

DIAGNOSTIC REVIEW REPORT FOR NORTH CHARLESTON ELEMENTARY SCHOOL

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29405

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Table of Contents

Introduction 4

Results..... 8

 Teaching and Learning Impact..... 8

 Standard 3 - Teaching and Assessing for Learning..... 9

 Standard 5 - Using Results for Continuous Improvement 10

 Student Performance Diagnostic 10

 Effective Learning Environments Observation Tool (eleot™) Results..... 11

 eleot™ Summary Statement 12

 eleot™ Analysis by Learning Environment..... 13

 Findings 20

 Leadership Capacity 28

 Standard 1 - Purpose and Direction..... 29

 Standard 2 - Governance and Leadership..... 29

 Stakeholder Feedback Diagnostic 30

 Findings 30

 Resource Utilization 32

 Standard 4 - Resource and Support System 32

 Findings 32

Conclusion..... 34

Team Roster 38

About AdvancED 40

References 41

Student Performance Data Table..... 43

Stakeholder Plus/Delta 45

Diagnostic Review Schedule 48

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

North Charleston Elementary hosted a Diagnostic Review on March 20–23, 2016. The four-day on-site review involved a six-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 North Charleston Elementary for their hospitality and welcoming attitude throughout the visit. Throughout the Diagnostic Review, school leaders, faculty and staff were straightforward and open in discussing the continuous improvement efforts taking place at their school. The school principal received training regarding the Diagnostic Review process in early March, which gave the school approximately three weeks to complete the Diagnostics in Adaptive System of School Improvement Support Tools (ASSIST®) in preparation for the on-site review. The school Self Assessment was completed and uploaded in ASSIST; however, the remaining Diagnostic Reports were never completed or made available to the Team as part of the review process. In addition, interviews revealed the Internal Review conducted by the school did not engage a range of stakeholder groups. Evidence and documentation to support the school Self Assessment were provided and made available to the Diagnostic Review Team on-site. The school essential documents were organized by standards and easily accessed by the Team.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications to complete its initial preparation for the review process. In addition, the Team conversed electronically to determine Team Member assignments and discuss the management of logistics for the on-site review. The Lead Evaluator communicated and collaborated with school leadership on numerous occasions prior to the visit to ensure a positive, productive on-site review.

Team Members arrived in North Charleston, South Carolina on March 20, 2016, for their first 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 participate in the principal's presentation that evening as she shared an overview of North Charleston Elementary School purpose and direction, the school improvement planning processes and what the Team should expect to see in classrooms during observations as well as key initiatives that have been implemented under her leadership.

The Diagnostic Team began its work on-site on March 21, 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 March 21, 2016, and March 22, 2016, to review interview data, discuss additional evidence, rate each of the indicators and identify Improvement Priorities.

A total of 61 stakeholders were interviewed to gain their perspectives on topics relevant to school effectiveness and student performance. In addition, 25 classrooms were observed during the Diagnostic Review. All core classrooms were observed with the exception of one that had a substitute teacher throughout the on-site review. Data gathered through classroom observations and stakeholder interviews were examined along with other evidence to support the findings of the Diagnostic Review. The following chart depicts the number of persons interviewed representative of various stakeholder groups.

Stakeholders Interviewed	Number
Administrators	4
Instructional Staff	31
Support Staff	12
Students	11
Parents/Community/Business Leaders	3
TOTAL	61

Using the evidence at its 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.	2.00
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.	1.50
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.67
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.83
3.6	Teachers implement the school's instructional process in support of student learning.	1.83
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.	2.00
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1.83
3.10	Grading and reporting are based on clearly defined criteria that represent	1.50

	the attainment of content knowledge and skills and are consistent across grade levels and courses.	
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.67

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.	1.50
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.	1.67
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.50
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.83
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	1.50

Student Performance Diagnostic

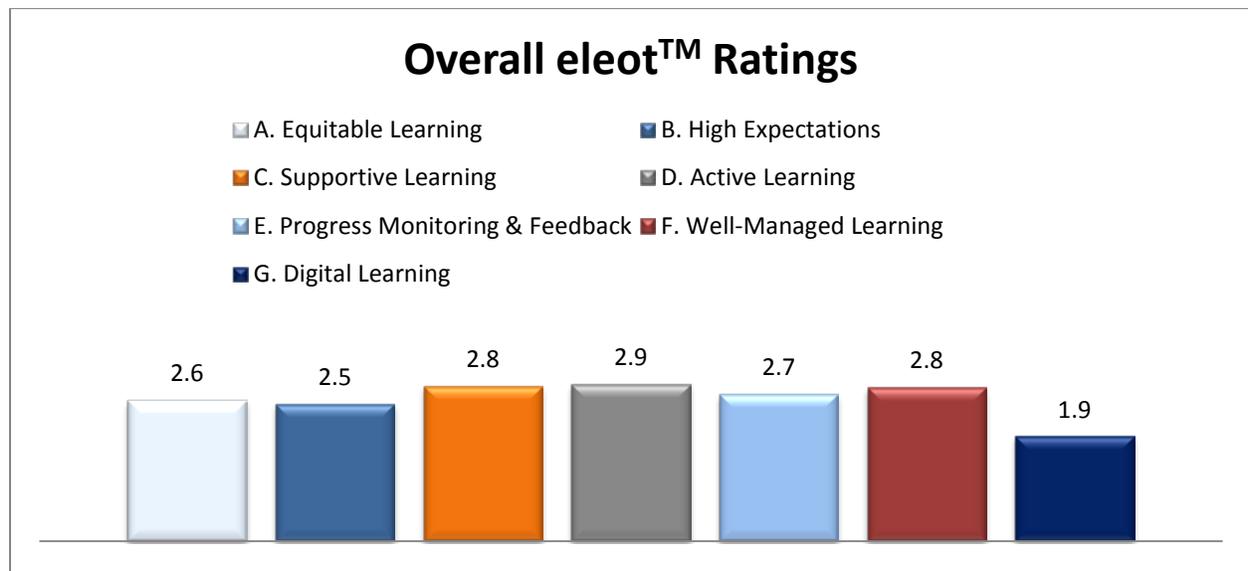
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	1.83
2. Test Administration	2.17
3. Quality of Learning	2.00
4. Equity of Learning	1.00

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observation during the review process and provide ratings on 30 items based on a four-point scale (4=every evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot.



eleot™ Summary Statement

The Diagnostic Review Team conducted 25 classroom observations using the eleot™ classroom observation tool. All core classrooms were observed with the exception of one that had a substitute teacher throughout the on-site review. These observations provided ample opportunities for instructional practices and learning environments to be observed within the school. Ratings for all seven learning environments ranged from 1.9 to 2.9 on a four-point scale with Active Learning representing the highest-rated learning environment and Digital Learning representing the lowest-rated learning environment. The remaining five learning environments averaged 2.5 or higher on a four-point scale.

Overall, the Well-Managed and Active Learning Environments rated 2.9 and 2.8 on a four-point scale, respectively. Students spoke and interacted respectfully with teacher(s) and their peers, followed classroom rules and had opportunities to engage in discussions with their teacher and other students. Observations also revealed classrooms were supportive learning environments where students demonstrated a positive attitude about learning and were provided the support and assistance needed to accomplish tasks being asked of them.

Conversely, the Digital Learning Environment was identified as an opportunity for growth for the school. Students were observed using technology to gather, evaluate and use information for learning more frequently than they were observed using digital tools to conduct research, solve problems and/or create original works for learning. The Team observed limited use of technology by staff and students throughout the school.

Observation data suggested 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' 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	2.5	Has differentiated learning opportunities and activities that meet her/his needs	16%	32%	40%	12%
A.2	3.1	Has equal access to classroom discussions, activities, resources, technology, and support	24%	60%	16%	0%
A.3	2.8	Knows that rules and consequences are fair, clear, and consistently applied	24%	32%	40%	4%
A.4	2.0	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	24%	0%	24%	52%
Overall rating on a four-point scale:		2.6				

Equitable Learning Environment

The Equitable Learning Environment received an overall rating of 2.6 on a four-point scale and represented the second lowest rating of the seven learning environments observed. A relative strength within this learning environment is “equal access to classroom activities, resources, technology and support” (A2), which received a rating of 3.1 and was evident/very evident in 84 percent of classrooms observed. Another relative strength is “knows that rules and consequences are fair, clear and consistently applied” (A3), which received a rating of 2.8 and was evident/very evident in 56 percent of classrooms observed. Instances of differentiated instruction were inconsistent with this item (A1) being observed in 48 percent of classrooms. In addition, classroom observations revealed students were rarely provided with “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” (A4) with this indicator being rated as evident/very evident in only 24 percent of observed classrooms.

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	20%	44%	32%	4%
B.2	2.9	Is tasked with activities and learning that are challenging but attainable	16%	60%	24%	0%
B.3	1.8	Is provided exemplars of high quality work	12%	16%	8%	64%
B.4	2.6	Is engaged in rigorous coursework, discussions, and/or tasks	12%	40%	40%	8%
B.5	2.6	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	16%	40%	28%	16%
Overall rating on a four-point scale:		2.5				

High Expectations Learning Environment

The High Expectations Learning Environment received an overall rating of 2.5 on a four-point scale. Classroom observations revealed many students knew and strived to meet expectations established by the teacher with this item (B1) being rated at 2.8 on a four-point scale. Students were following directions or engaged in assignments or activities assigned to them in 56 percent of classrooms, suggesting procedures and expectations may not be systemically established throughout the school. During classroom observations, “activities and learning that are challenging but attainable” (B2) were evident in 76 percent of classrooms observed and received a rating of 2.9 on a four-point scale. Classroom observations were mixed relative to students being “engaged in rigorous coursework, discussions and/or tasks” (B4) and “questions that require higher-order thinking” (B5) with 52 percent and 56 percent of classrooms being rated evident/very evident, respectively. These results suggested the school curriculum and/or classroom instruction did not consistently provide challenging learning opportunities that ensured students had sufficient opportunities to develop critical thinking and life skills. Of concern was the lack of evidence to suggest students were “provided exemplars of high-quality work” (B3). Instances of exemplars being used were evident/very evident in 28 percent of classrooms observed and received the lowest rating of this learning environment at 1.8. During classroom observations, Team members noted that classroom teachers lacked a shared understanding of how to use exemplars effectively. When exemplars were used in classrooms, exemplars were not accompanied by descriptive criteria or sufficient discussion to assist student understanding of “high-quality work.”

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	24%	44%	28%	4%
C.2	2.9	Demonstrates positive attitude about the classroom and learning	24%	48%	24%	4%
C.3	2.8	Takes risks in learning (without fear of negative feedback)	16%	56%	20%	8%
C.4	3.0	Is provided support and assistance to understand content and accomplish tasks	24%	52%	20%	4%
C.5	2.7	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	24%	32%	32%	12%
Overall rating on a four-point scale:		2.8				

Supportive Learning Environment

The Supportive Learning Environment received an overall rating of 2.8 on a four-point scale and represented one of the second highest ratings of the seven learning environments evaluated. A strength of this learning environment was the “support and assistance to understand content and accomplish tasks” (C4), which received the highest rating within this learning environment at 3.0 and was evident/very evident in 76 percent of classrooms observed. In several classrooms, students “demonstrated or expressed that learning experiences were positive” (C1), rated 2.9 on a four-point scale, and many students “demonstrated a positive attitude about learning” (C2) with this item being rated evident/very evident in 72 percent of classrooms. Observations revealed students overwhelmingly took risks in learning (C3) with this item being rated as evident/very evident in 82 percent of classrooms and were generally provided the necessary support and assistance to accomplish tasks (C5), rated 2.7 on a four-point scale.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.9	Has several opportunities to engage in discussions with teacher and other students	24%	48%	24%	4%
D.2	2.6	Makes connections from content to real-life experiences	28%	20%	40%	12%
D.3	3.1	Is actively engaged in the learning activities	32%	48%	16%	4%
Overall rating on a four-point scale:		2.9				

Active Learning Environment

The Active Learning Environment received an overall rating of 2.9 on a four-point scale and represents the strongest of the seven learning environments observed. It was evident/very evident in 80 percent of classrooms observed that students were “actively engaged in the learning activities” (D3) with this item receiving the highest rating of 3.1 in this learning environment. It was also evident/very evident in 72 percent of classrooms observed that students had “several opportunities to engage in discussions with teachers and other students” (D1). Instances in which students were observed “making connections to real-life experiences” were observed in 48 percent of classrooms, suggesting this instructional practice was not being consistently utilized to engage students in the teaching and learning process. These results also suggested student engagement and active learning could represent significant leverage areas for improvement in student achievement.

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	2.7	Is asked and/or quizzed about individual progress/learning	32%	24%	28%	16%
E.2	3.0	Responds to teacher feedback to improve understanding	32%	44%	16%	8%
E.3	3.0	Demonstrates or verbalizes understanding of the lesson/content	24%	52%	20%	4%
E.4	2.0	Understands how her/his work is assessed	12%	24%	20%	44%
E.5	2.7	Has opportunities to revise/improve work based on feedback	24%	40%	20%	16%
Overall rating on a four-point scale:		2.7				

Progress Monitoring Learning Environment

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.7 on a four-point scale. Observers noted that students being “asked and/or quizzed about individual progress/learning” (E1), “respond to teacher feedback to improve understanding” (E2) or “demonstrate or verbalize understanding of the lesson/content” (E3) were evident/very evident in 56 to 76 percent of classrooms observed. Of concern was the item stating students “understand how her/his work is assessed” (E4), rated 2.0 on a four-point scale, which represents the lowest rating of this learning environment. Only 36 percent of classrooms observed indicated that students demonstrated an understanding of how their work was being assessed, suggesting this practice may be a possible focus for future professional development.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	3.1	Speaks and interacts respectfully with teacher(s) and peers	36%	40%	20%	4%
F.2	2.9	Follows classroom rules and works well with others	28%	40%	28%	4%
F.3	2.9	Transitions smoothly and efficiently to activities	32%	32%	28%	8%
F.4	2.2	Collaborates with other students during student-centered activities	24%	16%	16%	44%
F.5	3.0	Knows classroom routines, behavioral expectations and consequences	36%	32%	28%	4%

Well-Managed Learning Environment

The Well-Managed Learning Environment received an overall rating of 2.8 on a four-point scale and represented one of the second highest ratings for the seven learning environments evaluated. Observers found in 76 percent of classrooms that students speak and interact “respectfully with teacher(s) and peers” (F1). Furthermore, students were observed “following classroom rules and working well with others” (F2) in 68 percent of classrooms. Moreover, observations revealed students knew “classroom routines, expectations and consequences” (F5) with the item being rated 3.0 on a four-point scale. Transitions between activities appear to be smooth and efficient (F3) with this item being rated evident/very evident in 64 percent of classrooms observed. Although the Team did observe instances in which students were given opportunities to “collaborate with other students during student-centered activities” (F4), this item was rated the lowest in this learning environment at 2.2 on a four-point scale with it being evident/very evident in 36 percent of classrooms observed. Data and information from the Well-Managed Learning Environment may offer a clear area of leverage for improvement in school effectiveness and student achievement.

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	2.8	Uses digital tools/technology to gather, evaluate, and/or use information for learning	32%	36%	8%	24%
G.2	1.6	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4%	20%	4%	72%
G.3	1.4	Uses digital tools/technology to communicate and work collaboratively for learning	8%	4%	12%	76%
Overall rating on a four-point scale:		1.9				

Digital Learning Environment

The Digital Learning Environment received an overall rating of 1.9 on a four-point scale. It was evident/very evident in 68 percent of classrooms observed (G1) that technology was used to exhibit videos or to share teacher-created PowerPoint presentations aligned to lesson content. Student use of technology to “conduct research, solve problems and/or create original works for learning” (G2) was evident in 24 percent of classrooms observed and resulted in a rating of 1.6 on a four-point scale. Student use of technology to “communicate and work collaboratively for learning” was evident in 12 percent of classrooms observed and resulted in a rating of 1.4 on a four-point scale. The Digital Learning Environment was the lowest of the seven learning environments evaluated suggesting that technology was not yet being leveraged by teachers and students to consistently individualize learning across the school.

Findings

Improvement Priority

Develop, implement and continuously monitor a process that engages all school personnel in the systematic review and adjustment of curriculum, instruction and assessment based on multiple sources of student performance data, as well as an examination of professional practices. This process must include the development of 1) an annual instructional focus, common pacing guides based upon approved standards and an assessment calendar; 2) periodic, common, formative and summative assessments to check student progress; 3) staff analysis of student performance data and collaboration regarding adjustment to instructional practices and 4) consistent monitoring of the process by school leadership. **(Indicator 3.2)**

Student Performance Data:

The 2015 student performance data for grades 3, 4 and 5 of the ACT Aspire assessment for North Charleston Elementary School (NCES), as detailed in the attachments to this report, indicated overall English, reading, math and writing scores are significantly below other elementary schools within Charleston County School District, as well as elementary schools with students of similar demographics and statewide results. Percentages of Students Meeting Grade Level Standards at the School on the SCPASS 2012–2013 and 2013–2014 indicated a steady decline in the majority of content areas. Grade 4 data indicated a decline in student performance from 2013 to 2014 in writing, English/language arts, math, science and social studies and grade 5 data posted a decline from 2013 to 2014 in math and science. Over the past five years, NCES has received a state absolute rating of “below average,” and in 2014 a designated growth rating of “at-risk” was posted. A “below average” absolute rating places the school in jeopardy of not meeting the standards for progress toward the 2020 South Carolina Performance Vision. Moreover, the growth rating of “at-risk” states the school performance fails to meet the standards for progress toward the 2020 South Carolina Performance Vision. These data suggest the school has not been effective in aligning curriculum, instruction and assessment for data-driven decision-making, thus a continued decline in performance data is observed. These data also imply effective monitoring of curriculum, instruction and assessment has not been focused or robust within the school.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggested some school personnel monitor and adjust curriculum, instruction and assessments to ensure adjustments for the development and mastery of learning skills for success at the next level. Observation data in 76 percent of the classrooms indicated it was evident/very evident that students “are provided support and assistance to understand content and accomplish tasks.” In addition, observation data in 56 percent of the classrooms showed it was evident/very evident that students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” suggesting the articulation of a deliberate, clear analysis of student performance data for success was sporadically infused across the grade levels.

Stakeholder Survey Data:

Survey data generally suggested a lack of agreement among staff regarding whether an instructional process was being consistently implemented. Forty percent of staff agreed/strongly agreed with the statement, “All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice,” suggesting that a significant percentage of staff—over half—disagreed or were unaware of the existence of this effective professional practice to align curriculum, instruction and assessment. Fifty-seven 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,” implying nearly half were uncertain of the value of aligning assessments to inform instruction. Similarly, 63 percent of parents agreed/strongly agreed with the need for further communication regarding the relationship between instruction and assessment. Furthermore, 76 percent of the staff agreed/strongly agreed with the statement, “Our school uses data to monitor student readiness and success at the next level,” suggesting the addition of linking curriculum and instruction to the results of formative and summative assessments is vital.

Stakeholder Interviews:

In interviews, stakeholders were not consistently able to define or explain how curriculum, instruction and assessment were monitored and adjusted systematically in response to multiple data points. Some teachers in particular grade level teams were able to articulate how alignment occurs when curriculum, instruction and assessment were simultaneously reviewed. A few teachers reported they routinely use formative assessments, benchmark assessments and unit tests to guide their instructional decisions; however, a cohesive, systemic and intentional process for the alignment of curriculum, instruction and assessment does not exist.

Documents and Artifacts:

A review of documents provided by the school did not reveal a formalized process for the review and adjustment of curriculum, instruction and assessment based upon student performance data.

Improvement Priority:

Establish formal structures that protect time for professional learning community meetings and require teachers to analyze data from a broad range of quantitative and qualitative sources and use findings to groups students, differentiate instruction, design targeted interventions and refine curriculum and assessments, as well as to examine student work, inform instructional processes and provide staff members with opportunities for meaningful professional development with teacher reflection.

(Indicator 3.5)**Student Performance Data:**

Student performance data, as detailed in the attachments of this report, showed a generalized decrease in student achievement over the last three years in all subjects, according to school report cards. The absolute rating from 2012 to 2014 was “below average,” and the growth ratings for this same time frame were “below average,” “average” and “at-risk,” respectively. No absolute and growth ratings were assigned for 2015. The school overall highest performance area was social studies with average scores for SCPASS in all three grades in the “met” area, aside from 2015 where the average score was “not met.” The school overall lowest performance areas were math and English/language arts. For math in 2014, students scoring “not met” ranged from 66.6 percent in fifth grade to 42.6 percent in third grade. For math in 2015, students scoring “close” or “in need of support” ranged from 76.2 percent in fifth grade to 61.7 percent in third grade. In addition, English/language arts data in 2014 indicated students scoring “not met” ranged from 47.6 percent in fifth grade to 61 percent in third grade. Furthermore, reading performance in 2015 indicated students scoring “close” or “in need of support” ranged from 92.5 percent in fifth grade to 86.7 percent in fourth grade. These data suggest the school has not effectively implemented and monitored collaborative learning communities to ensure verifiable growth in student achievement over time.

Stakeholder Survey Data:

Stakeholder survey data from parents and teachers suggested that teachers were not participants in collaborative learning communities. Sixty percent of teachers agreed/strongly agreed with the statement, “Our school leaders support an innovative and collaborative culture.” In addition, 50 percent of the teachers agreed/strongly agreed with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.” Forty-five percent of teachers agreed/strongly agreed with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams and peer coaching).” Moreover, 63 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers work as a team to help my child learn.” These responses by the teachers and parents suggested there was not a formalized process and/or expectation from the school leader whereby all teachers were engaged in collaborate learning communities.

Stakeholder Interviews:

During interviews, some teachers indicated they frequently met informally as a grade level to discuss lesson planning and upcoming field trips. One teacher reported that she started meeting with the other

teachers at her grade level, because “I did it at my last school.” Another teacher shared how that grade level team of teachers met and analyzed student performance, grouped students accordingly and outlined teaching responsibilities for each of the student groups in the content areas of reading and math only. Teacher interviews indicated that although school leaders encouraged collaboration among grade level teachers, few measures were established to ensure systematic and regular meetings occurred and to provide guidance about what important issues needed to be discussed.

Documents and Artifacts:

A review of documents and artifacts revealed there were no documents indicating an expectation from school leaders that teachers should be participating in collaborative learning communities. The master schedule revealed some grade levels had common planning time within the course of the day so that teachers could meet together at that time in the form of collaborative learning communities, but no agendas, communications or trainings were provided to suggest there was a focus or expectation set for them to do so.

Improvement Priority:

Engage all staff members in a collaborative process to develop, implement, monitor and document a school-wide instructional process. Utilize research-based instructional practices that prompt and support active learning, are responsive to individual student needs and encourage students to demonstrate ownership for their learning, clearly inform students of learning expectations and standards of performance and provide students exemplars of high-quality work, as well as with specific and timely feedback about their learning. Continue with the implementation of instructional strategies that build student background knowledge, opportunities for student collaboration, differentiated instruction, frequent checks for understanding, opportunities for re-teaching and the effective integration of technology to support academic achievement. **(Indicator 3.6)**

Student Performance Data:

Student performance data, as detailed in the attachment of this report for years 2014 and 2015 for grades 3–5 in English/language arts and math, established that a high percentage of students did not meet the state standards in these content areas. More than 40 percent of students in English/language arts scored at “not met,” and 50 percent in math were at this same level of performance. Along with other academic markers, this has resulted in the school being rated as “below average” on the South Carolina School Report Card and being assigned a letter grade of F.

Classroom Observation Data:

Classroom observations, as detailed in the Teaching and Learning Impact section of this report, supported the contention that teachers did not consistently inform students of learning objectives or targets. There was some evidence that teachers provided exemplars to define high-quality work, which was evident/very evident in 28 percent of the classrooms. There was also little evidence to indicate that students were informed about how their work would be assessed as indicated by it being evident/very evident in only 36 percent of classrooms. Moreover, in only 56 percent of classrooms, it was evident/very evident that students were asked or quizzed about individual progress or learning. Within the instructional process, there was a disparity in the use of technology to address the different learning needs of students, as its use was evident/very evident in only 24 percent of classrooms. In a number of instances, teachers were mindful of the differentiated needs of their students and responded accordingly. Classroom observations, for the most part, revealed teachers were invested in the instructional process; however, data suggested the school had not established practices or policies that clearly informed students of learning objectives or provided students with exemplars.

Stakeholder Survey Data:

Survey data indicated teachers were aware they were not providing students with timely feedback as evidenced by 36 percent of teachers stating they agreed/strongly agreed with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.” This was further supported by 67 percent of teachers who agreed/strongly agreed with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.” Only 57 percent of teachers agreed/strongly agreed that, “All teachers in our school use multiple types of assessments to modify instruction and revise the curriculum.” This was consistent with

63 percent of parents indicating they agreed/strongly agreed with the statement, “My child is given multiple assessments to measure his/her understanding of what was taught.” This aggregated data indicated students would benefit from more responsive feedback from their teachers regarding their work as a means to improve their learning. However, it should also be noted that 92 percent of kindergarten through second grade students recognized their teachers provided them with essential feedback when they agreed/strongly agreed with the statement, “My teachers help me learn things I will need in the future.”

Stakeholder Interviews:

In multiple interviews, teachers were unable to define the culture of learning within the school. Teachers were also unclear on what constituted research-based collaboration on curriculum, instruction and assessment. Many teachers stated they met with colleagues on a regular basis and sometimes planned common lessons and assessments, but this was not always inclusive and appeared to be based more on anecdotal information than “hard” data. A few teachers noted they conducted peer observations to improve individual instructional strategies, but these were not part of a formal process. While most teachers recognized there was ample time in their schedules to meet with their colleagues on instructional initiatives, there was not a formal process, policy or oversight related to collaboration.

Documents and Artifacts:

A review of staff, parent and student surveys, balanced with 25 staff observations and 61 stakeholder interviews, as well as a review of submitted artifacts revealed a lack of evidence indicating the existence of a formalized approach to collaboration that would enable teachers to define a school-wide instructional process. The Team, however, discovered one submission of an exemplar for writing, but there was no evidence to indicate a policy or practice that ensured students received prompt feedback regarding their work.

Improvement Priority:

Create, implement and evaluate a formal professional development plan by creating a calendar of purposeful professional learning aligned with the school specific improvement plan in which all staff members are required to participate. The calendar should include, but not be limited to, mentoring, coaching and induction programs that support instructional improvement consistent with school values and beliefs about teaching and learning, and devote attention to curricular and instructional practices that integrate culturally responsive pedagogy. **(Indicator 3.11)**

Student Performance Data:

Student performance data, as detailed in the attachment to this report, revealed a decline in scores over the past three years in most content areas. The absolute rating from 2012 to 2014 was “below average” and the growth ratings for this same time frame were “below average”, “average” and “at-risk,” respectively. No absolute and growth ratings were assigned for 2015. The school overall highest performance area was social studies with average scores for SCPASS in all three grades in the “met” area with the exception of “not met” average score in 2015. The overall lowest performance areas for the school were in math and English/language arts. For math in 2014, students scoring “not met” ranged from 66.6 percent in fifth grade to 42.6 percent in third grade. For math in 2015, students scoring “close” or “in need of support” ranged from 76.2 percent in fifth grade to 61.7 percent in third grade. In addition, English/language arts data in 2014 indicated students scoring “not met” ranged from 47.6 percent in fifth grade to 61 percent in third grade. Furthermore, reading performance in 2015 indicated students scoring “close” or “in need of support” ranged from 92.5 percent in fifth grade to 86.7 percent in fourth grade. This aggregated data suggested professional development practices have not been directly linked to staff and student needs as a means of improving professional practice and student achievement.

Classroom Observation Data:

Observation data, as detailed in the Teaching and Learning Impact section of this report, indicated that instances of differentiated instruction were evident/very evident in 48 percent of the classrooms. In addition, students were provided additional or alternative instruction in 56 percent of the classrooms and students were asked higher order questions in 56 percent of the classrooms observed, suggesting professional development was not addressing the specific needs of the school population.

Stakeholder Survey Data:

Staff survey data suggested little agreement regarding the existence of a professional learning program. Fifty-nine percent of staff agreed/strongly agreed that a “professional learning program is designed to build capacity among all professional and support staff members.” Forty-five percent of staff agreed/strongly agreed there was “a formal process to support new staff members in their professional practice.” Moreover, 59 percent agreed/strongly agreed, “Our school leaders support an innovative and collaborative culture.” Additionally 71 percent agreed/strongly agreed that “all staff members participate in continuous professional learning based on identified needs of the school,” revealing almost 30 percent of staff members could not confirm this important practice occurred.

Stakeholder Interviews:

In interviews, staff members were consistently unable to articulate a systematic professional development plan addressing the needs of the school. The principal described a set of topics that addressed a wide range of areas but did not identify specific school professional development needs. Special area teachers shared some examples of district-led professional development activities specific to their area (e.g., PGA, WIDA training, a coordinator from the district for PE), but they could not pinpoint any specific school-led professional development activities. Classroom teachers mentioned that Teacher Curriculum Team (TCT) meetings occurred during planning and “sometimes” professional development was infused in faculty meetings.

Documents and Artifacts:

Although the principal shared a list of professional development topics/activities that had been organized and could speak directly to training that had been offered to staff members throughout the school year, a review of the documents provided by the school did not reveal a formal professional development plan. Professional development was mentioned in some newsletters, but there was no specific plan or calendar of professional development activities in which all staff members were expected to participate as part of the school continuous improvement process.

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.	1.17
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	1.67
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	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.	2.67
2.2	The governing body operates responsibly and functions effectively.	2.50
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.	2.83
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	1.67
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.33
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	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	1.00
2. Stakeholder Feedback Results and Analysis	1.00

Findings

Improvement Priority:

Develop, implement, monitor and communicate a continuous improvement planning process that is aligned to the school purpose, focuses on student performance and provides clear direction for improving conditions that support student learning. The process should include analyses of a broad range of data and clearly identify measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. Engage all stakeholders including school staff, parents and students in this process. **(Indicator 1.3)**

Stakeholder Survey Data:

Stakeholder survey data suggested implementing a continuous improvement planning process that aligns to the school purpose, focuses on student performance and provides clear direction for improving conditions that support student learning could provide a significant leverage point to increase organizational capacity and improve student learning. Eighty-six percent of parents agreed/strongly agreed with the statement, "Our school has established goals and a plan for improving student learning." However, 67 percent of parents agreed/strongly agreed with the statement, "Our school communicates effectively about the school goals and activities." In addition, 79 percent of parents agreed/strongly agreed with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals," suggesting that these practices are important but not implemented consistently. Similarly, staff survey indicates 58 percent agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions and measures of growth." While 74 percent of staff agreed/strongly agreed with the statement, "Our school leaders monitor data related to school continuous improvement goals," only 55 percent of staff agreed/strongly agreed with the statement, "Our school has a systematic process for collecting, analyzing and using data," confirming that this is an area to leverage improvement.

Stakeholder Interviews:

Interview data revealed teachers, staff and administrators identified the need for a continuous planning process aligned to the school purpose. Teachers and staff consistently commented on the lack of planning, focus and collaboration that occurs in the area of teaching and learning.

Documents and Artifacts:

A review of artifacts and documents did not reveal a continuous improvement planning process aligned to the school purpose. The submitted documents did not include actions plans that identified measurable objectives, strategies, activities, resources and timelines for achieving continuous improvement goals. The submitted documents provided no evidence of stakeholders' engagement in developing, implementing, monitoring and communicating a continuous improvement planning process aligned to the school purpose.

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.	2.33
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.	1.67
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.00
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.00

Conclusion

The leadership team and teachers of North Charleston Elementary appeared to genuinely care for the students and expressed concern about the school performance. Isolated examples of effectiveness in teaching and classroom management were observed, and evidence suggested that individually and in small groups, teachers sometimes work collaboratively to review data, make informed instructional decisions and plan improvement efforts.

The leadership team of North Charleston Elementary was relatively new to the school with both administrators having been appointed to their current positions prior to the start of the 2015-2016 school year. During interviews, school leadership and teachers indicated that a current set of shared values and beliefs for teaching and learning have not been formally identified and used to inform or drive the purpose and direction of the school. Moreover, the Diagnostic Review Team learned through interviews the majority of the staff was new this year having been hired over the summer. While there are current mission and vision statements for the school, no evidence existed to support the meaningful involvement of stakeholders in the development or any subsequent review and revision process. In fact, the principal stated she had developed the school mission statement with very limited involvement of the staff and that she intends to seek the feedback of stakeholders including parents and students prior to the start of the next school year. This pattern of leadership was consistently described and observed throughout the review, suggesting limited engagement of stakeholders in the school and a lack of capacity building for teamwork. Therefore, it will be extremely important for the entire school community to engage in a formalized process to review, revise and communicate the school purpose and direction.

Interviews with the school administrative team and staff suggested they are aware of many areas of needed improvement related to teaching and learning. The school building leader spoke of holding staff, parents and students to high expectations in order to develop a positive culture that fosters a safe, orderly and challenging learning environment for all students. Moreover, the principal shared her desire to recruit and retain effective teachers to maximize the learning opportunities for all students through purposeful staff assignment. Furthermore, the school leadership expressed the desire to implement routine classroom walkthroughs with meaningful feedback to assist teachers with improving their professional practice, 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.

Interviews with staff members indicated they support a safe, orderly and equitable learning environment for all students. Most students and adults feel safe, welcome and ready to engage in teaching and learning. The facility is clean and in good working order. School leadership has implemented limited efforts to promote positive student behavioral expectations, and staff members acknowledged the need to implement a more organized, consistent behavior management system with clear goals and with expectations that can be tracked and communicated to stakeholders. Although

isolated examples of effectiveness in teaching and classroom management were observed, the quality of instruction varied across classrooms with few instances of instructional differentiation observed. Stakeholder interviews, survey data and a review of documents and artifacts substantiated a need for the school community to focus on cultivating a culture of shared responsibility among leadership and staff and a commitment to shared values and beliefs about teaching and learning that will ensure students receive an equitable, challenging, engaging and safe learning experience.

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 being consistently implemented. Furthermore, high-quality work and meaningful feedback seldom occurred. Assessment practices indicated teachers sometimes used data in purposeful ways to inform instruction. Teacher interviews revealed the use of formative assessment data was rare. The school must find ways to actively engage teachers in collaboration related to curriculum alignment, assessment development and use of data to assess student progress and differentiate instruction to meet the individual needs of students.

The leadership team maximizes daily instructional time through a master schedule that includes grade level blocks of time for literacy and math. It should also be noted this schedule provides common planning time for teachers to collaborate; however, interviews revealed teachers typically meet informally during this time as a grade level to discuss lesson planning and upcoming field trips. Other teacher interviews indicated the principal encouraged collaboration among grade level teachers, but very few measures were in place to ensure these meetings happened systematically and regularly and with guidance regarding the topics discussed.

While the school has made efforts to engage families in their children's education and keep them informed of their children's learning progress, interviews revealed parent activities continue to be attended by a few consistently active parents. The school currently employs a Parent Advocate and a Parent Liaison who work to meaningfully engage parents in the life of the school through personal contact and connections. However, efforts to reach a broader base of parents are needed to increase parental involvement and participation in the school as well as to engage them in academically related activities and school decision-making.

Classroom observations, stakeholder interviews, stakeholder surveys and a review of documents suggested the school had done little to establish effective results-driven continuous improvement planning processes. The Diagnostic Review Team found little evidence suggesting the school engaged stakeholders in the systemic and systematic processes of continuous improvement and established systems to monitor and communicate the results of 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 effectively incorporate the district's teacher evaluation system; however, at the present time, there are few effective mechanisms for ensuring high-quality delivery of curriculum, assessment and instruction or to use data to guide instructional decision-making. Interviews indicated the school has not identified key quality performance indicators with which to measure school effectiveness. Little

evidence showed that data were used to evaluate program progress over time, to monitor the impact of specific strategies in goal areas or determine whether improvement goals are attained. The school must establish and commit to a clear set of performance metrics so that it can monitor and determine its ability to meet future improvement goals.

Improvement Priorities

Develop, implement, monitor and communicate a continuous improvement planning process that is aligned to the school purpose, focuses on student performance and provides clear direction for improving conditions that support student learning. The process should include analyses of a broad range of data and clearly identify measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. Engage all stakeholders including school staff, parents and students in this process. **(Indicator 1.3)**

Develop, implement, and continuously monitor a process that engages all school personnel in the systematic review and adjustment of curriculum, instruction and assessment based on multiple sources of student performance data, as well as an examination of professional practices. This process must include the development of 1) an annual instructional focus, common pacing guides based upon approved standards and an assessment calendar; 2) periodic, common, formative and summative assessments to check student progress; 3) staff analysis of student performance data and collaboration regarding adjustment to instructional practices and 4) consistent monitoring of the process by school leadership. **(Indicator 3.2)**

Create, implement and evaluate a formal professional development plan by creating a calendar of purposeful professional learning aligned with the school specific improvement plan in which all staff members are required to participate. The calendar should include, but not be limited to, mentoring, coaching and induction programs that support instructional improvement consistent with the school values and beliefs about teaching and learning and devote attention to curricular and instructional practices that integrate culturally responsive pedagogy. **(Indicator 3.11)**

Engage all staff members in a collaborative process to develop, implement, monitor and document a school-wide instructional process. Utilize research-based instructional practices that prompt and support active learning, are responsive to individual student needs and encourage students to demonstrate ownership for their learning, clearly inform students of learning expectations and standards of performance and provide students exemplars of high-quality work, as well as with specific and timely feedback about their learning. Continue with the implementation of instructional strategies that build student background knowledge, opportunities for student collaboration, differentiated instruction, frequent checks for understanding, opportunities for re-teaching and the effective integration of technology to support academic achievement. **(Indicator 3.6)**

Establish formal structures that protect time for professional learning community meetings and require teachers to analyze data from a broad range of quantitative and qualitative sources and use findings to groups students, differentiate instruction, design targeted interventions and refine curriculum and

assessments, as well as to examine student work, inform instructional processes and provide staff members with opportunities for meaningful professional development with teacher reflection.
(Indicator 3.5)

Team Roster

Lead Evaluator	Brief Biography
Dr. Lynn Simmers Indiana	Lynn Simmers is currently the Assistant Superintendent of Southwest Allen County Schools in Fort Wayne, IN. She has over 20 years of experience as a professional educator and is completing her eighteenth year of administration. Her interests include literacy, analyzing statistical trends to promote improved student achievement, and professional development specifically related to curriculum development, instructional strategies and teacher induction programs for beginning teachers. Dr. Simmers has had various experiences as a Lead Evaluator of school and district accreditation visits as well as Diagnostic Reviews. She serves as an AdvancED Field Consultant for the state of Indiana and is a member of the Indiana AdvancED State Council.
Team Members	
Mrs. Sara Ankrapp South Carolina	Sara Ankrapp began her career in education as a teacher in Louisiana, where she taught 3rd grade, 6th grade, and high school mathematics. She worked toward a Master's degree in mathematics while teaching in Louisiana. She moved to South Carolina in 1989 and taught middle school math and science in Richland District One for the next eight years. During that time, she earned a Master's degree in Educational Leadership. She was an Assistant Principal in Fairfield County School District for three years and an Assistant Principal in Lexington School District Four for seven years. She has been a Principal in Lexington School District Four for the past nine years.
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.
Mr. Steve Driscoll South Carolina	Steve Driscoll left high school and joined the United States Marines and served in Vietnam. After earning his GED, Steve went on to graduate from the University of Massachusetts- Boston and Harvard University with an MAT. Steve taught for nine years in Boston before becoming an administrator. Steve's work in administration has included being an assistant principal, principal, program director, associate superintendent and other management positions within central office. Currently, Steve is an Educational Associate with the South Carolina Department of Education, Office of School Leadership, and recently concluded his work as the coordinator of the Program for Assisting, Developing and Evaluating Principals' performance and as the Coordinator for the South Carolina Transformational Leadership Academy. Steve is now working on various projects within the SCDOE.
Mrs. Ermalene Faulkner Indiana	Ermalene Faulkner holds a Bachelor of Science in Elementary Education, a Master of Arts in Education, and an Elementary School Administrative and Supervision License. She has 16 years of teaching experience in an urban setting. Mrs. Faulkner's administrative experience includes the roles of assistant principal, principal, Director of Instructional Technology and Gifted and Talented Program, Director of Technology, Director of Professional Services, Director of Elementary Education and Gifted and Talented Program, and currently serves as Chief Academic Officer. She was the lead coordinator for the implementation of the 8 Step Process for Systemic Change, which is now a district K-12 initiative. She has worked 44 years in the Muncie Community Schools with the last 28 in administration. Through resilient, collaborative leadership, Mrs. Faulkner builds school and corporate teams that exhibit high expectations, followed by results.
Mrs. Kelly McNally South Carolina	Kelly earned a Bachelor's degree in Sociology and Elementary Education from Western New England College and Master's degree in Educational Leadership from Furman

	<p>University. The majority of her teaching experience has been at charter schools in Atlanta, Georgia and South Carolina where she has taught first, second, fourth and fifth grades. Kelly has served as a charter school board member and currently works as a middle school assistant principal at a virtual school in South Carolina.</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 Table

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

Content Area by Grade Level	% Ready Grade 3	% Ready Grade 4	% Ready Grade 5	Total School	% Ready State
English	46.3	40.7	42.5	42.6	67.9
Reading	13.0	15.3	7.9	11.6	37.2
Math	41.8	25.8	24.4	28.4	46.7
Writing	5.9	14.9	6.6	9.4	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

Plus

- At North Charleston Elementary School, ACT Aspire scores for 2014-15 establish English as a relative strength for third, fourth and fifth grade.

Delta

- At North Charleston Elementary School, ACT Aspire scores for 2014-15 establish mathematics as being a significant area of weakness in third, fourth and fifth grade.
- At North Charleston Elementary School, ACT Aspire scores for 2014-15 establish writing as the most significant area of weakness for third, fourth and fifth grade.
- At North Charleston Elementary School, ACT Aspire scores for 2014-15 establish reading as a significant area of weakness for third, fourth and fifth grade.

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

	Grade 4			Grade 5		
	2015	2014	2013	2015	2014	2013
Writing	N/A	52.1	68.9	N/A	59.3	44.4
ELA	N/A	52.5	65.3	N/A	52.4	46.6
Math	N/A	42.5	71.2	N/A	33.3	48.9
Science	45.9	45.8	54.8	36.2	38.1	40.3
Social Studies	69.4	70.0	72.0	37.8	49.2	42.2

Plus

- At North Charleston Elementary School, fourth grade Social Studies has a three-year aggregate of 70 percent meeting grade level standards on the South Carolina Palmetto Assessment of State Standards.
- At North Charleston Elementary School, South Carolina Palmetto Assessment of State Standards scores for 2013 establish that fourth grade students showed strength in writing, ELA, math and social studies.

Delta

- At North Charleston Elementary School, South Carolina Palmetto Assessment of State Standards scores for 2013 and 2014 establish that mathematics is a weakness for fourth and fifth grade.
- At North Charleston Elementary School, South Carolina Palmetto Assessment of State Standards scores for 2013, 2014 and 2015 establish that science is the area of greatest weakness.

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

(Standards 3 and 5)

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

1. 84 percent of parents agreed/strongly agreed with the statement, "My child has at least one adult advocate in the school."
2. 84 percent of parents agreed/strongly agreed with the statement, "My child knows the expectations for learning in all classes."
3. 76 percent of the staff agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."
4. 86 percent of the staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
5. 98 percent of students agreed/strongly agreed with the statement, "I learn new things in school."
6. 95 percent of students agreed/strongly agreed with the statement, "My teachers make me think."

Δ Delta:

1. 53 percent of parents agreed/strongly agreed with the statement, "My teachers make me think."
2. 63 percent of parents agreed/strongly agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school."
3. 36 percent of the staff agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
4. 38 percent of the staff agreed/strongly agreed with the statement, "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting."
5. 58 percent of the students agreed/strongly agreed with the statement, "My teachers ask my family to come to school activities."
6. 63 percent of the students agreed/strongly agreed with the statement, "My family likes to come to my school."

Leadership Capacity

(Standards 1 and 2)

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

1. 86 percent of parents agreed/strongly agreed with the statement, "Our school purpose statement is clearly focused on student success."
2. 86 percent of the parents agreed/strongly agreed with the statement, "Our school has established goals and a plan for improving student learning."
3. 79 percent of staff agreed/strongly agreed with the statement, "Our school purpose statement is clearly focused on student success."
4. 86 percent of staff agreed/strongly agreed with the statement, "Our school leaders expect staff members to hold all students to high academic standards."
5. 100 percent of students agreed/strongly agreed with the statement, "My teacher wants me to learn."
6. 100 percent of students agreed/strongly agreed with the statement, "My teacher wants me to do my best."

Δ Delta:

1. 53 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers give work that challenges my child."
2. 57 percent of parents agreed/strongly agreed with the statement, "Our school governing body does not interfere with the operation or leadership of our school."
3. 35 percent of staff agreed/strongly agreed with the statement, "Our school purpose statement is formally reviewed and revised with involvement from stakeholders."
4. 38 percent of staff agreed/strongly agreed with the statement, "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting."
5. 24 percent of students agreed/strongly agreed with the statement, "In my school students treat adults with respect."
6. 56 percent of students agreed/strongly agreed with the statement, "My principal and teachers ask me what I think about school."

Resource Utilization

(Standard 4)

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

1. 79 percent of parents agreed/strongly agreed with the statement, "Our school provides a safe learning environment."
2. 79 percent of parents agreed/strongly agreed with the statement, "Our school provides students with access to a variety of information resources to support their learning."
3. 98 percent of students agreed/strongly agreed with the statement, "My school has books for me to read."
4. 95 percent of students agreed/strongly agreed with the statement, "I am safe at school."

Δ Delta:

1. 58 percent of parents agreed/strongly agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."
2. 63 percent of parents agreed/strongly agreed with the statement, "Our school ensures the effective use of financial resources."
3. 17 percent of staff agreed/strongly agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."
4. 21 percent of staff agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs."
5. 43 percent of students agreed/strongly agreed with the statement, "My school is safe and clean."

Diagnostic Review Schedule

Sunday – March 20, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	
4:00 p.m. – 5:30 p.m.	Orientation and Planning Session Team Work Session #1 <ul style="list-style-type: none"> • Identify what is known about the school • Present an overview and develop an understanding of the school's assessment of each Standard and its indicators • Highlight potential Powerful Practices and/or Improvement Priorities • Review preliminary ratings of Standards and indicators • Prepare for Day One <ul style="list-style-type: none"> ○ eleot™ observation data and procedures ○ Review schedule and assignments ○ Identify questions for Day One interview sessions as determined by the review of the school's documents/evidence (Executive Summary, Self Assessment, Improvement Plan, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, Assurances, etc.) ○ Examine additional artifacts 	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	TBA	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members
7:30 p.m. – 9:00 p.m.	Continue with Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Monday – March 21, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:45 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 a.m. – 11:50 a.m.	Stakeholder Interviews / Classroom Observations (See Individual Team Member Schedules) Individual interviews: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. parent leaders 2. students 3. support staff 	Classrooms	Diagnostic Review Team Members (working in pairs or as individuals)
11:50 a.m. – 12:30 p.m.	Lunch / Team Debriefing <ul style="list-style-type: none"> • Enter eleot™ observations into spreadsheet 	Team Meeting Room	Diagnostic Review Team Members
12:30 p.m. – 3:00 p.m.	Continued Classroom Observations / Stakeholder Interviews (See Individual		Diagnostic

	Team Member Schedules)		Review Team Members (working in pairs or as individuals)
4:00 p.m. – 5:00 p.m.	Artifact Review	Team Meeting Room	Diagnostic Review Team Meeting
4:00 p.m. – 6:00 p.m.	Team returns to hotel / Dinner	Hotel	
6:00 p.m. – 9:00 p.m.	<p>Team Work Session #2 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> • Tabulate classroom observation data from Day #1 • Team Members determine individual second ratings for all indicators • Discuss potential Powerful Practices and Improvement Priorities • Team Members draft Improvement Priorities and Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback. • Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

Tuesday – March 22, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:45 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 a.m. – 3:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1		Diagnostic Review Team Members (working in pairs or as individuals)
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		Diagnostic Review Team Members
4:00 p.m. – 6:00 p.m.	Return to Hotel / Dinner	Hotel	
6:00 p.m. – 9:00 p.m.	<p>Team Work Session #3 (Agenda provided by Lead Evaluator)</p> <p>Review findings from Tuesday Tabulate and review final eleot™ Learning Environment ratings Team Members determine individual final ratings for all indicators</p> <p>The team should examine:</p> <ul style="list-style-type: none"> • Powerful Practices (indicators rated at 4) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each Standard • Learning Environment narrative (eleot™) • (Optional) Identification of Promising Practices, which may or may not be linked to a specific indicator. These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the indicator rating, student performance, or the effectiveness of the school/district. 	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – March 23, 2016

Time	Event	Where	Who
7:30 a.m.	Breakfast/Check out of hotel and departure for school	Hotel	
8:00 a.m. – 11:00 a.m.	<p>Final Team Work Session</p> <p>Team Members review all components of the Diagnostic Review team's findings including:</p> <ul style="list-style-type: none"> • Final ratings for standards and indicators • Coherency and accuracy of the Improvement Priorities, Powerful Practices • Detailed evidence for all of the findings • eleot™ summary statements and narrative by learning environment • Leadership Assessment Addendum • Stakeholder Survey Plus/Delta • Student Performance Data Table 	Team Meeting Room	Diagnostic Review Team Members
11:00 a.m.–12:00 p.m.	Working Lunch (Note: Team Members are invited, but not required to stay for Exit Meetings.)	Team Meeting Room	Diagnostic Review Team Members
12:00 p.m. – 12:10 p.m.	Principal's Exit Meeting	Office	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.		Lead Evaluator