time to use data to inform instructional or curriculum decisions. During interviews many staff members mentioned the occasional use of a range of data to horizontally align curriculum, but evidence of vertical alignment was limited. One stakeholder said, "A cohesive curriculum is non-existent at this school." The Team did not find evidence of an evaluation process used to determine the effectiveness of instructional programs (e.g., Everyday Math, Guided Reading, Balanced Literacy, Carnegie Math, Daily 5). The principal also corroborated that no current process for program evaluation had been established. Instructional coaches conducted professional development; however, protocols had not been developed to evaluate the impact on student learning. Stakeholders described the Professional Learning Community (PLC) meetings as opportunities to receive information regarding district initiatives. Furthermore, although some students understood results from individual testing (e.g., Lexile scores), many students did not receive teacher guidance in establishing a specific target goal for the next test administration.

Documents and Artifacts:

A review of documents did not reveal a formal process for the review and adjustment of curriculum, instruction and assessment based on student performance data. South Carolina Report Cards from 2013-2015, PLC Data Notebook logs and STAR data provided limited evidence of the systematic review and analysis of data ensuring that data were used to improve instruction, student learning and conditions that support learning. Data Notebooks from PLC logs indicated only the third grade addressed all of the questions in the school designed template. Review of the notebooks indicated the PLC meetings were not consistently focused on using data results to determine whether instructional practices were based on South Carolina College and Career Readiness Standards, examination of student work and student achievement.

Improvement Priority

Develop and implement a formal, systematic process with procedures to monitor, coach and provide follow-up to significantly improve teacher instruction. Ensure instructional practices align with the school's value and beliefs about teaching and learning and the approved curriculum/standards. (Primary Indicator 3.4, Secondary Indicator 3.7)

Student Performance Data:

Student performance data, as detailed in the addendum of this report, indicated when the school was compared to schools with similar demographics, a wide variance existed in all tested subjects as indicated on the State's Report Card. Differences in student performance in core subject areas ranged as high as 26 percent (English 14.3 percent; math 26.1 percent; reading 13 percent; writing 6.4 percent). The Team found no evidence of a clearly articulated plan for data-based professional development. Through a review of the Hardeeville Elementary observation schedule and observation forms, the Team noted ongoing observations had been scheduled for the 2015-2016 school year; however, the principal provided limited evidence of conducted observations, and the administrative staff and coaches shared no evidence of having conducted classroom observations.

Student performance results generally mirrored an absence of research-based instructional practices and a lack of aligned standards, indicators and objectives. According to 2013-2015 South Carolina Report Card data, there was a steady growth in the number of students rating "not met" and a decline of students scoring "met" on the recent assessment. State assessment results showed a steady decrease of students meeting benchmarks. The school provided coaches and facilities to support staff, but observations showed inconsistencies in the effectiveness of instruction from class to class.

Classroom Observation Data:

Observation data, as detailed in the Teaching and Learning Impact section of this report, revealed the Progress Monitoring and Feedback Learning Environment received an overall rating of 1.4 on a four-point scale. It was clear that the school had many initiatives that support the instructional environment; however, the school had not established a formal plan to monitor the execution of the initiatives or to evaluate the effectiveness of initiative implementation. The principal expressed an expectation that these programs should be implemented with fidelity, but the principal had not established a systematic plan beyond classroom observations or current practices of providing feedback to ensure all programs are producing desired results.

Stakeholder Survey Data:

Survey data revealed that while 80 percent of staff agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning," the Team did not find evidence of targeted and intentional feedback and coaching, or teacher professional development directly linked to student needs and student achievement. Though leadership and staff supervision and evaluation processes were in place, the Team did not find evidence that the processes resulted in improved professional practice and student success. Furthermore, administrators and instructional coaches did not have a clear plan or established goals for teacher development at Hardeeville Elementary.

Stakeholder Interviews:

Interview data suggested a lack of instructional support and professional development for teachers. Stakeholders described observation feedback as a “checklist” and stated the feedback did not provide detailed information that would lead to improvement. The principal also indicated that documented feedback was communicated through an electronic checklist. Interview data showed written feedback from observations was returned in a timely manner, but little support was provided to meet teachers’ specific needs. Furthermore, teachers expressed the lack of support when dealing with discipline issues that negatively impacted staff morale and the delivery of quality instruction. Over 50 percent of the instructional staff interviewed shared that students were not held responsible for their actions. One stakeholder stated, “There is no follow through and there is a need for consequences.”

Documents and Artifacts:

Although the school submitted a rotation schedule that identified the observation date and the instructional leader who would be observing specific teachers, a review of the Jasper County School District Classroom Observation Form showed observations were primarily conducted by the principal.

Leadership Capacity

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

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

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

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

AdvancED's experience gained through evaluation of best practices has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The

leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 Purpose and Direction

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

Indicator	Description	Average Team Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.20
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.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.00

Standard 2 Governance and Leadership

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

Indicator	Description	Average Team Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	2.00
2.2	The governing body operates responsibly and functions effectively.	2.00
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.	2.00
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.	2.00

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	2.00
2. Stakeholder Feedback Results and Analysis	3.00

Findings

Improvement Priority

Develop collaboratively with stakeholders and clearly communicate a direction, purpose and set of belief statements that commit to high expectations for learning and student success. The process should be systematic, inclusive and comprehensive and drive the continuous improvement process. (Primary Indicator 1.1, Secondary Indicator 1.3)

Student Performance Data:

Student test scores, as detailed in the addendum of this report, were well below state averages in reading, math, science, and social studies. Over half of the students did not meet grade-level standards on any of the core subject area tests, and there was evidence of performance decline over the last three years.

Stakeholder Survey Data:

Stakeholder feedback data revealed 76 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents." Sixty-seven percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders." The Team, however, found no evidence of a process to review or revise the purpose statement.

Stakeholder Interviews:

Interview data suggested the purpose statement had not been consistently updated. Of the 25 teachers interviewed, none could articulate the mission statement, suggesting it was not being used to guide academic decisions. One teacher stated, "The mission statement hasn't been reviewed since the current principal took her position three years ago," which echoed a common response by stakeholders when they were asked about the school's direction. In the school Self Assessment and Executive Summary, the leadership of Hardeeville Elementary acknowledged that Purpose and Direction were opportunities for growth and indicated they planned to update these, but they had not finalized plans (e.g., when, by whom) to complete that process.

Documents and Artifacts:

A review of the school website revealed the vision statement: "To create a safe school where all students can achieve and teachers are empowered to be creative educators." The Team could not locate an articulated direction, a mission statement or belief statements on the website. In addition, the Team also could not find documentation or a description of the process used to create the school's purpose or to communicate the purpose and direction to all stakeholders.

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.	3.00
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.00
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.80
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	3.00
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.20
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	1.00

Findings

Improvement Priority

Review, assess and revise the Positive Behavior Interventions and Support (PBIS) plan with stakeholder input in order to meet the cultural, social and emotional needs of students. Clearly outline and define school expectations, incentives and consequences for behavior and actively communicate and teach expectations to all students. Thoroughly train staff to consistently and effectively implement plan strategies with fidelity. Systematically measure program effectiveness and use data to evaluate and guide decision-making.

(Indicator 4.7)

Student Performance Data:

Student performance data, as detailed in the addendum to this report, were well below state averages in reading, math, science and social studies. Over half of the students did not meet grade-level standards on any of the core subject area tests. Moreover, the principal's overview indicated a downward trend on the "At Risk" rating in 2012, "Below Average" in 2013 and "At Risk" in 2014.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed the Well-Managed Learning Environment was one of the highest-rated learning environments with a 2.9 on a four-point scale; however, teachers did not consistently acknowledge students who were engaging in positive behaviors as suggested in the Positive Behavior Interventions and Support (PBIS) plan. The current PBIS plan detailed a formal structure that encouraged students to be Courageous, Articulate, Nurturing, Excellent and Successful (CANES). Additionally, classroom observations revealed behavior management plans were not posted, and the Team did not observe the distribution of CANES "bucks" (rewards), which were incentives mentioned in the current PBIS plan.

Stakeholder Survey Data:

Survey data revealed that of the 494 student responses, the term "bullying" was mentioned 64 times when students responded to the prompt, "What is one thing you don't like about your school?" Additionally, parent respondents also mentioned their concerns about bullying at Hardeeville Elementary. Furthermore, stakeholder feedback data indicated that 40 percent of students agreed/strongly agreed, "In my school students treat adults with respect" and fifty-five percent of students agreed/strongly agreed, "My school is safe and clean." Data from the 2015-2016 South Carolina School Climate Survey indicated that 100 percent of staff feel safe at school during the school day.

Stakeholder Interviews:

Interview data revealed when students were asked if they had ever been bullied or had observed bullying at school, 100 percent responded "Yes." One student added, "The bullying here is not physical. It's kids making fun of you and saying mean things." Additionally, students reported their teachers rarely distributed CANES bucks, and the scheduled trips to the CANES bucks store are often cancelled. Over

half of the support staff interviewed were unfamiliar with CANES bucks, and only two had distributed CANES bucks within the last month. Teacher use of CANES bucks was mixed: one-third used CANES bucks as part of their behavior management plan, one-third did not use CANES bucks, and one-third used Class Dojo, a free online resource that promotes classroom community by allowing teachers to distribute Dojo points to students and annotate the reasons students earned the points.

Documents and Artifacts:

A review of student discipline data showed that Hardeeville Elementary reported a total number of 84 referrals for the 2015-2016 school year as of April 2016. Infractions included disrupting class, fighting, throwing objects, hitting/kicking/pushing, major disruption and threats. Additionally, a review of documents and artifacts revealed students and teachers could earn CANES bucks that could be cashed in for various incentives ranging from the CANES Store privileges for students to duty-free lunch for teachers, but none of the stakeholders interviewed could articulate details of CANES bucks incentives for adults.

Conclusion

The Diagnostic Review process revealed several strengths at Hardeeville Elementary School. The Team noted many well-managed classrooms with active student engagement. Stakeholder interview data suggested students felt safe at school and believed they were valued by their teachers. Parents indicated they were well-informed of school activities via phone calls and letters home. The review of artifacts provided evidence of a solid, written PBIS plan. Additionally, community partnerships (e.g., the Beaufort, Jasper, Hampton Cooperative Health Services) provided wraparound services that supported the school's high-needs population. Hardeeville Elementary was well resourced with the human capital necessary to meet the needs of its students on multiple levels. The school was spacious, clean and well-maintained and provided a physically pleasant learning environment.

Numerous, high-quality initiatives were evident at Hardeeville Elementary School, all of which could potentially be leveraged to accelerate improvements in teaching practices. Examples include, but are not limited to, Everyday Math, Guided Reading, Balanced Literacy, Carnegie Math, Daily 5 and other intentional models of instructional delivery the school has explored and implemented to varying degrees. To manage student behavior, Hardeeville created a comprehensive Positive Behavior Interventions and Support (PBIS) plan that included expectations, incentives and consequences.

Though Hardeeville Elementary had the infrastructure for these initiatives, the level of consistency and fidelity in which they were implemented varied tremendously. In response to the AdvancED stakeholder survey, only 63 percent of stakeholders agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." Data collected through observations and interviews indicated teachers and students did not always have a clear understanding of the PBIS plan, nor had it been implemented with fidelity. Interview data showed several teachers shared personal difficulties implementing the Everyday Math curriculum and expressed that the "occasional" support of the Everyday Math consultant was not sufficient in helping them meet student needs, especially those academically struggling students.

Hardeeville Elementary provided evidence of efforts in continuous improvement planning processes, but the school had not implemented any of the efforts with fidelity. To strengthen the school's capacity to systematically implement changes that will result in improved student performance and school effectiveness, the Diagnostic Review Team recommends a thorough audit of all existing programs and initiatives at Hardeeville Elementary, including a review of programs to determine any overlap or redundant initiatives, an assessment to determine what is working and a process to provide necessary revisions with stakeholder involvement.

The Team identified the following four most strategic Improvement Priorities during the Diagnostic Review process:

1. Develop, implement and continuously monitor a process that engages school personnel in the systematic review and adjustment of curriculum and instruction, assessment, program effectiveness and organizational effectiveness. Systematically evaluate all policies and practices to ensure instruction, curriculum and programs are targeted at improved student learning and increased organizational effectiveness. (Indicators 3.2, 5.2)
2. Develop and implement a formal, systematic process with procedures to monitor, coach and provide follow-up to significantly improve teacher instruction. Ensure instructional practices align with the school's value and beliefs about teaching and learning and the approved curriculum/standards. (Indicators 3.4, 3.7)
3. Develop collaboratively with stakeholders and clearly communicate a direction, purpose and set of belief statements that commit to high expectations for learning and student success. The process should be systematic, inclusive and comprehensive and drive the continuous improvement process. (Indicators 1.1, 1.3)
4. Review, assess and revise Positive Behavior Interventions and Support (PBIS) plan with stakeholder input in order to meet the cultural, social and emotional needs of students. Clearly outline and define school-wide expectations, incentives, and consequences for behavior and actively communicate and teach expectations to all students. Thoroughly train staff to implement plan strategies with fidelity and consistently. Systematically measure program effectiveness and use the data to evaluate and guide decision-making. (Indicator 4.7)

Team Roster

Lead Evaluator	Brief Biography
Dr. Kelly M. Gunn Georgia	Dr. Gunn is an instructional consultant in the Metro Atlanta area. She works directly with instructional leaders to increase teacher effectiveness through targeted and intentional professional development and instructional coaching. Prior to her work as a consultant, Dr. Gunn served as a classroom teacher, university professor, central office administrator, and school-based administrator.
Team Members	
Cynthia Cash-Greene South Carolina	Cynthia Cash-Greene has served as a professional educator for over 35 years. In the past 25 years of working as an administrator, she has served as assistant principal, principal, area superintendent and superintendent. She is currently the Executive Director for Personnel and Educator Quality with Orangeburg Consolidated School District 5 in Orangeburg, SC. Cynthia serves as a member on the South Carolina AdvancED Council; she has also served on several AdvancED Teams in Florida, Georgia, South Carolina and Virginia as Lead, Associate Lead and Member.
Ann Copelan South Carolina	Mrs. Ann Copelan has served both rural and suburban elementary schools as a principal in South Carolina. She has extensive experience in Pre-K-12 levels of teaching. Ann Copelan has served as a mentoring principal for struggling schools, and schools under her leadership have shown significant instructional gains in state assessments. She recently has served the South Carolina Department of Education as a consultant in the Office of College and Career Readiness.
Deborah Wimberly South Carolina	Deborah Wimberly's experience spans 35 years in education crossing 2 states, 5 districts and multiple positions within the industry. As a classroom teacher she taught all levels of elementary school and most combinations in-between. As a certified library media specialist, she served both elementary and middle school levels, and she has also served as principal of a K-8 school. At the district level she has experience as Director of Technology, E-Rate Coordinator, Director of Federal Programs, Supervisor of Library Media Specialists, and she is currently Coordinator of Student Information Systems and Public Relations.
Holly Wingard South Carolina	Holly Wingard has worked in both a large metropolitan school district and in a small rural district in South Carolina. After 34 years, she retired from the school system. She has taught, served as a guidance counselor, senior counselor, testing coordinator, administrative Team member, and AdvancED Placement coordinator. She has served on SACS/AdvancED review Teams for over 25 years, serving as a school Lead Evaluator in South Carolina and in other states. She currently serves as a consultant to districts preparing for AdvancED reviews.

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	48.0	33.3	46.9	42.5	67.9
Reading	13.4	3.8	7.5	8.1	37.2
Math	23.0	6.3	12.1	13.7	46.7
Writing	9.5	6.8	6.1	7.4	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

Plus

- The highest performance is third grade English at 48 percent ready.

Delta

- All grade levels and subjects are significantly below the state averages.
- The lowest performance is fourth grade Reading at 3.8 percent.

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

	Grade 4			Grade 5		
	2015	2014	2013	2015	2014	2013
Writing	N/A	61.0	55.4	N/A	63.5	52.7
ELA	N/A	50.0	42.4	N/A	55.4	53.2
Math	N/A	36.8	44.6	N/A	43.2	37.7
Science	23.1	39.5	46.7	19.4	31.6	38.5
Social Studies	45.9	61.8	53.3	28.4	30.6	47.4

Plus

- Writing scores in both grades 4 and 5 have steadily increased.

Delta

- Grades 4 and 5 science show a downward trend as scores decreased in 2015.
- Science scores in grades 4 and 5 have steadily and significantly dropped from 2013-2015.

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

(Standards 3 and 5)

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

1. Ninety-three percent of parents agreed or strongly agreed with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."
2. Ninety-five percent of parents agreed or strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."
3. Ninety-six percent of students agreed or strongly agreed with the statements, "My teachers help me learn things I will need in the future" and "My teachers use different activities to help me learn."
4. Ninety-five percent of students agreed or strongly agreed with the statement, "I learn new things in school."
5. Ninety-four percent of students agreed or strongly agreed with the statement, "My school has computers to help me learn."
6. Ninety-five percent of parents agreed or strongly agreed, "All of my child's teachers help me to understand my child's progress."
7. Ninety-six percent of parents agreed or strongly agreed, "All of my child's teachers report on my child's progress in easy to understand language."
8. Ninety-seven percent of staff agreed or strongly agreed, "Our school leaders monitor data related to student achievement."
9. Ninety-six percent of students agreed or strongly agreed, "In my school my principal and teachers want every student to learn."
10. Ninety-seven percent of staff members agreed or strongly agreed, "Our school leaders monitor data related to student achievement."
11. Ninety-three percent of staff members agreed or strongly agreed, "Our school leaders monitor data related to school continuous improvement goals."

Δ Delta:

1. Sixty-three percent of staff members agreed or strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
2. Sixty-four percent of staff members agreed or strongly agreed with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills."

3. Sixty-three percent of staff members agreed or strongly agreed with the statement, "All teachers in our school use a variety of technologies as instructional resources."
4. Sixty-four percent of staff members agreed or strongly agreed, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)."
5. Sixty-nine percent of staff members agreed or strongly agreed, "All teachers in our school provide students with specific and timely feedback about their learning."
6. Sixty-eight percent of staff members agreed or strongly agreed, "In our school, a formal process is in place to support new staff members in their professional practice."
7. Sixty-three percent of students agreed or strongly agreed, "My teachers ask my family to come to school activities."
8. Sixty-one percent of staff members agreed or strongly agreed, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."
9. Sixty-nine percent of staff members agreed or strongly agreed, "All teachers in our school provide students with specific and timely feedback about their learning."
10. Sixty-nine percent of staff members agreed or strongly agreed, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."
11. Sixty-six percent of staff members agreed or strongly agreed, "In our school, related learning support services are provided for all students based on their needs."

Leadership Capacity

(Standards 1 and 2)

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

1. Ninety-five percent of parents agreed or strongly agreed, "Our school's purpose statement is clearly focused on student success."
2. Ninety-six percent of staff members agreed or strongly agreed, "Our school's purpose statement is clearly focused on student success."
3. Ninety-six percent of students agreed or strongly agreed, "In my school my principal and teachers want every student to learn."
4. Ninety-three percent of students agreed or strongly agreed, "In my school I am learning new things that will help me."
5. Ninety-eight percent of students agreed or strongly agreed, "In my school my teachers want me to do my best work."
6. Ninety-three percent of parents agreed or strongly agreed, "All of my child's teacher provide an equitable curriculum that meets his/her learning needs."
7. Ninety percent of staff members agreed or strongly agreed, "Our school has a continuous improvement process based on data, goals, actions, and measures of growth."

8. Ninety-three percent of staff members agreed or strongly agreed, "Our school leaders monitor data related to school continuous improvement goals."
9. Ninety percent of staff members agreed or strongly agreed, "Our school has a continuous improvement process based on data, goals, actions, and measures of growth."
10. Ninety-six percent of students agreed or strongly agreed, "In my school my principal and teachers want every student to learn."
11. Ninety-eight percent of students agreed or strongly agreed, "My teacher wants me to do my best."
12. Ninety-five percent of parents agreed or strongly agreed, "All of my child's teachers help me to understand my child's progress."
13. Ninety-six percent of parents agreed or strongly agreed, "All of my child's teachers report on my child's progress in easy to understand language."
14. Ninety percent of staff members agreed or strongly agreed, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

Δ Delta:

1. Sixty-seven percent of staff members agreed or strongly agreed "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."
2. Sixty-two percent of staff members agreed or strongly agreed, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations."
3. Fifty-eight percent of staff members agreed or strongly agreed, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership."
4. Forty percent of student agreed or strongly agreed, "In my school students treat adults with respect."
5. Sixty-three percent of students agreed or strongly agreed, "My teachers ask my family to come to school activities."
6. Sixty percent of students agreed or strongly agreed, "My principal and teachers ask me what I think about school."

Resource Utilization

(Standard 4)

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

1. Ninety-three percent of staff agreed or strongly agreed, "Our school provides qualified staff members to support student learning."
2. Ninety-three percent of parents agreed or strongly agreed, "Our school provides a safe learning environment."
3. Ninety-two percent of students agreed or strongly agreed, "My school has many places I can learn, such as a library."

4. Ninety-four percent of student agreed or strongly agreed, "My school has computers to help me learn."

Δ Delta:

1. Sixty-two percent of parents agreed or strongly agreed, "Our school ensures the effective use of financial resources."
2. Fifty-nine percent of staff agreed or strongly agreed, "Our school provides sufficient material resources to meet student needs."
3. Fifty-five percent of students agreed or strongly agreed, "My school is safe and clean."
4. Sixty-one percent of staff agreed or strongly agreed, "Our school provides a plan for the acquisition and support of technology to support student learning."
5. Fifty-three percent of staff agreed or strongly agreed, "Our school provides opportunities for students to participate in activities that interest them."
6. Fifty-eight percent of staff agreed or strongly agreed, "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)."

Diagnostic Review Schedule

Tuesday, April 5th

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

Wednesday, April 6th

Time	Event	Where	Who
7:15 a.m.	Team leaves for School	Meet in Hotel Lobby	Diagnostic Review Team
8:00 a.m. – 9:00 a.m.	Principal's Interview / Classroom Observations	Principal's Office	Diagnostic Review Team
9:15 a.m. – 11:45 a.m.	Classroom observations and stakeholder interviews	Classrooms Media Center	Diagnostic Review Team
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 (<i>individual interviews should be scheduled for support staff that provide direct support to students – i.e., guidance counselors, graduation coach, etc.</i>)	Classrooms Media Center	Diagnostic Review Team (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.	<p>Team Work Session #2 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> • Tabulate classroom observation data from Day #1 • Team Members determine individual second ratings for all indicators • Discuss potential Powerful Practices and Improvement Priorities • Team Members draft Improvement Priorities or Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback. • Prepare for Day 2 	Hotel conference room	Diagnostic Review Team

Thursday, April 7th

Time	Event	Where	Who
7:15 a.m.	Team leaves for School	Meet in Hotel Lobby	Diagnostic Review Team
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1		Diagnostic Review Team
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		Diagnostic Review Team
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"> • Review findings from Tuesday • Tabulate and review final eleot™ Learning Environment ratings • Team Members determine individual final ratings for all indicators <p>The Team should examine and reach consensus on:</p> <ul style="list-style-type: none"> • Powerful Practices (indicators rated at 4) • Improvement Priorities (indicators rated at 1 or 2) • Learning Environment narrative <p>(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.</p>	Hotel Conference Room	Diagnostic Review Team

Friday, April 8th

Time	Event	Where	Who
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"> • Final ratings for standards and indicators • Coherency and accuracy of the Improvement Priorities, Powerful Practices • Detailed evidence for all of the findings • eleot™ summary statements and narrative by learning environment 		Diagnostic Review Team
11:00 a.m.-12:00 p.m.	Working Lunch		Diagnostic Review Team
12:00 p.m.	The Lead Evaluator should thank the principal and remind them that the results of the Diagnostic Review and the report will be provided to them by the Department of Education.		Lead Evaluator
Written Report	The Team’s written report will be provided to the school or DOE within 30 days following the on-site Diagnostic Review.		