

DIAGNOSTIC REVIEW REPORT FOR LLOYD-KENNEDY CHARTER SCHOOL

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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

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

Powerful Practices

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

Improvement Priorities

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

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

The Review

Lloyd-Kennedy Charter School hosted a Diagnostic Review on March 29-31, 2016. The on-site review involved a three-member team that provided its knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of its findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Lloyd-Kennedy Charter School for the warm welcome throughout the visit. The school is commended for its thorough preparations, prompt response to the Team's varied requests and commitment to the process.

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 school principal. School leaders planned and conducted the Internal Review thoughtfully and with 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 organized and easily accessed by the Diagnostic Review Team.

Team members arrived in Aiken, South Carolina on Tuesday, March 29, 2016, for their first Team work session to discuss the preliminary review of data and information, consider points of inquiry, review Team Member individual schedules and prepare for interviews to be held the following day. The Diagnostic Team also had the opportunity to hear a presentation by the Director of Lloyd-Kennedy Charter School on Tuesday evening as she shared an overview of the school's purpose and direction, what the Team should expect to see in classrooms during observations and key initiatives that have been implemented since October 2015.

The Diagnostic Review Team began its work on-site on Wednesday, March 30, 2016. During the on-site portion of the Review, Team members conducted interviews with the leadership team, students, parents, instructional staff and support staff. The Diagnostic Review Team also conducted classroom observations using the eleot™ classroom observation tool. During off-site and on-site review sessions, the Team examined artifacts and evidence provided by the school. In addition, the Team met on the evenings of Wednesday, March 30, 2016, and Thursday, March 31, 2016 to review interview data, discuss additional evidence and rate each of the Indicators and identify Improvement Priorities.

A total of 56 stakeholders were interviewed, and eleot™ observations were conducted in the six core content classrooms during the Diagnostic Review. Throughout the Diagnostic Review, the school leaders, faculty and staff were thoughtful in sharing their reflections and open in discussing their continuous improvement efforts in Lloyd-Kennedy Charter School.

Stakeholders Interviewed	Number
Administrators	5
Instructional Staff	5
Support Staff	4
Students	39
Parents/Community/Business Leaders	3
TOTAL	56

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; Lafée, 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.	2.00
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.67
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.33
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.	1.33
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.67
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.33
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	1.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.67

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.	2.33
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	1.33
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.00
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.33
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	2.00

Student Performance Diagnostic

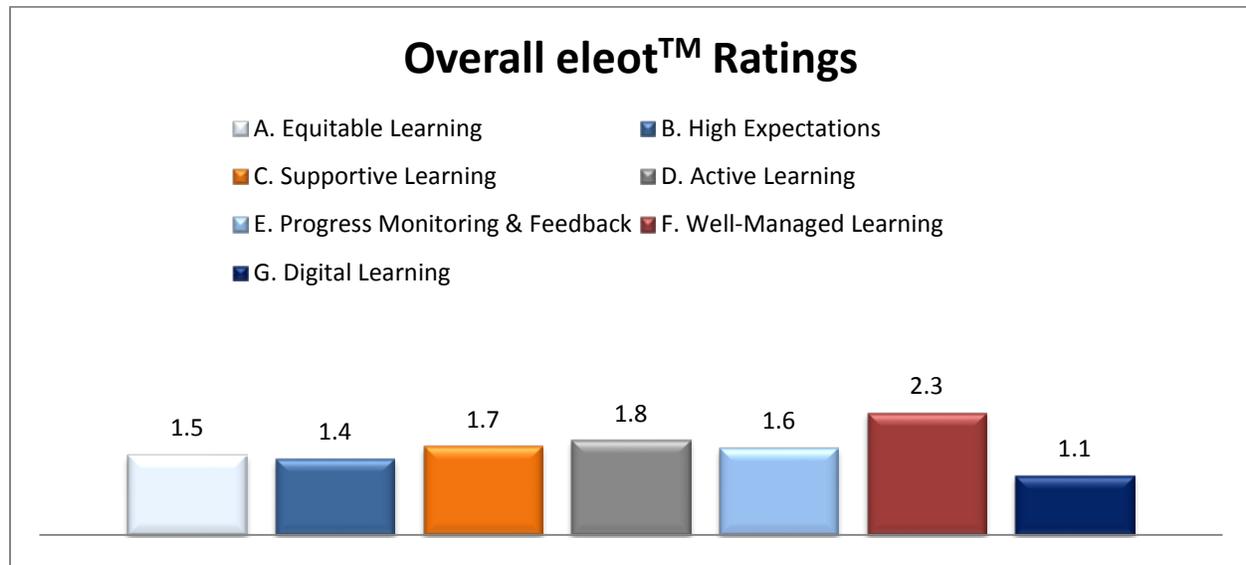
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	4.00
2. Test Administration	4.00
3. Quality of Learning	1.00
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 observations 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 six classroom observations using the eleot™ classroom observation tool, which included all core content classes. The overall eleot™ ratings ranged from 1.1 to 2.3 on a four-point scale. The highest rated was the Well-Managed Learning Environment, and the lowest rated was the Digital Learning Environment. Classroom observation data reflected a heavy reliance on traditional, teacher-centered learning environments in which students were primarily passive listeners or observers. Instances in which students were exposed to differentiated learning opportunities, high expectations or rigorous course work occurred infrequently. The Team found very few instances in which students were provided differentiated learning tasks and ongoing activities to connect classwork with their own and others' backgrounds and real-life experiences. Engaging and collaborative instructional practices were limited, and minimal opportunities existed for students to understand how schoolwork connects to the realities of their lives. Also apparent was a lack of student understanding about how work would be assessed, frequent formative assessments for learning and exemplars of high-quality work.

Observation data suggest there are varying levels of effectiveness across the school for all learning environments evaluated. The Team specifically noted the following learning conditions were observed infrequently or inconsistently: 1) differentiated instruction that met the needs of all students, 2) authentic student engagement, 3) opportunities for students to learn about their own and others'

background/cultures/differences, 4) use of exemplars of high quality work, 5) opportunities for students to work collaboratively on learning activities, 6) students' lack of understanding on how their work is assessed and 7) use of technology by students as a learning tool.

eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.2	Has differentiated learning opportunities and activities that meet her/his needs	0%	0%	17%	83%
A.2	1.8	Has equal access to classroom discussions, activities, resources, technology, and support	17%	0%	33%	50%
A.3	2.0	Knows that rules and consequences are fair, clear, and consistently applied	17%	17%	17%	50%
A.4	1.0	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	0%	0%	100%
Overall rating on a four-point scale:		1.5				

Equitable Learning Environment

The Equitable Learning Environment received an overall rating of 1.5 on a four-point scale. It was evident/very evident in 17 percent of the classrooms that students had “equal access to classroom discussions, activities, resources, technology and support” (A2) and evident/very evident in 34 percent of classrooms that students knew that “rules and consequences are fair, clear and consistently applied” (A3). A leverage point for improvement may be increasing opportunities for students to learn about their own and others' backgrounds/cultures/differences (A4) through classroom content. This item was not observed in classrooms. Observers detected no opportunities for students to discuss their perspectives, share life experiences or reflect with others on their own cultures and differences. Additionally, the Team noted the lack of student access to “differentiated learning opportunities and activities that meet his/her needs,” (A1) which was evident/very evident in zero percent of classrooms. Most teachers used direct instruction as their primary form of classroom instruction, and students generally listened and completed seat work. Providing opportunities for student learning to occur through the use of varied instructional approaches, including individualized learning, appear to be a significant leverage point for improvement in student performance.

B. High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	1.5	Knows and strives to meet the high expectations established by the teacher	0%	0%	50%	50%
B.2	1.5	Is tasked with activities and learning that are challenging but attainable	0%	0%	50%	50%
B.3	1.3	Is provided exemplars of high quality work	0%	17%	0%	83%
B.4	1.3	Is engaged in rigorous coursework, discussions, and/or tasks	0%	17%	0%	83%
B.5	1.5	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	17%	17%	67%
Overall rating on a four-point scale:		1.4				

High Expectations Learning Environment

The High Expectations Learning Environment received an overall rating of 1.4 on a four-point scale, suggesting a need for staff to further examine, define and implement classroom strategies requiring rigor and high expectations. It was evident/very evident in zero percent of classrooms that students knew and strived “to meet the high expectations established by the teacher” (B1) and were “tasked with activities and learning that are challenging but attainable” (B2). Instances of students being “provided exemplars of high-quality work” (B3) were evident/very evident in 17 percent of classrooms. Despite a school-wide emphasis on building instructional practices, instances of students “engaged in rigorous coursework, discussions and/or tasks” were evident/very evident in 17 percent of classrooms.

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	1.5	Demonstrates or expresses that learning experiences are positive	0%	0%	50%	50%
C.2	1.5	Demonstrates positive attitude about the classroom and learning	0%	0%	50%	50%
C.3	1.7	Takes risks in learning (without fear of negative feedback)	0%	17%	33%	50%
C.4	2.0	Is provided support and assistance to understand content and accomplish tasks	0%	50%	0%	50%
C.5	1.7	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0%	17%	33%	50%
Overall rating on a four-point scale:		1.7				

Supportive Learning Environment

The Supportive Learning Environment received an overall rating of 1.7 on a four-point scale. The highest observed condition in this Learning Environment was students receiving “support and assistance to understand content and accomplish tasks,” (C4) which was evident/very evident in 50 percent of classrooms. It was evident/very evident in 17 percent of classrooms that students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5). Instruction was generally whole group and teacher centered (e.g., lecture). A more consistent use of varied learning activities, including providing students with small group or individual instruction, could have significant positive impact on student performance and success.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	1.7	Has several opportunities to engage in discussions with teacher and other students	0%	17%	33%	50%
D.2	2.0	Makes connections from content to real-life experiences	0%	33%	33%	33%
D.3	1.7	Is actively engaged in the learning activities	0%	17%	33%	50%
Overall rating on a four-point scale:		1.8				

Active Learning Environment

The Active Learning Environment received an overall rating of 1.8 on a four-point scale. It was evident/very evident in 33 percent of classrooms that students made “connections from content to real-life experiences” (D2). It was evident/very evident in 17 percent of classrooms that students were “actively engaged in the learning activities” (D3). It was evident/very evident in 17 percent of classrooms that students had “several opportunities to engage in discussions with teacher and other students,” (D1) which suggested a heavy reliance on teacher-centered instruction as the norm across the school. These results suggest student engagement and active learning are two areas of instruction that could be leveraged to significantly impact student achievement.

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	0%	50%	17%	33%
E.2	2.0	Responds to teacher feedback to improve understanding	0%	33%	33%	33%
E.3	1.8	Demonstrates or verbalizes understanding of the lesson/content	0%	33%	17%	50%
E.4	1.2	Understands how her/his work is assessed	0%	0%	17%	83%
E.5	1.0	Has opportunities to revise/improve work based on feedback	0%	0%	0%	100%
Overall rating on a four-point scale:		1.6				

Progress Monitoring and Feedback Learning Environment

The Progress Monitoring and Feedback Learning Environment received an overall rating of 1.6 on a four-point scale. Instances where students were “asked and/or quizzed about individual progress/learning” (E1) were evident/very evident in 50 percent of classrooms. Opportunities in which students responded to “teacher feedback to improve understanding” (E2) and demonstrated or verbalized “understanding of the lesson/content” (E3) were evident/very evident in 33 percent of classrooms. Instances where students had “opportunities to revise/improve work based on feedback” (E5) were not observed in classrooms. These components are closely associated with formative assessment practices. Frequent opportunities for students to express their depth of understanding about content and skills typically provides information as to the effectiveness of instructional activities and helps guide future lesson planning. Instances in which students understood how their work was assessed (E4) were evident/very evident in zero percent of classrooms, suggesting that observers were unable to detect the effective use of or observe students being provided with information about the grading and evaluation of their work. Providing opportunities for teachers to share strategies and best practices about formative assessments, rubrics and exemplars and to engage students in self-monitoring could be leverage points by which to improve student performance.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.7	Speaks and interacts respectfully with teacher(s) and peers	0%	67%	33%	0%
F.2	2.3	Follows classroom rules and works well with others	0%	50%	33%	17%
F.3	2.7	Transitions smoothly and efficiently to activities	17%	50%	17%	17%
F.4	1.3	Collaborates with other students during student-centered activities	0%	0%	33%	67%
F.5	2.5	Knows classroom routines, behavioral expectations and consequences	0%	67%	17%	17%
Overall rating on a four-point scale:		2.3				

Well-Managed Learning Environment

The Well-Managed Learning Environment received the highest overall rating of the seven environments with a rating of 2.3 on a four-point scale. In 67 percent of classrooms, observers noted that students spoke and interacted “respectfully with teacher(s) and peers” (F1), transitioned “smoothly and efficiently to activities” (F3) and knew “classroom routines, behavioral expectations and consequences” (F5). It was evident/very evident in 50 percent of classrooms that students followed classroom rules (F2). No instances in which students “collaborate with other students during student-centered activities” (F4) were observed. Team members noted few interruptions caused by student behavior.

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%	17%	0%	83%
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	1.0	Uses digital tools/technology to communicate and work collaboratively for learning	0%	0%	0%	100%
Overall rating on a four-point scale:		1.1				

Digital Learning Environment

The Digital Learning Environment received the lowest overall rating of the seven environments with a rating of 1.1 on a four-point scale. It was evident/very evident in 17 percent of classrooms that students used “digital tools/technology to gather, evaluate and/or use information for learning” (G1). Instances in which students used digital tools/technology to “communicate and work collaboratively for learning” (G3) and “conduct research, solve problems and/or create original works for learning” (G2) were not observed, suggesting technology is not maximized to authentically engage students in their learning.

Findings

Improvement Priority

Develop an instructional process to engage students in their learning by consistently using strategies that ensure achievement of learning expectations. The instructional strategies should include research-based, high-yield strategies implemented school-wide with consistency and fidelity. Critical to this priority are the essential practices of differentiation, student collaboration, self-reflection, critical thinking, making connections to real-life experiences and effective student use of technology as instructional resources and tools. **(Indicator 3.3)**

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggest instructional strategies have not resulted in improved instruction or student success. The school did not meet state student performance goals in 2012–2013, 2013–2014 and 2014–2015. In addition, 2014–2015 student performance was significantly below state averages in all tested areas. School performance on the ACT Aspire assessment revealed students meeting the benchmark of “Ready” at the following rates: English

43.6 percent, reading 20.3 percent, writing 9.7 percent and math 17.8 percent. Additionally, Palmetto Assessment of State Standards student performance data revealed 27.5 percent met and 7.2 percent exemplary in science and 47.8 percent met and 8.7 percent exemplary in social studies.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggest the school does not implement high-yield instructional strategies consistently across content areas and grade levels. Zero percent of classrooms clearly exhibited “differentiated learning opportunities and activities” while 17 percent of classrooms “provided additional/alternative instruction and feedback at the appropriate level of challenge for student needs.” Additionally, zero percent of classrooms demonstrated “ongoing opportunities [for students] to learn about their own and others’ backgrounds/cultures/differences.” Furthermore, in 17 percent of classrooms, students were clearly “engaged in rigorous coursework, discussion, and/or tasks.” Seventeen percent of students were “actively engaged in learning activities,” and 33 percent of students participated in “activities that made connections to real-life experiences.”

While the school has documented evidence of continuous assessment practices, classroom observation data revealed limited use of formative assessment practices. For example, 50 percent of students were “asked and/or quizzed about individual progress/learning,” and zero percent of students “understand how her/his work is assessed.” Finally, in zero percent of classrooms, it was evident/very evident students had “opportunities to revise/improve work based on feedback.”

Data showed only 17 percent of students used “digital tools/technology to gather, evaluate, and/or use information for learning” and zero percent “conduct research, solve problems, and/or create original works for learning.” Classroom observation data revealed the absence of student digital communication and collaboration for learning.

Stakeholder Survey Data:

Stakeholder feedback indicated 87 percent of parents and 43 percent of students agreed/strongly agreed that “teachers use a variety of teaching strategies and learning activities.” Furthermore, 29 percent of students agreed/strongly agreed that all of their teachers modify their practices to meet student learning needs, suggesting that differentiation is not a consistent practice in all classrooms.

Eighty-seven percent of parents agreed/strongly agreed that “all of my child’s teachers give work that challenges my child” while 61 percent of students agreed/strongly agreed that “my school provides me with challenging curriculum and learning experiences,” which suggests the level of challenge and rigor is not consistent across all classrooms.

Stakeholder Interviews:

Interview data revealed that teachers and administrators generally could not articulate a clear understanding of differentiated practices or provide examples of implementation. Student interview data also indicated that teachers do not consistently provide challenging, engaging activities for

learning. Students also reported teachers do not modify or personalize instruction based on student needs.

Documents and Artifacts:

A review of meeting agendas and minutes, lesson plans, Prewrite Reports, assessments and walkthrough data did not reveal the use of research-based, high-yield instructional strategies: differentiation practices and consistent, school-wide student use of technology that leads to improved student achievement. Student technology use was limited to students using computer lab resources to complete Study Island lessons.

Improvement Priority

Develop and implement a systematic process that guarantees school leaders and teachers are trained in the evaluation and interpretation of data to 1) make instructional decisions to meet individual student needs, 2) determine program effectiveness and 3) determine verifiable improvements in student learning, including readiness and success at the next level. **(Indicator 5.3)**

Evidence and Rationale**Stakeholder Survey Data:**

Survey data indicated that 88 percent of staff agreed/strongly agreed, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data." However, interview data with teachers and administrators contradicted this data.

Stakeholder Interviews:

Interview data revealed intentional professional development on data analysis has not occurred. Interview data from the Director and school leadership team revealed that professional development and on-going support on how to analyze and interpret data to make changes in student outcomes and for program evaluation has not occurred.

Documents and Artifacts:

A review of the school Self Assessment, Governing Body Meeting Minutes and interviews with administrators and teachers revealed that data was collected on recently adopted initiatives (e.g., Informational Text Achievement Strategy Initiative, Study Island, Scholastic Reading Inventory and AIMSweb); however, teachers and administrators have not been trained in the use of data to inform instructional practices in pursuit of school and student achievement goals or in program evaluation.

Leadership Capacity

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

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

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

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

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

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

Standard 1 Purpose and Direction

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

Indicator	Description	Average Team Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.67
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	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.	2.33
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.	3.33
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.33
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.67
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.67

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Average Team Rating
1. Questionnaire Administration	4.00
2. Stakeholder Feedback Results and Analysis	3.00

Findings

Improvement Priority:

Develop, implement, monitor and communicate a systematic continuous improvement planning process that focuses on student performance. The process should provide clear direction for improved student learning through equitable learning experiences that guarantee all students are provided engaging, challenging and rigorous instruction to achieve success. This continuous improvement plan should also include 1) a broad and comprehensive analysis of school and student performance data, 2) goals for the improvement of achievement and instruction that are aligned with the school purpose, 3) measurable performance targets, 4) identified objectives, strategies, activities, resources and timelines for achieving improvement goals, 5) mechanisms by which school personnel hold one another accountable for the implementation of strategies, 6) a process for monitoring and evaluating the continuous improvement plan and 7) a structure to involve all stakeholder groups in the development and communication of this plan. **(Indicator 1.3 primary, 1.2 secondary)**

Evidence and Rationale

Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, revealed instruction primarily was teacher directed with few instances of individualization or alternative instruction. Students often were not fully engaged. Instances of students actively engaged in learning activities, for example, were evident/very evident in only 17 percent of the classrooms. Students rarely had opportunities to connect learning activities to real life. For example, it was evident/very evident that students were provided an opportunity to “make connections from content to real-life experiences” in just 33 percent of the classrooms.

Stakeholder Survey Data:

Stakeholder survey data revealed mixed results related to a systematic continuous improvement plan and process to improve student learning through challenging educational programs and equitable learning experiences, suggesting a lack of consistently implemented processes that support engaging, challenging and rigorous instruction. Ninety-five percent of staff, for example, agreed/strongly agreed with the statement, “Our school leaders expect staff members to hold all students to high academic standards,” and 89 percent of staff agreed/strongly agreed that “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills.” Conversely, 69 percent of students agreed/strongly agreed that “In my school, the principal and teachers have high expectations of me,” and 61 percent agreed/strongly agreed with the statement, “My school provides me with challenging curriculum and learning experiences.” In addition, 47 percent of students agreed/strongly agreed that “In my school, teachers work together to improve student learning” while only 29 percent agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs.”

In addition, survey data revealed 92 percent of staff agreed/strongly agreed, “Our school has a continuous improvement process based on data, goals, actions, and measures for growth.” However, staff members could not articulate a continuous improvement process other than referring to the Challenge To Achieve plan, which was developed as a requirement of priority schools. These data revealed school leaders and teachers did not share a common understanding of the continuous improvement process.

Stakeholder Interviews:

Interview data revealed stakeholders consistently could not articulate the details of a continuous improvement process. The Director and leadership team members indicated that the school would continue to follow the Challenge To Achieve plan developed as a requirement of priority schools. Leadership identified specific strategies implemented since October 2015, which they intend to continue using next year based on their findings from initial data reviews; however, goals with strategies, measurable performance targets and timelines have not been established.

Documents and Artifacts:

Governing Body meeting minutes did not reflect communication to stakeholders related to a continuous improvement process. In addition, APAA-LCKS Joint Parent Memos referenced the Challenge To Achieve plan and standards focused instruction as guiding factors in forward progress but do not present timelines with measurable objectives, strategies, performance targets and monitoring plans.

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.	2.33
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	1.00
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.33
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.00
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2.00

4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.67
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.67

Findings

Improvement Priority:

Develop, implement and monitor a school-wide instructional process that 1) protects and maximizes instructional time and provides equitable opportunities and challenging learning experiences in English/language arts and math on a daily basis and 2) builds and supports the systematic use of a range of media, information resources and technology as instructional tools to achieve the educational goals of the school. **(Indicator 4.2)**

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggest that instructional strategies have not resulted in consistent and improved instruction and increased student success in areas of English, reading and math. Of particular concern to the Team were the low levels of students at each grade level who met the benchmark of “Ready” on the 2015 ACT Aspire assessment. Less than 50 percent met the benchmark in English in grades 3–7, and 60 percent met the benchmark in eighth grade. Less than 20 percent met the benchmark in reading in grades 3–7, and 46.7 percent met the benchmark in eighth grade. Less than 20 percent met the benchmark in math in grades 3–4 and 6–8. In fifth grade, 33.3 percent of students met the benchmark in math.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggest the school inconsistently uses a range of media, information resources and technology as instructional tools to increase student learning. Observation data indicated that only 17 percent of students use “digital tools/technology to gather, evaluate and/or use information for learning,” and zero percent “conduct research, solve problems and/or create original works for learning.” Classroom observation data also revealed a lack of digital communication and collaborative work for learning.

Stakeholder Survey Data:

Stakeholder feedback data indicated a lack of instructional time and resources used to support student success. Seventy percent of staff agreed/strongly agreed with the statement, “Our school provides instructional time and resources to support our school’s goals and priorities.” Forty-five percent of students agreed/strongly agreed that “In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).” In addition, 49 percent of students agreed/strongly agreed that “In my school, computers are up-to-date and used by teachers to help me learn.”

Stakeholder feedback data from the 2015 South Carolina Department of Education School Survey revealed a concern related to instructional resources. Twenty-five percent of staff agreed/mostly agreed with the statement, “Our school has a good selection of library and media material” and 50 percent of staff agreed/mostly agreed with the statement, “Our school has sufficient computers for instructional use.”

Stakeholder Interviews:

Interview data revealed concerns over student performance data in the areas of reading, writing and math. In addition, teachers and students expressed a concern related to the lack of daily, direct instruction in English language arts and math.

Interview data also indicated a lack of media, information resources and technology. Teachers and students reported the need for greater access to library books and technology. All stakeholder groups articulated the need for resources available for their use in the media center. In addition, all stakeholder groups reported that they had limited access to technology that supports learning. The Director and leadership team members indicated that plans exist for increasing technology this summer, but the Team found no detailed strategic plan for the implementation of more technology.

Documents and Artifacts:

A review of the Master Schedule revealed students do not have the opportunity for direct instruction in core English language arts (ELA) and math on a daily basis. In every 10-day period, students in grades 3–6 have a total of five hours direct instruction in the areas of ELA, math, social studies/science combined, enrichment, art, music and physical education. Students in grades 7 and 8 have a total of five hours direct instruction in the areas of ELA, math, social studies, science, enrichment, art and physical education and dance. In addition, all students in grades 3–8 have 120 minutes daily dedicated to the Informational Text Achievement Strategy Initiative focusing on reading and comprehending informational text in every content area. This initiative provides an additional 20 hours of reading and writing practice in every 10-day period for students.

A review of meeting agendas and minutes, lesson plans, Prewrite Reports, assessments and walkthrough data did not reveal school-wide student use of media, information resources and technology designed to increase student learning. Student technology use was limited to computer lab resources for completing Study Island lessons.

Conclusion

Strengths

The leadership team and teachers of Lloyd-Kennedy Charter School genuinely cared for their students and expressed concern about school performance. All staff members embraced each child and were dedicated to providing a nurturing environment where the students felt safe. Isolated examples of effectiveness in teaching and classroom management were observed, and evidence suggested a greater focus on consistency in curriculum, instruction and assessment practices exists since October 2015 when the Challenge To Achieve plan was implemented.

The Diagnostic Review Team observed a well-managed and maintained facility. The facility and grounds provided a positive, safe, clean and healthy environment for students to engage in learning. Interviews with the leadership team and staff members indicated support for a safe, orderly and equitable learning environment for all students. Most students and adults felt welcome and safe. Students were polite and respectful to one another and to staff members. Many students articulated a sense of belonging and acceptance that they had not felt at previous schools.

Continuous Improvement Planning

In October 2015, a Challenge To Achieve plan was implemented at Lloyd-Kennedy Charter School as a requirement for priority schools. At that time, the Director created a school leadership team and reassigned two teachers as building level administrators. One of those administrators had the primary responsibility of discipline and the other focused on curriculum, instruction, assessment and evaluation. The other members of the leadership team included the guidance counselor and Director. Leadership team members conducted regular classroom walk-throughs and met weekly to discuss needs and supports for individual students and teachers based on their observations of classroom management and instruction as well as on assessment results.

During interviews and observations, the Diagnostic Review Team learned of recently adopted initiatives and assessments (e.g., Informational Text Achievement Strategy Initiative, Study Island, Scholastic Reading Inventory, AIMSweb), which were based on the Challenge To Achieve plan. Interviews with the school leadership team and staff suggested that while they believed new initiatives had been successful, they also acknowledged many areas related to teaching and learning that need improvement. The leadership team and staff expressed concerns related to student performance in math. Staff members and students expressed a need for daily, direct and consistent instruction in ELA and math. The heavy focus on the newly adopted initiatives was on literacy, reading informational text and writing in all content areas. Based on interviews and student performance data, a clear and intentional focus on math application and problem solving could be leveraged to meet student needs.

In addition, the Team observed the potential for additional opportunities for increased engagement and learning during the Informational Text Achievement Strategy Initiative. Students are provided the opportunity to participate in this initiative in every class, which amounts to a minimum of 120 minutes daily. During the time spent on this strategy, students would benefit from the opportunity to be fully

engaged in discussions and activities to share information learned, self-monitor and reflect on questions missed on the quiz and self-monitor, peer edit and revise writing samples using a scoring rubric.

Moreover, leadership team members shared their desire to recruit and retain effective teachers to maximize the learning opportunities for all students through purposeful staff assignment. Furthermore, school leadership expressed the importance of continuing structured, routine classroom walkthroughs and providing teachers with meaningful feedback to improve professional practices thereby increasing student achievement. Stakeholder interviews, survey data and a review of documents and artifacts validated the need for a comprehensive continuous program of professional learning that enables teachers to reflect, revise and evaluate their classroom practices to improve student learning outcomes.

Addressing curriculum, instruction and assessment practices remain critical areas of needed improvement for the school. Classroom observations revealed a lack of research-based, rigorous instruction used consistently. Furthermore, high-quality work and meaningful feedback was seldom observed. Assessment practices indicated teachers do not fully understand how to interpret and use formative and summative assessment data to inform instruction. The school must find ways to actively engage teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data used to assess student progress and differentiated instruction and student learning tasks.

Classroom observations, stakeholder interviews, stakeholder surveys and a review of documentation suggested the school has done little to establish effective results-driven continuous improvement planning processes. The Diagnostic Review Team found little evidence to suggest the school engaged stakeholders in the systemic and systematic processes of continuous improvement, nor were systems established to monitor and communicate results from improvement efforts to stakeholders. Functions within the school are not directly aligned to the expected outcomes for student learning. The school has taken steps to incorporate a teacher evaluation system; however, at the present time, there are few effective mechanisms for ensuring high-quality delivery of curriculum, assessment and instruction or the use of data to guide instructional decision-making. In addition, little evidence was found that data were being used to evaluate program progress over time – to monitor the impact of specific strategies in goal areas or to determine whether improvement goals were attained. The school should establish and commit to a clear set of performance metrics to monitor and determine its ability to meet future improvement goals.

To continue growth toward proficiency, the school should improve its ability to systematically evaluate the effectiveness of its many improvement initiatives. School staff members need coaching and mentoring to maximize their understanding of and efficacy for implementing instructional practices with fidelity and consistency. Specifically, classroom teachers need additional support in the areas of differentiating instruction, using exemplars to promote student understanding of “high-quality work” and creating a culture and climate conducive to learning. Continual vacancies within the school faculty have created challenging conditions for staff and students. Therefore, to provide consistent conditions for learning, the school leadership team and staff should embrace and consistently implement

systematic processes to ensure the efficacy of implementing initiatives, monitoring instruction, evaluating programs, coaching, mentoring, supporting all staff members and becoming more adept at providing and participating in opportunities to share and build on the strengths of the current staff.

Improvement Priorities

Develop an instructional process to engage students in their learning by consistently using strategies that ensure achievement of learning expectations. The instructional strategies should include research-based, high-yield strategies implemented school-wide with consistency and fidelity. Critical to this priority are the essential practices of differentiation, student collaboration, self-reflection, critical thinking, making connections to real-life experiences and effective student use of technology as instructional resources and tools. **(Indicator 3.3)**

Develop and implement a systematic process that guarantees school leaders and teachers are trained in the evaluation and interpretation of data to 1) make instructional decisions to meet individual student needs, 2) determine program effectiveness and 3) determine verifiable improvements in student learning, including readiness and success at the next level. **(Indicator 5.3)**

Develop, implement, monitor and communicate a systematic continuous improvement planning process that focuses on student performance. The process should provide clear direction for improved student learning through equitable learning experiences that guarantee all students are provided engaging, challenging and rigorous instruction to achieve success. This continuous improvement plan should also include 1) a broad and comprehensive analysis of school and student performance data, 2) goals for the improvement of achievement and instruction that are aligned with the school purpose, 3) measurable performance targets, 4) identified objectives, strategies, activities, resources and timelines for achieving improvement goals, 5) mechanisms by which school personnel hold one another accountable for the implementation of strategies, 6) a process for monitoring and evaluating the continuous improvement plan and 7) a structure to involve all stakeholder groups in the development and communication of this plan. **(Indicator 1.3 primary, 1.2 secondary)**

Develop, implement and monitor a school-wide instructional process that 1) protects and maximizes instructional time and provides equitable opportunities and challenging learning experiences in English/language arts and math on a daily basis and 2) builds and supports the systematic use of a range of media, information resources and technology as instructional tools to achieve the educational goals of the school. **(Indicator 4.2)**

Team Roster

Lead Evaluator	Brief Biography
Dr. Maria Sells Georgia	Dr. Maria Sells is currently the Director of Education Improvement for the AdvancED Innovation Division. Dr. Sells' experience includes central office and building level administrator roles in elementary, middle and high schools spanning both rural and urban settings. Her administrative experience also includes leading programs in general, adult, correctional, vocational and special education.
Team Members	
Dr. Mary Rice-Crenshaw South Carolina	Dr. Mary Rice-Crenshaw is a retired South Carolina Superintendent of Schools. She has served as a teacher, assistant principal, principal, district instructional leader, Human Resource Director and Director of Administration. She completed her Doctorate of Educational Leadership at South Carolina State University. Currently, Dr. Crenshaw is an educational leadership consultant in South Carolina, North Carolina and Georgia. She is also an adjunct professor at Capella University.
Kayla Audette South Carolina	Prior to joining the School Choice and Innovation team at the South Carolina Department of Education, Mrs. Audette taught middle school English and math. Mrs. Audette's work at the South Carolina Department of Education entails working with charter schools in South Carolina in a variety of capacities.

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

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	% Ready Grade 6	% Ready Grade 7	% Ready Grade 8	Total School	% Ready State
English	22.2	46.2	33.3	42.8	46.6	60	43.6	67.9
Reading	10.0	15.4	8.3	14.3	20	46.7	20.3	37.2
Math	20.0	7.7	33.3	14.3	13.3	20	17.8	46.7
Writing	0.0	0.0	18.2	23.1	0	13.3	9.7	24.4
ACT Readiness	N/A	N/A	N/A	N/A	N/A	N/A	76.0	N/A

Plus

- Our students come to us At-Risk; however, those who stay with us two or more years show steady increases on Standardized Tests.
- Students are exposed to a wide range of experiences to help improve emotional, academic and other issues that hinder academic performance i.e., field trips, assembly programs and mentors assigned.

Delta

- Student state test performance is below the District and State.
- Intense effort to hire and maintain Highly Qualified Teachers.
- Less than 50 percent met the benchmark of “Ready” on the ACT Aspire assessment in English in grades 3 through 7 and 60 percent met the benchmark in eighth grade.
- Less than 20 percent met the benchmark of “Ready” on the ACT Aspire assessment in Reading in grades 3 through 7 and 46.7 percent met the benchmark in eighth grade.
- Less than 20 percent met the benchmark of “Ready” on the ACT Aspire assessment in Math in grades 3, 4, 6, 7 and 8. Fifth grade had 33.3 percent of students meeting the benchmark in Math.
- All areas assessed were significantly below state average when looked at as a whole school.

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			Grade 6			Grade 7			Grade 8		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
Writing	N/A	27.3	N/A	N/A	33.3	28.6	23.1								
ELA	N/A	45.5	N/A	N/A	33.3	42.9	42.8								
Math	N/A	9.1	N/A	N/A	N/A	14.3	14.3								
Science	46.2	18.2	N/A	25.0	N/A	N/A	25.0			40			53.3		
Social Studies	69.2	54.5	N/A	41.7	N/A	N/A	41.7			33.3			53.3		

Plus

- Professional development for teachers to increase research-based instructional practices.
- Leadership team instructional oversight.

Delta

- Additional professional development opportunities are needed to increase the level of proficiency in teachers using instructional strategies and classroom practices that focus on student engagement, depth of understanding and application of knowledge of skills for all classes.
- Older technology in the classroom impacted our ability to compile useful student assessment data.

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 agreed/strongly agreed)

1. 96 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
2. 96 percent of parents agreed/strongly agreed with the statement, "My child is prepared for success in the next school year."
3. 91 percent of parents agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."
4. 91 percent of parents agreed/strongly agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school."
5. 96 percent of parents agreed/strongly agreed with the statement, "My child has administrators and teachers that monitor and inform me of his/her learning progress."
6. 94 percent of staff agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."
7. 94 percent of staff agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."
8. 95 percent of staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
9. 100 percent of staff agreed/strongly agreed with the statement, "Our school employs consistent assessment measures across classrooms and courses."
10. 94 percent of staff agreed/strongly agreed with the statement, "Our school leaders monitor data related to school continuous improvement goals."

Δ Delta:

1. 29 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
2. 43 percent of students agreed/strongly agreed with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."
3. 47 percent of students agreed/strongly agreed with the statement, "In my school, teachers work together to improve student learning."
4. 47 percent of students agreed/strongly agreed with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful."
5. 49 percent of students agreed/strongly agreed with the statement, "All of my teachers provide me with information about my learning and grades."
6. 37 percent of students agreed/strongly agreed with the statement, "All of my teachers fairly grade and evaluate my work."

7. 51 percent of students agreed/strongly agreed with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."
8. 57 percent of students agreed/strongly agreed with the statement, "In my school, a high quality education is offered."
9. 61 percent of students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences."
10. 69 percent of students agreed/strongly agreed with the statement, "In my school, the principal and teachers have high expectations of me."

Leadership Capacity

(Standards 1 and 2)

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

1. 100 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."
2. 93 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
3. 95 percent of staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
4. 95 percent of staff agreed/strongly agreed with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations."
5. 95 percent of staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."

Δ Delta:

1. 66 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."
2. 67 percent of staff agreed/strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
3. 39 percent of students agreed/strongly agreed with the statement, "My school considers students' opinions when planning ways to improve the school."
4. 49 percent of students agreed/strongly agreed with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
5. 59 percent of students agreed/strongly agreed with the statement, "All of my teachers keep my family informed of my academic progress."

Resource Utilization

(Standard 4)

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

1. 100 percent of parents agreed/strongly agreed with the statement, "Our school provides a safe learning environment."
2. 100 percent of staff agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."

3. 94 percent of staff agreed/strongly agreed with the statement, "Our school maintains facilities that contribute to a safe environment."
4. 94 percent of staff agreed/strongly agreed with the statement, "Our school maintains facilities that support student learning."
5. 91 percent of parents agreed/strongly agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."

Δ Delta:

1. 71 percent of staff agreed/strongly agreed with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."
2. 27 percent of students agreed/strongly agreed with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school."
3. 35 percent of students agreed/strongly agreed with the statement, "In my school, I can participate in activities that interest me."
4. 41 percent of students agreed/strongly agreed with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."
5. 45 percent of students agreed/strongly agreed with the statement, "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)."

Diagnostic Review Schedule

Tuesday, March 29, 2016

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

Wednesday, March 30, 2016

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	School office	Team Members
8:00 a.m. – 12:40 p.m.	Classroom observations and stakeholder interviews Principal Interview (10:00–10:45 a.m.) 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 scheduled for 1. parent leaders 2. students 3. support staff		Diagnostic Review Team Members
12:40 p.m.–1:10 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		
1:10 p.m. – 3:00 p.m.	Continued Classroom Observations and Stakeholder Interviews		Team Members
3:30 p.m. – 9:00 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 • Team Members draft Improvement Priorities Prepare for Day #2 	Hotel conference room	Diagnostic Review Team Members

Thursday, March 31, 2016

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	School office	Team Members
8:00 a.m. – 11:00 a.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1 Team Work Session #3 (Agenda provided by Lead Evaluator) <ul style="list-style-type: none"> • Review findings from on-site visit • Tabulate and review final eleot™ Learning Environment ratings • Team Members determine individual final ratings for all indicators The Team examined: <ul style="list-style-type: none"> • Learning Environment narrative • Coherency and accuracy of the Improvement Priorities • Detailed evidence for all of the findings • Conclusion Prompts 		Diagnostic Review Team Members