

DIAGNOSTIC REVIEW REPORT FOR IMAGINE COLUMBIA LEADERSHIP ACADEMY

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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

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

Powerful Practices

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

Improvement Priorities

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

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

The Review

Imagine Columbia Leadership Academy's Diagnostic Review began with an initial telephone call between the Lead Evaluator and the principal on March 30, 2016. An additional and more in-depth telephone call was held on April 8, 2016. During the second phone call, the Lead Evaluator and the Imagine Columbia Leadership Academy principal planned the Diagnostic Review schedule and logistics for the visit.

The Diagnostic Review Team (Team) began its off-site examination of artifacts provided by the Imagine Columbia Leadership Academy with a joint Team/school conference call held on April 11, 2016. At that time the principal and the school leadership assistant addressed school operations and priorities with the four Team Members. In addition, the Lead Evaluator announced the *AdvancED Standards* chairpersons for the Team.

The Team began the on-site Diagnostic Review of the Imagine Columbia Leadership Academy with an evening work session on Sunday, April 17, 2016, during which the Imagine Columbia Leadership Academy principal and leadership staff provided information to the Team about school operations, student academic data analysis and progress toward existing areas for improvement and stakeholder involvement. On Monday, April 18, the Team worked on-site at the school to conduct stakeholder interviews, classroom observations and a review of documents and artifacts. On-site work continued on Tuesday, April 19 as the Team interviewed additional personnel and conducted extensive deliberations. The Team concluded its on-site review at the school on Wednesday, April 20, 2016.

The Team would like to thank the Imagine Columbia Leadership Academy principal, leadership staff, teachers, support staff, Imagine Regional Charter representative, the Superintendent of the South Carolina Public Charter School District, representatives from the Superintendent's Office, Imagine Columbia Leadership Academy board members, parents and students for the warm, friendly welcome and for their cooperation throughout the Diagnostic Review process.

A total of 53 stakeholders were interviewed, and eight classrooms were observed by Team Members during the Diagnostic Review. School personnel and other stakeholders were prepared for the visit with all events appropriately planned and scheduled. Interviewees understood the review process and participated in the various scheduled activities. There were open and honest discussions, interviews and informal visits with the principal and leadership team, which provided valuable information to the Diagnostic Review Team.

Stakeholders Interviewed	Number
Administrators	7
Instructional Staff	9
Support Staff	2
Students	28
Parents/Community/Business Leaders	7
TOTAL	53

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.	2.50
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.	2.25
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.50
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.25
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.75
3.6	Teachers implement the school's instructional process in support of student learning.	2.00
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.75
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.25
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.	2.25
3.11	All staff members participate in a continuous program of professional learning.	2.75
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.25

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.	2.25
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.	2.50
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.	2.00
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	2.50

Student Performance Diagnostic

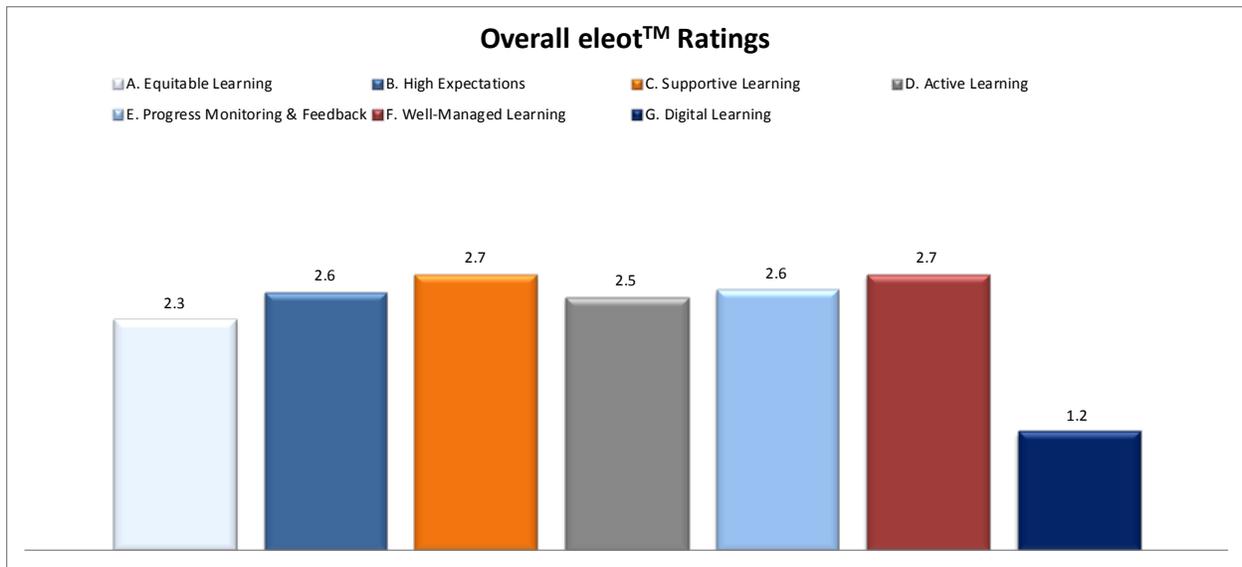
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important 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	3.00
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 Team conducted eight classroom observations in core content areas using the eleot™ classroom observation tool. The overall eleot ratings ranged from 1.2 to 2.7 on a four-point scale. The two highest rated areas were the Supportive Learning Environment and the Well-Managed Learning Environment. The lowest rated area was the Digital Learning Environment.

The Team noted that students were seldom exposed to differentiated learning opportunities. In fact, observers found that activities designed to meet specific learning needs of students and to provide feedback at the appropriate level only occurred occasionally. The Team also found that teacher centered, rather than student focused, lesson delivery was common throughout most classrooms. In addition, the Team noted a lack of student understanding about how work would be assessed and only minimal evidence of teacher use of exemplars of high quality work. There was limited opportunity observed for students to connect their daily lessons with their own lives. Finally, student use of technology/digital devices was observed in only two classes.

eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.9	Has differentiated learning opportunities and activities that meet her/his needs	0%	13%	63%	25%
A.2	2.8	Has equal access to classroom discussions, activities, resources, technology, and support	0%	75%	25%	0%
A.3	2.8	Knows that rules and consequences are fair, clear, and consistently applied	13%	63%	13%	13%
A.4	1.8	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	13%	50%	38%
Overall rating on a four-point scale:		2.3				

Equitable Learning Environment

The Equitable Learning Environment earned an overall rating of a 2.3 on a four-scale. Only one other learning environment received a lower rating. The four rated items within the Equitable Learning Environment earned ratings ranging from 1.8 to 2.8 on a four-point scale. The Team observed that it was evident/very evident in 13 percent of these classrooms that students were provided "differentiated learning opportunities and activities that meet her/his needs" (A1). The Team further observed that in 75 percent of the classrooms, it was evident/very evident that students had "equal access to classroom discussions, activities, resources, technology and support" (A2). In 76 percent of classrooms, it was evident/very evident that students knew that rules and consequences were "fair, clear and consistently applied" (A3). Finally, in 13 percent of the classrooms, it was evident/very evident that students had "ongoing opportunities to learn about their own and other's background/cultures/differences" (A4).

B. High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	2.8	Knows and strives to meet the high expectations established by the teacher	0%	75%	25%	0%
B.2	2.6	Is tasked with activities and learning that are challenging but attainable	0%	75%	13%	13%
B.3	2.4	Is provided exemplars of high quality work	0%	50%	38%	13%
B.4	2.5	Is engaged in rigorous coursework, discussions, and/or tasks	0%	63%	25%	13%
B.5	2.5	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	63%	25%	13%
Overall rating on a four-point scale:		2.6				

High Expectations Learning Environment

The High Expectations Learning Environment received an overall rating of 2.6 on a four-point scale. Two other learning environments received higher overall ratings. The “knows and strives to meet high expectations” (B1) item was the highest rated in this environment with it being evident/very evident in 75 percent of the classrooms. Instances of student “tasked with activities and learning that are challenging but attainable” (B2) were evident/very evident in 75 percent of the classrooms. In only 50 percent of the classrooms was it evident/very evident that students were provided “exemplars of high quality work” (B3), making it the lowest rated item in this environment with a 2.4 rating.

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.9	Demonstrates or expresses that learning experiences are positive	13%	63%	25%	0%
C.2	2.9	Demonstrates positive attitude about the classroom and learning	13%	63%	25%	0%
C.3	3.0	Takes risks in learning (without fear of negative feedback)	13%	75%	13%	0%
C.4	2.6	Is provided support and assistance to understand content and accomplish tasks	0%	75%	13%	13%
C.5	2.3	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0%	50%	25%	25%
Overall rating on a four-point scale:		2.7				

Supporting Learning Environment

The Supporting Learning Environment received an overall rating of 2.7 on a four-point scale, making it one of the two highest rated learning environments. In 88 percent of the classrooms, it was evident/very evident that students took “risks in learning (without fear of negative feedback)” (C3) and was rated a 3.0. Instances of students being “provided additional/alternative instruction and feedback at the appropriate level of challenge” (C5) was evident/very evident in 50 percent of the classrooms and was the lowest rated item in this environment with a 2.3.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.6	Has several opportunities to engage in discussions with teacher and other students	13%	50%	25%	13%
D.2	2.1	Makes connections from content to real-life experiences	0%	38%	38%	25%
D.3	2.8	Is actively engaged in the learning activities	13%	50%	38%	0%
Overall rating on a four-point scale:		2.5				

Active Learning Environment

The overall average rating for the Active Learning Environment was 2.5 on a four-point scale. It was evident/very evident in 63 percent of the classrooms that students had “several opportunities to engage in discussions with teacher and other students” (D1). The Team noted that minimal opportunities existed for students to understand how school work connected to the realities of their lives. It was evident/very evident in 38 percent of the classrooms, for example, that students made “connections from content to real-life experiences” (D2). In 63 percent of the classrooms, it was evident/very evident students were “actively engaged in the learning activities” (D3). It was also reported by one student during student interviews that the “poor behavior of my classmates prevents us from doing fun activities.” Team Members also noted in some classrooms, students were removed from the learning environment for an extended period of time as a classroom management strategy.

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	2.5	Is asked and/or quizzed about individual progress/learning	0%	63%	25%	13%
E.2	2.6	Responds to teacher feedback to improve understanding	0%	75%	13%	13%
E.3	2.6	Demonstrates or verbalizes understanding of the lesson/content	0%	75%	13%	13%
E.4	2.5	Understands how her/his work is assessed	0%	63%	25%	13%
E.5	2.6	Has opportunities to revise/improve work based on feedback	0%	75%	13%	13%
Overall rating on a four-point scale:		2.6				

Progress Monitoring and Feedback Environment

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.6 on a four-point scale. In 63 percent of the classrooms, it was evident/very evident that students were “asked and/or quizzed about individual progress/learning” (E1). In 75 percent of the classrooms it was evident/very evident that students responded to “teacher feedback to improve understanding” (E2). In 75 percent of the classrooms, it was evident/very evident that students demonstrated or verbalized the “understanding of the lesson content” (E3). Finally, in 63 percent of classrooms, it was evident/very evident that students understood “how her/his work was assessed” (E4).

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.9	Speaks and interacts respectfully with teacher(s) and peers	13%	63%	25%	0%
F.2	2.8	Follows classroom rules and works well with others	0%	75%	25%	0%
F.3	2.8	Transitions smoothly and efficiently to activities	13%	63%	13%	13%
F.4	2.5	Collaborates with other students during student-centered activities	0%	63%	25%	13%
F.5	2.8	Knows classroom routines, behavioral expectations and consequences	13%	63%	13%	13%
Overall rating on a four-point scale:		2.7				

Well-Managed Learning Environment

The overall average score for the Well-Managed Learning Environment was 2.7 on a four-point scale, which was one of the two highest rated learning environments. Observers detected that it was evident/very evident in 76 percent of the classroom that students spoke and interacted “respectfully with teachers(s) and peers” (F1), which was of significant concern to the Team since some students reported during interviews that they could not learn at their best due to student caused disruptions. Instances in which students knew “classroom routines, behavioral expectations and consequences” (F5) were evident/very evident in 79 percent of classrooms. Finally, in 76 percent of classrooms it was evident/very evident that students transitioned “smoothly and efficiently to activities” (F3).

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	1.3	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	13%	0%	88%
G.2	1.0	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	0%	0%	100%
G.3	1.3	Uses digital tools/technology to communicate and work collaboratively for learning	0%	13%	0%	88%
Overall rating on a four-point scale:		1.2				

Digital Learning Environment

The average rating for the Digital Learning Environment was 1.2 on a four-point scale, which was the lowest rated learning environment. While other data and observations confirmed that technology was available in the school, observers rarely detected students using technology as tools or resources for learning. In 13 percent of classrooms, for example, it was evident/very evident that students used “digital tools/technology to gather, evaluate and/or use information for learning” (G1) or “used digital tools/technology to communicate and work collaboratively for learning” (G3). Lastly, in zero percent of the classrooms was it evident/very evident that students used “digital tools/technology to conduct research, solve problems and/or create original works of learning” (G2).

Findings

Improvement Priority

Develop, implement and monitor the effectiveness of a school-wide process that clearly defines a challenging, student-centered curriculum that ensures well planned, data driven instruction and provides authentic student engagement, teaching effectiveness/classroom management and improved student achievement. (Indicator 3.6)

Student Performance Data:

Student performance data, as detailed in the addendum to this report, indicated consistently low student performance across grades three through five and also in core subjects. Student performance data revealed that school results consistently lagged behind performance data of schools with similar student demographics. On the ACT Aspire, the percentages of students meeting the benchmark of "Ready" for 2014-15 in third through fifth grades were consistently below state averages. For total school percentages, in English, 10.2 percent of the students scored "Ready" compared to 67.9 percent for the state. In reading, 6.8 percent scored "Ready" compared to 37.2 percent for the state and in mathematics, 6.8 percent scored "Ready" compared to 46.7 percent for the state. Finally, in writing, 3.6 percent of the students scored "Ready" compared to 24.4 percent for the state.

As reported by the South Carolina State Report Card, the percentage of Imagine Columbia Leadership Academy students in grades four and five meeting "grade level" standards on the South Carolina Palmetto Assessment of State Standards (SCPASS) was below 50 percent for years 2013-2015. In writing, the percentage of students meeting grade level standards ranged from a low of 20.8 in 2014 for grade four to a high of 47.1 in 2014 for grade five. In English language arts (ELA), the percentage of students meeting grade level standards ranged from a low of 8.0 in 2014 for grade four to a high of 38.5 in 2013 for grade five. In mathematics, the percentage of students meeting grade level standards ranged from a low of 8.0 in grade four in 2014 to a high of 33.3 in 2013 for grade five. In science, the percentage of students meeting grade level standards ranged from a low of 5.6 in 2015 for grade four to a high of 8.3 in 2013 for grade four. Finally, the percentage of students meeting grade level standards ranged from a low of 12.5 in 2013 for grade four to a high of 27.8 in 2015 for grade four. Overall, while the percentages of students meeting grade level standards increased over this three year period in writing and social studies, data showed three year declines in ELA, mathematics and science.

Classroom Observation Data:

Classroom observation data revealed inconsistencies within the Supportive Learning Environment. Instances of students being "provided additional/alternative instruction and feedback" (C5) were evident/very evident in 50 percent of the classrooms. Instances of students being provided "support and assistance to understand content and accomplish tasks" (C4) were evident/very evident in 75 percent of the classrooms observed. Instances of students demonstrating that "learning experiences are positive" (C1) were evident/very evident in 76 percent of the classrooms. Instances of students "demonstrating positive attitude about the classroom and learning" (C2) were evident/very evident in 76 percent of the classrooms. Finally, in 88 percent of the classrooms, it was evident/very evident that student took "risks in learning without fear of negative feedback" (C3).

Stakeholder Survey Data:

Stakeholder survey data revealed mixed results related to "implementing the instructional process of the school in support of student learning." Stakeholder survey data indicated that 92 percent of parents agreed/strongly agreed that their children were given "multiple assessments to measure his/her understanding of what was taught," and 85 percent of staff agreed/strongly agreed, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum." Eighty percent of staff agreed/strongly agreed that all teachers provided students with "specific and timely feedback about their learning," and 75 percent of staff agreed/strongly agreed that "school leaders ensure that all staff members use supervisory feedback to improve student learning." The potential for teaching effectiveness can be improved when new teachers understand expectations and are closely mentored. Stakeholder survey data showed that 70 percent of staff agreed/strongly agreed that a formal process was established "to support new staff members in their professional practice."

Stakeholder Interviews:

Stakeholder interview data revealed that faculty and staff members participated in professional development related to individualizing instruction before school began this year (2015-2016), but the Team was unable to confirm school leaders required all teachers to implement those strategies into their instructional practices. Interview data indicated that professional development in the use of data to drive instructional planning was offered by school personnel and consultants prior to the start of the school year. One staff member stated, "Teachers are trained through data meetings and planning meetings, and professional development focuses on training teachers in the use of data." However, during the Sunday evening presentation to the Team, the principal shared, "There was no systematic, school-wide approach for use of data." Further, the principal stated that "the South Carolina State Standards served as the school curriculum." Several students expressed concern about the lack of respect shown for adults by some students. When asked what could be changed to improve the school, one student offered, "Stop disrespectful students from causing regular disruptions." Several other students mentioned that disrespectful and disruptive student behavior caused interruptions in teaching and learning.

Documents and Artifacts:

A review of documents and artifacts revealed that while teachers used a common lesson plan form and communicated results of student data analyses to collaborative planning teams, classroom observation data showed a lack of differentiated or alternative instruction or learning activities based on findings from data analysis. A review of the school's Self Assessment showed it included the statement, "Most of the Imagine Columbia Leadership Academy teachers used an instructional process that informed students of learning expectations and standards of performance." The Team did not observe these processes in many classrooms. Teachers occasionally provided students with exemplars to guide and inform their learning. Teachers were required to submit weekly lesson plans to administration on Thursdays, and instructional coaches met with teachers weekly to discuss these lesson plans.

The Imagine Columbia Leadership Academy principal told the Team that the school used the South Carolina recertification evaluation criteria for formal evaluations of instructional personnel (ADEPT). Informal evaluations (i.e., classroom walkthrough observations) were conducted weekly and findings were discussed with teachers at weekly planning meetings. Interview data verified that walkthroughs were conducted. When asked for examples of assessments that prompted instruction modification, interviewees frequently referenced the "Instructional Planning Report for STAR testing." The Focus Test was also used to help identify instructional areas needing modification.

Improvement Priority

Create and implement policies and procedures that clearly define a school-wide process for analyzing data to identify, improve and enhance opportunities for student learning. Systematically and consistently interpret performance data to develop and implement continuous action plans related to increased student learning and success at the next level. (Indicator 5.4)

Student Performance Data:

Student performance data, as detailed in the addendum of this report, showed in 2014 Imagine Columbia Leadership Academy was designated a State Priority School by the South Carolina Department of Education, meaning the school had an absolute rating of 2.31 or lower (At-Risk). Schools with this designation failed to meet expected progress on student achievement as required by the Education Accountability Act (EAA). In 2014, Imagine Columbia Leadership Academy received an absolute rating of 1.67. On both the 2014 and 2013 South Carolina State Report Cards, Imagine Columbia Leadership Academy received the lowest rating of “At-Risk.” According to the ESEA/Federal Accountability Rating System, in 2013 the school earned an overall weighted-points total of 20, which equated to a letter grade of “F,” and in 2014, the overall weighted-points total declined to 11.7, again earning a letter grade of “F.” According to the Every Student Succeeds Act (ESEA), which is the Federal Accountability Rating System, scores totaling less than 60 overall weighted points were substantially below the state’s performance expectations.

Imagine Columbia Leadership Academy significantly underperformed on the 2014 South Carolina Palmetto Assessment of State Standards (SCPASS) as compared to other elementary schools across the state. The results shown on the South Carolina Report Card indicated the percentage of students who scored at “Met” or “Exemplary” in the following subjects: 18.9 percent in English and language arts, 33.8 percent in writing, 14.9 percent in mathematics, 18 percent in social studies and 4.2 percent in science. The percentage of students at elementary schools statewide who scored “Met” or “Exemplary” in the same subjects were reported at 76.9 percent in English and language arts, 77.4 percent in writing, 72.6 percent in mathematics, 78.2 percent in social studies and 66.1 percent in science. Similar trends were seen on the 2013 South Carolina State Report Card.

Classroom Observation Data:

Classroom observation data suggested teachers were not consistently and effectively using differentiated instructional strategies. Classroom observation data reflected a heavy reliance on traditional, teacher-centered learning environments in which students were primarily passive listeners or observers. It was evident/very evident in 13 percent of the classrooms, students had “differentiated learning opportunities and activities that met her/his needs” (A1) and “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” (A4). These data also revealed that it was evident/very evident in 50 percent of classrooms that students were provided “additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5). In addition, the Team noted that checking for student understanding of knowledge/progress seldom occurred by teachers. Furthermore, observation data revealed in 63 percent of the classrooms, it was evident/very evident that students were “asked and/or quizzed about individual

progress/learning” (E1). In 75 percent of the classrooms students, it was evident/very evident that students responded “to teacher feedback to improve understanding” (E2), and in 75 percent of the classrooms, it was evident/very evident that students demonstrated or verbalized an “understanding of the lesson/content” (E3).

Stakeholder Survey Data:

Survey data showed 75 percent of the staff agreed/strongly agreed the school ensured all staff members were trained in the evaluation, interpretation and use of data. In addition, 75 percent of staff agreed/strongly agreed that “school leaders ensure all staff members use supervisory feedback to improve student learning.” Eighty percent of staff agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning.”

From the 2015 South Carolina School Climate Survey, 70 percent of teachers agreed/mostly agreed with the statement, “School administrators visit classrooms to observe instruction.” Seventy-five percent of teachers agreed/strongly agreed, “Parents support instructional decisions regarding their children.” Seventy-five percent of teachers agreed/strongly agreed, “Parents are involved with school decisions through advisory committees” to provide input on decisions. Finally 62 percent of teachers agreed/mostly agreed they were satisfied with “home and school relations.”

A review of the Imagine Columbia Leadership Academy Staff Shared Values Survey showed a decline in staff confidence of “the principal or my direct supervisor works with me to evaluate my performance and helps me identify areas of growth.” Data from these surveys over the last three years indicated the percentage of faculty that agreed with this statement declined from 84 percent in 2014 to 46 percent in 2015.

Stakeholder Interviews:

Stakeholder interview data revealed teachers and administrators used a variety of data points (e.g., STAR Reading™, STAR Mathematics™, Fountas and Pinnell, Easy Curriculum-Based Measurement [CMB], Focus Test) to monitor student performance. However, until the last few months, teachers felt data had been inconsistently used to drive instruction. Staff indicated they were provided training in August to use the various data software programs, but since that time no additional or follow up training had been provided. Confusion existed among instructional staff members regarding which specific data points should be used to inform decisions about the progress of students. The school’s Self Assessment stated the “need to regularly evaluate the assessment system in place to ensure it remains reliable and effective with regards to improving instruction, student learning and the conditions that support learning.” Further, the principal stated, “There is no systematic, school-wide approach for the use of data.” During staff interviews, one teacher indicated the “feedback from administrative classroom observations was not always received in a timely manner or in writing.” Parents reported the desire for students to be exposed to test-taking strategies and for those strategies to be communicated with the parents, so they could reinforce them at home.

Documents and Artifacts:

A review of the Challenge to Achieve Plan (CTA Plan) showed the school's identified underperformance was the consequence of limited planning and lack of students consistently engaged in rigorous instruction. The Imagine Columbia Leadership Academy "RAP Sheet" provided evidence for a professional learning schedule specific to the use of data. The RAP Sheet listed the daily focus, topics, reminders and recognition of teacher accomplishments. A list of professional development topics was provided, but the Team did not find evidence of a long range school-wide professional learning plan. The Pre-Planning Agenda 2015-2016 listed a variety of trainings offered to teachers prior to the opening of school from August 5-19, 2015. Forms for data collection were provided, but the Team did not find additional documents or artifacts (e.g., training materials) related to the evaluation, interpretation or use of data.

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.	2.25
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.	2.25
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.25

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.	2.50
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.	2.75
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.25
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.50
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	4.00
2. Stakeholder Feedback Results and Analysis	3.50

Resource Utilization

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

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

AdvancED has found through its own evaluation of best practices in the 32,000 institutions in the AdvancED network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 Resource and Support System

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

Indicator	Description	Average Team Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	2.00
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.75
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.50
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.	2.25

4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.00
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.00

Findings

Improvement Priority

Design, implement and evaluate the effectiveness of a process to determine and address the physical, social and emotional needs of the student population. (Indicator 4.6)

Student Performance Data:

Student performance data, as detailed in the addendum of this report, indicated that improvement in student learning was below average across all grade levels and all core content areas. Of particular concern was that student academic performance was well below both state and national averages and that student growth on state assessments was not preparing students for success at the next level. As listed on the 2014 South Carolina State Report Card, for example, the Imagine Columbia Leadership Academy Absolute rating was “At-Risk”, (i.e., on a scale of Excellent, Good, Average, Below Average, At-Risk), meaning school academic performance failed to meet the standards for progress toward the 2020 South Carolina Performance Vision.

The growth rating for student performance for Imagine Columbia Leadership Academy students as listed in the last three South Carolina State Report Cards was either “At-Risk” or “Below Average,” meaning school performance was in jeopardy of not meeting the standards for progress toward the 2020 South Carolina Performance Vision. Further, on the SCPASS in all academic areas and in all grades, 55 percent or more of students earned a score of “Not Met”.

Student academic growth on STAR assessment results from 2015-2016 showed 76 percent of students made gains in reading and 73 percent made gains in mathematics. While these academic gains were important, more dramatic academic growth is vital for Imagine Columbia Leadership Academy students to meet state expectations and leave the school ready for success at the next level. In fact, more than one year’s growth must occur in core courses to prepare students for success at the next level within and beyond the school.

Classroom Observations:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, suggested varying levels of effectiveness in the Well-Managed Learning Environment. The overall average for this environment was 2.7 on a four-point scale. It was evident/very evident in 76 percent of the classrooms that students knew “classroom routines, behavioral expectations and consequences” (F5). The school employed a character coach to assist with character building initiatives in all grades. The Connect with Character program brought mentors from the community to work with students in the areas of reading and mentorship.

Stakeholder Survey Data:

Stakeholder survey data suggested limited agreement among staff with regard to the school providing services to meet the physical, social and emotional needs of the student population. For example, 55 percent of staff members agreed/strongly agreed with the statement, “Our school provides opportunities for students to participate in activities that interest them.” Similarly, 45 percent of staff

agreed/strongly agreed with the statement, “Our school provides high quality student support services (e.g., counseling, referrals, educational and career planning).” Furthermore, student stakeholder survey results suggested that students did not treat adults with respect, as evidenced by 69 percent of students who agreed/strongly agreed with the statement, “In my school students treat adults with respect.”

Stakeholder Interviews:

Stakeholder interview data revealed parents and staff members consistently reported student behavior was an area of concern. Administrators and teachers articulated concerns regarding student behavior and the associated distraction to classroom learning. Interview data also showed students pointed to distractions to the learning process as a concern because of disrespect to teachers and classroom interruptions resulting from misbehaviors. One student stated, “I cannot learn at my best because of other students’ misbehavior in the classroom.” Improving behavior management systems across the school and in all classrooms provides an opportunity to maximize instructional time and address some of the social and emotional needs of students.

Documents and Artifacts:

A review of documents and artifacts provided by the school did not show a formal schoolwide process to identify student needs or established procedures to evaluate the effectiveness of student support services. The school provided the Team with an operational policy handbook, which addressed methods and personnel (i.e., social workers, school psychologists, occupational therapists, physical therapists). The school also employed services of consultants on an “as needed” basis. Part of the process included teachers providing the names of students who they suspected of having specific needs to school leaders who, in turn, used professional community connections to obtain services.

Conclusion

Strengths

Imagine Columbia Leadership Academy faculty and staff had started collaboratively working to review assessment data, make informed instructional decisions and plan improvement efforts. Various faculty groups met weekly to discuss student learning. Faculty members were aware of efforts to improve test scores and met weekly. Faculty members participated in a variety of professional development activities addressing topics related to the improvement of teaching and learning.

Imagine Columbia Leadership Academy provided an option for parents within the school community. Interview and survey data showed most stakeholders liked the school environment and often described it as nurturing and caring. Stakeholders expressed positive support about existing school programs, policies and curriculum. Additionally, the Team noted the school had a low pupil-to-teacher ratio.

Interview data showed a positive relationship existed between the Board and the administration. The Board provided school administration the autonomy to handle the day-to-day operations of the school. The school employed a character coach to assist with character building initiatives in all grades. The Connect with Character program invited mentors from the community to work with students at school in the areas of reading and mentorship.

Continuous Improvement

Faculty and administration interview data and an examination of school improvement documents revealed school planning teams tracked student progress in core subjects. The Team learned school teams did not meet as often during the school year as in the past due to weather conditions that caused school delays or closures.

The school had begun to address alignment issues with the present curriculum and South Carolina state standards in the core subjects. The principal stated that the focus of the Imagine Columbia curriculum was based on mandated state standards. In addition, the school administered monthly benchmark STAR assessments to further focus teaching around student progress. School leadership compared class/grade assessment data to provide insight on students' learning and the congruency between grades and mastery of content.

Interview data with Imagine Charter School representatives and the South Carolina Department of Education Charter School officials revealed a concern over low achievement of students on state tests. It was reported that numerous conversations between the school administration and state department personnel occurred over the last two years about the curriculum, operational processes and the lack of student progress. In fact, some content areas test scores declined over the last two years. In addition, all entities expressed concern about the lack of stability caused by the large amount of faculty turnover each year.

Although the school provided ample professional development activities (i.e., consisting of 14 different topics), faculty members generally reported little follow up occurred and administrative walkthroughs rarely focused on long-term implementation of new topics or strategies.

The Team concurred the school has not established and implemented a systematic process to identify and address the physical, social or emotional needs of students. While survey data indicated parents were pleased with efforts of the school to address these areas, the Team found the school attempted to address imminent problems by professional connections or acquaintances within the area and not through school-based personnel who could provide long-term follow up after professional services were provided.

Improvement Priorities

After careful consideration and deliberation about the learning conditions and curriculum offered at Imagine Columbia Leadership Academy, the Team made the following Improvement Priority statements.

1. Develop, implement and monitor the effectiveness of a school-wide process that clearly defines a challenging, student-centered curriculum that ensures well planned, data driven instruction and provides authentic student engagement, teaching effectiveness/classroom management and improved student achievement. (Indicator 3.6)
2. Design, implement and evaluate the effectiveness of a process to determine and address the physical, social and emotional needs of the student population. (Indicator 4.6)
3. Create and implement policies and procedures that clearly define a school-wide process for analyzing data to identify, improve and enhance opportunities for student learning. Systematically and consistently interpret performance data to develop and implement continuous action plans related to increased student learning and success at the next level. (Indicator 5.4)

Team Roster

Lead Evaluator	Brief Biography
David E. Gullatt, Ph.D. Louisiana	Dr. Gullatt is a graduate of Louisiana Tech University in Ruston, LA and the University of Kansas at Lawrence, KS. He served for 29 years as a supervisor of administration and curriculum, an elementary and secondary principal, and a mathematics teacher within the public schools of Louisiana. For 15 years following those assignments he held teaching, administrative and supervisory positions in higher education at both Northwestern State University (LA) and Louisiana Tech University. Dr. Gullatt has served as Program Head, Department Head, and Dean of the College of Education at Louisiana Tech University in Ruston, LA, retiring in 2012. For the past 9 years he has served on SACS, NCA, and NWAC AdvancED System Accreditation visits as Lead Evaluator for over 60 system, digital, corporate and diagnostic accreditation visits. Presently Dr. Gullatt is Vice-Chair of the Louisiana SACS-CASI Council and is a field representative for AdvancED in Louisiana. He also serves various states as a certified AdvancED professional development trainer. Dr. Gullatt also serves as an adjunct professor of educational leadership and doctoral research at Louisiana Tech University and is a Turnaround School Specialist.
Demetria N. Clemons South Carolina	Demetria Noisette Clemons is a resident of Columbia, SC, where she is a retired administrator. She currently works with South Carolina Virtual Charter School. She has over 32 years of experience in education having worked as a Counselor, Grant Coordinator, Principal, and Principal Specialist in various schools in South Carolina. She is an alumna of the College of Charleston. She earned a M.Ed. from the Citadel and has taken additional courses with American University. She currently serves on the College of Charleston Board of Trustees.
Thomas M. Faulkenberry South Carolina	Dr. Faulkenberry recently retired as Dean of the School of Education and Graduate Studies at Converse College. Previously, he served as district superintendent of two South Carolina school districts. He also served SC school districts as Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction and Personnel. Throughout his 42 years of experience, he has served as a science teacher, counselor, coach, and school administrator. His undergraduate study was completed at Erskine College. He earned his Master's Degree from Francis Marion College and his Ph.D. from the University of South Carolina.
Donna Manning South Carolina	Donna Manning currently serves as the leader for the School Choice and Innovation team in the Office of School Transformation at the South Carolina Department of Education. She has served in a variety of roles in her 20 years as an educator in South Carolina: teacher, administrator, magnet director, state manager for an online formative assessment/longitudinal data software company, charter school committee member, and SCDE Education Associate.

	<p>Her SCDE team serves as a conduit for South Carolina educators and parents to explore, plan and implement high quality school choice and innovation options appropriate for their unique communities, families and students. These options include magnet programs, charter schools and a variety of personalized learning options. Donna Manning holds Bachelor of Science degrees in Biology and Secondary Education.</p>
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About AdvancED

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

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

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

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Student Performance Data Tables

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

Content Area by Grade Level	% Ready Grade 3	% Ready Grade 4	% Ready Grade 5	Total School	% Ready State
English	16.7	5.6	6.7	10.2	67.9
Reading	11.1	5.6	0.0	6.8	37.2
Math	11.1	5.6	0.0	6.8	46.7
Writing	0.0	0.0	0.0	3.6	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

Plus

- Not applicable

Delta

- Writing scores were well below other core areas across grades.
- Grade 5 scores were lower than other grades.
- Scores declined as grades increased.

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

	Grade 4			Grade 5		
	2015	2014	2013	2015	2014	2013
Writing	N/A	32.0	20.8	N/A	47.1	23.1
ELA	N/A	8.0	12.5	N/A	23.5	38.5
Math	N/A	8.0	20.8	N/A	17.6	33.3
Science	5.6	N/A	8.3	N/A	N/A	N/A
Social Studies	27.8	12.0	12.5	N/A	N/A	N/A

Plus

- Social studies scores improved in grade four over the three-year time frame.
- Writing in grade four increased in percentages between 2013 and 2014.

Delta

- Percentages of students meeting standards declined between 2013 and 2014, except in writing.

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

(Standards 3 and 5)

+ Plus (minimum of 75 percent strongly agreed/agreed)

1. Ninety-seven percent of parents agreed/strongly agreed, "All my child's teachers use a variety of teaching strategies and learning activities."
2. Ninety-seven percent of parents agreed/strongly agreed, "My child has up-to-date computers and other technology to learn."
3. Ninety-five percent of staff agreed/strongly agreed, "Our school uses data to monitor student success and readiness for the next level."
4. Ninety-five percent of staff agreed/strongly agreed, "Our school monitors and adjusts curriculum, instruction, and assessment based on data from student assessments."
5. Seventy-five percent of staff agreed/strongly agreed, "Our school offers challenging curriculum and learning opportunities that are equitable for all students."
6. Ninety-eight percent of elementary students agreed/strongly agreed, "My teacher helps me learn things I will need in the future."
7. Ninety-seven percent of elementary students agreed/strongly agreed, "My teachers use different activities to help me learn."
8. Ninety-eight percent of elementary students agreed/strongly agreed, "My school has computers to help me learn."
9. Ninety-seven percent of elementary students agreed/strongly agreed, "My teachers use different activities to help me learn."
10. Ninety-seven percent of early elementary students agreed/strongly agreed, "I learn new things at school."

Δ Delta:

1. Seventy percent of staff agreed/strongly agreed, "In our school-related learning support services are provided for all students based on their needs."
2. Seventy percent of staff agreed/strongly agreed, "In our school a formal process is in place to support new staff members in their professional practice."

Leadership Capacity

(Standards 1 and 2)

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

1. One hundred percent of parents agreed/strongly agreed, "All of my child's teachers report on my child progress in easy to understand language."
2. Ninety-seven percent of parents agreed/strongly agreed , "All of my child's teachers help me to understand my child's progress."
3. Ninety-seven percent of parents agreed/strongly agreed, "Our school's purpose statement is clearly focused on student success."
4. Ninety-seven percent of parents agreed/strongly agreed, "Our school has high expectations for students in all classes."
5. One hundred percent of staff agreed/strongly agreed, "Our school's purpose statement is clearly focused on success."
6. Ninety-five percent of staff agreed/strongly agreed, "In our school all school personnel regularly engage families in their children's learning progress."
7. Ninety-five percent of staff agreed/strongly agreed, "Our school's leaders provide opportunities for stakeholder to be involved in the school."
8. Ninety-seven percent of elementary students agreed/strongly agreed, "In my school my principal and teacher want every student to learn."
9. Ninety-eight percent of elementary students agreed/strongly agreed, "In my school I am learning new things that will help me."
10. Ninety-seven percent of elementary students agreed/strongly agreed, "In my school my principal and teachers want every student to learn."
11. Ninety-nine percent of early elementary students agreed/strongly agreed, "My teacher wants me to do my best."
12. Ninety-nine percent of early elementary students agreed/strongly agreed, "My teacher wants me to learn."

Δ Delta:

1. Sixty-nine percent of elementary student agreed/strongly agreed, "In my school students treat adults with respect."

Resource Utilization

(Standard 4)

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

1. Ninety-five percent of staff agreed/strongly agreed, "Our school provides instructional time and resources to support our school's goals and priorities."
2. Ninety percent of staff agreed/strongly agreed, "Our school provides a variety of information resources to support student leaning."

3. Ninety-five percent of staff agreed/strongly agreed, "Our school maintains facilities that contribute to a safe environment."
4. Ninety-two percent of parents agreed/strongly agreed, "Our school provides students with access to a variety of information resources to support their learning."
5. Ninety-two percent of parents agreed/strongly agreed, "Our school provides a safe learning environment."
6. Ninety-eight percent of elementary students agreed/strongly agreed, "My school has computers to help me learn."
7. Ninety-nine percent of early elementary students agreed/strongly agreed, "I use a computer to learn at school."

Δ Delta:

1. Fifty-five percent of staff agreed/strongly agreed, "Our school provides opportunities for students to participate in activities that interest them."
2. Forty-five Percent of staff agreed/strongly agreed, "Our school provides high quality student support services (counseling, referrals, educational, and career planning)."

Diagnostic Review Schedule

Sunday – April 17, 2016

Time	Event	Where	Who
4:45 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	Team Members
6:30 p.m. – 7:30 p.m.	Principal Overview	Hotel Conference Room	Team Members and School Representatives
7:45 p.m. – 9:30 p.m.	Determine interview questions, review Monday's schedule, overview of eleot™ and discuss review logistics.	Hotel Conference Room	Team Members

Monday – April 18, 2016

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	Imagine Columbia Leadership Academy School Office	Team Members
7:35 a.m. – 7:55 a.m.	Organization in Team Meeting Room	Team Meeting Room	Team Members
8:00 a.m. – 9:00 a.m.	Principal's Interview	Imagine Columbia Leadership Academy (Principal's Office)	Team Members and School Principal
9:15 a.m. – 11:45 a.m.	Classroom observations and	Imagine Columbia Leadership Academy	Team

	stakeholder interviews	(Various Locations – Refer to Schedule)	Members
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedules	Team Meeting Room	Team Members
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>)	Imagine Columbia Leadership Academy Various Locations	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		Team Members
6:00 p.m. – 9:30 p.m.	Team Work Session #2 (Agenda provided by Lead Evaluator) <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 • Prepare for Day 2 	Hotel Conference Room	Team Members

Tuesday – April 19, 2016

Time	Event	Where	Who
6:15 a.m. – 7:00 a.m.	Breakfast and depart for school		Team Members
7:20 a.m.	Team arrives at school	Imagine Columbia Leadership Academy Team Meeting Room	Team Members
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1	Imagine Columbia Leadership Academy Various Locations	Team Members
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedules	Team members will decide of lunch process	Team Members
1:00 p.m.- 4:15 p.m.	Continue Interviews and Deliberations	Imagine Columbia Leadership Academy Team Meeting Room	Team Members
4:15 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on their own	Team Meeting Room	Team Members
6:00 p.m. – 9:30 p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator) <ul style="list-style-type: none"> • Review findings from Tuesday • Tabulate and review final elect Learning Environment ratings • Team Members determine individual final ratings for all indicators 	Hotel Conference Room	Team Members

Wednesday – April 20, 2016

Time	Event	Where	Who
6:45 a.m. – 7:30 a.m.	Breakfast and depart for school		Team Members
8:00 a.m. – 10:30 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 • Detailed evidence for all of the findings • eleot summary statements and narrative by Learning Environment 	<p>Imagine Columbia Leadership Academy</p> <p>Team Meeting Room</p>	Team Members
10:30 a.m. – 11:00 a.m.	Leadership Determination Discussion	<p>Imagine Columbia Leadership Academy</p> <p>Team Meeting Room (Room 120)</p>	Diagnostic Review Team Members
11:00 a.m.-12:00 p.m.	Working Lunch	<p>Team Meeting Room (Lunch from Local Restaurant)</p>	Diagnostic Review Team Members
12:00 p.m.	Exit Remarks with Principal	<p>Imagine Columbia Leadership Academy</p>	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.		