

# DIAGNOSTIC REVIEW REPORT FOR THE CLEVELAND ACADEMY OF LEADERSHIP

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## Introduction

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

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

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

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

### **Use of Diagnostic Tools**

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

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

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

### **Powerful Practices**

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

### **Improvement Priorities**

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

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

### **The Review**

The Cleveland Academy of Leadership hosted a Diagnostic Review on March 28–31, 2016. The on-site review involved a five-member Team that used its knowledge, skills and expertise in completing the Diagnostic Review process and developing this written report of its findings.

The Diagnostic Review Team (Team) expresses its appreciation to the staff and stakeholders of Cleveland Academy of Leadership for the warm welcome and professionalism displayed throughout the visit. The school is commended for its prompt response to the Team's requests and commitment to the process.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through emails to complete the initial intensive study, review and analysis of documents provided by the school. The Lead Evaluator and the Associate Lead Evaluator conducted conference calls with the key leaders of the institution. School leaders planned and conducted the Internal Review. The comprehensive Internal Review engaged several stakeholder groups. The Internal Review Report was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school Self Assessment and other diagnostics were provided for the Team electronically upon arrival at the school.

A total of 57 stakeholders were interviewed, and 29 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, the school leaders, faculty and staff were thoughtful and sincere in discussing the continuous improvement process for The Cleveland Academy of Leadership.

<b>Stakeholders Interviewed</b>	<b>Number</b>
Administrators	3
Instructional Staff	15
Support Staff	18
Students	15
Parents/Community/Business Leaders	6
<b>TOTAL</b>	<b>57</b>

Using the evidence at their disposal, the AdvancED Diagnostic Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Results, Conclusion and Addenda.

## Results

### Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational institution has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide

improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the institution with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

**Standard 3 - Teaching and Assessing for Learning**

The institution's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

<b>Indicator</b>	<b>Description</b>	<b>Average Team Rating</b>
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.	1.60
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.	1.20
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.40
3.6	Teachers implement the school's instructional process in support of student learning.	1.60
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.	1.80
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.00
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.60
3.11	All staff members participate in a continuous program of professional learning.	1.40
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.80

### 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.	1.80
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.	1.80
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.40
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.60
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.	1.60

### Student Performance Diagnostic

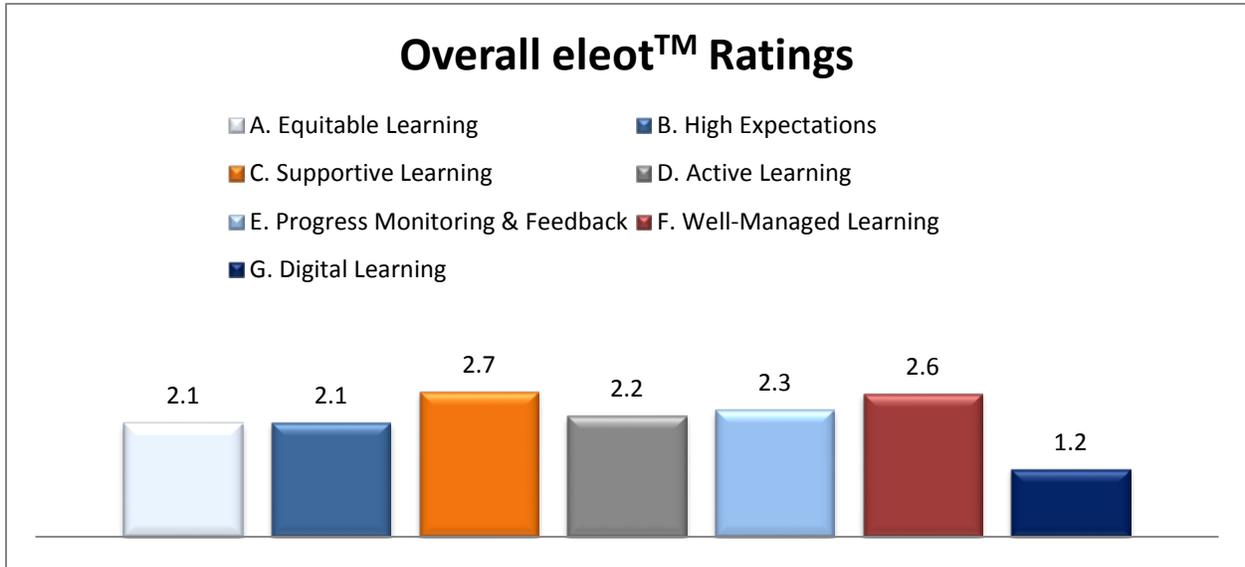
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	2.40
2. Test Administration	3.00
3. Quality of Learning	2.00
4. Equity of Learning	1.60

### 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 for Cleveland Academy of Leadership conducted 29 classroom observations using the eleot™ classroom observation tool. All core content classes were observed. The Supportive Learning Environment received the highest average rating of 2.7 on a four-point scale, and the Digital Learning Environment received the lowest average rating of 1.2. In the primary classrooms, observation data revealed a heavy reliance on traditional, teacher-centered instruction in which students were primarily passive listeners or observers.

Instances in which students were exposed to differentiated learning opportunities, high expectations or rigorous course work occurred infrequently. The data revealed a lack of rigor in the few instances in which differentiation was observed. On a few occasions, students were provided activities to connect classwork with their own and others' backgrounds, as well as with real-life experiences.

There were minimal instances in which students experienced varied instructional practices. Students had few opportunities to understand how their work would be assessed, and teachers rarely provided students with exemplars of high-quality work to guide their learning.

Students were well-behaved at The Cleveland Academy of Leadership. It was observed that they knew and understood the behavioral expectations established by their classroom teachers and the administration. Interactions between students and teachers were positive.

## eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.6	Has differentiated learning opportunities and activities that meet her/his needs	3%	14%	24%	59%
A.2	2.8	Has equal access to classroom discussions, activities, resources, technology, and support	10%	59%	28%	3%
A.3	2.7	Knows that rules and consequences are fair, clear, and consistently applied	7%	62%	28%	3%
A.4	1.3	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	0%	28%	72%
Overall rating on a four-point scale:		2.1				

**Equitable Learning Environment**

The Equitable Learning Environment received an overall average rating of 2.1 on a four-point scale. Instances where students, “has equal access to classroom discussions, activities, resources, technology and support,” (A2) was evident/very evident in 69 percent of the classrooms. It was also evident/very evident in 69 percent of the classrooms that students “knew rules and consequences are fair, clear and consistently applied” (A3).

Survey data for students in kindergarten through second grades supported observation data. Student survey data, for example, revealed 41 percent agreed/strongly agreed with the statement, “In my school, students treat adults with respect,” which validated a need for ensuring established rules are fairly and consistently applied.

Observation data revealed that it was somewhat evident in 28 percent of classrooms that students had “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” (A.4), which revealed an area that could be leveraged to help students explore and understand various aspects of diverse cultures and backgrounds.

<b>B. High Expectations Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
B.1	<b>2.4</b>	Knows and strives to meet the high expectations established by the teacher	7%	38%	45%	10%
B.2	<b>2.2</b>	Is tasked with activities and learning that are challenging but attainable	0%	45%	28%	28%
B.3	<b>1.7</b>	Is provided exemplars of high quality work	0%	17%	38%	45%
B.4	<b>2.0</b>	Is engaged in rigorous coursework, discussions, and/or tasks	0%	31%	41%	28%
B.5	<b>2.1</b>	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	7%	31%	31%	31%
<b>Overall rating on a four-point scale:</b>		<b>2.1</b>				

### High Expectations Learning Environment

The High Expectations Learning Environment received an overall average rating of 2.1 on a four-point scale. Item B1, "Knows and strives to meet the high expectations established by the teacher," received an average rating of 2.4 on a four-point scale and was evident/very evident in 45 percent of the classrooms. Additionally, instances where students were "asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) (B5) were evident/very evident in 38 percent of classrooms.)

Parent survey data revealed that 81 percent of parents agreed/strongly agreed with the statement, "All my child's teachers give work that challenges my child." Similarly, 88 percent of staff agreed/strongly agreed with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills." These data suggested a "disconnect" between classroom occurrences and the perceptions of parents and staff regarding teacher expectations.

<b>C. Supporting Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
C.1	2.7	Demonstrates or expresses that learning experiences are positive	17%	41%	31%	10%
C.2	2.9	Demonstrates positive attitude about the classroom and learning	21%	48%	31%	0%
C.3	2.8	Takes risks in learning (without fear of negative feedback)	14%	62%	17%	7%
C.4	2.9	Is provided support and assistance to understand content and accomplish tasks	14%	59%	28%	0%
C.5	2.1	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	17%	21%	14%	48%
<b>Overall rating on a four-point scale:</b>		<b>2.7</b>				

### Supportive Learning Environment

The Supportive Learning Environment received the highest overall average rating of all environments, with a 2.7 on a four-point scale. Instances in which students were observed “demonstrating positive attitudes about the classroom and learning” (C2) were evident/very evident in 69 percent of classrooms. Instances in which students were “provided support and assistance to understand content and accomplish tasks” (C4) were evident/very evident in 73 percent of classrooms.

Staff survey results indicated that 82 percent of staff agreed/strongly agreed with the statement, “In our school, related learning support services are provided for all students based on their needs.” Similarly, 80 percent of parents agreed/strongly agreed with the statement, “My child has access to support services based on his/her identified needs.”

<b>D. Active Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
D.1	<b>2.2</b>	Has several opportunities to engage in discussions with teacher and other students	7%	38%	24%	31%
D.2	<b>2.0</b>	Makes connections from content to real-life experiences	7%	21%	38%	34%
D.3	<b>2.4</b>	Is actively engaged in the learning activities	7%	38%	48%	7%
<b>Overall rating on a four-point scale:</b>		<b>2.2</b>				

### **Active Learning Environment**

The Active Learning Environment received an overall average rating of 2.2 on a four-point scale. Instances in which students were “actively engaged in learning activities” (D3) were evident/very evident in 45 percent of the classrooms and somewhat evident in 48 percent of classrooms. Instances in which students “made connections from content to real-life experiences” (D2) were evident/very evident in only 28 percent of classrooms and somewhat evident in 38 percent of classrooms. Occasions in which students “had several opportunities to engage in discussions with teacher and other students” (D1) were evident/very evident in 45 percent of classrooms.

<b>E. Progress Monitoring and Feedback Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
E.1	<b>2.3</b>	Is asked and/or quizzed about individual progress/learning	10%	34%	31%	24%
E.2	<b>2.5</b>	Responds to teacher feedback to improve understanding	7%	41%	48%	3%
E.3	<b>2.4</b>	Demonstrates or verbalizes understanding of the lesson/content	7%	48%	28%	17%
E.4	<b>2.1</b>	Understands how her/his work is assessed	3%	34%	28%	34%
E.5	<b>2.3</b>	Has opportunities to revise/improve work based on feedback	7%	41%	28%	24%
<b>Overall rating on a four-point scale:</b>		<b>2.3</b>				

### **Progress Monitoring and Feedback Learning Environment**

The Progress Monitoring Learning Environment received an overall average rating of 2.3 on a four-point scale. Instances in which students “responded to teacher feedback to improve understanding” (E2) were evident/very evident in 48 percent of classrooms. Instances in which students “were asked and/or quizzed about individual progress/learning” (E1) and “had opportunities to revise/improve work based on feedback” (E5) were limited, with both items receiving a rating of 2.3 on a four-point scale. These practices were evident/very evident in 44 percent of classrooms for item E1 and 48 percent of classrooms for item E5.

<b>F. Well-Managed Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
F.1	<b>3.0</b>	Speaks and interacts respectfully with teacher(s) and peers	31%	38%	31%	0%
F.2	<b>3.0</b>	Follows classroom rules and works well with others	28%	52%	14%	7%
F.3	<b>2.7</b>	Transitions smoothly and efficiently to activities	28%	34%	17%	21%
F.4	<b>1.5</b>	Collaborates with other students during student-centered activities	3%	10%	17%	69%
F.5	<b>3.0</b>	Knows classroom routines, behavioral expectations and consequences	21%	59%	17%	3%
<b>Overall rating on a four-point scale:</b>		<b>2.6</b>				

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

The Well-Managed Learning Environment received an overall average rating of 2.6 on a four-point scale and is a strength of The Cleveland Academy of Leadership. Only one other environment received higher overall average ratings. Three items within this learning environment received average ratings of 3.0. Students were well-behaved, respectful, and clearly understood the behavioral expectations established by the school. However, classes were mostly teacher-led and the Team observed minimal student collaboration. Instances in which students “collaborated with other students during student-centered activities” (F5), were evident/very evident in only 13 percent of classrooms.

<b>G. Digital Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
G.1	1.5	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	21%	10%	69%
G.2	1.2	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	3%	10%	86%
G.3	1.0	Uses digital tools/technology to communicate and work collaboratively for learning	0%	0%	3%	97%
<b>Overall rating on a four-point scale:</b>		<b>1.2</b>				

### Digital Learning Environment

The Digital Learning Environment received the lowest average rating, with a score of 1.2 on a four-point scale. Instances in which students were provided opportunities to use digital tools “to gather, evaluate and/or use information for learning” (G1) were observed in 31 percent of classrooms. Opportunities for students “to conduct research, solve problems and/or create original works for learning” (G2) were observed in 13 percent of classrooms. Occasions for students “to communicate and work collaboratively for learning” (G3) were observed in only three percent of classrooms.

A review of various documents and interviews with staff, students and parents revealed that the school has implemented a 1:1 initiative. The Executive Summary stated, “Our 1:1 initiative (one device for every child) aims to create a truly student-centered, 21st century learning environment. All students in grades 4 and 5 have MacBook Air Laptop Computers and every student in grades 2 and 3 has an iPad. This, too, has enhanced the ability of our students to achieve.”

Staff survey results indicated that 88 percent of staff agreed/strongly agreed with the statement, “Our school provides a plan for the acquisition and support of technology to support student learning.” Ninety-eight percent of students agreed/strongly agreed with the statement, “My school has computers to help me learn.”

During stakeholder interviews, instructional support staff shared that the focus on technology occurred several years ago during the roll out of the 1:1 initiative for grades 2–5. Since that time, the focus has been on other things; last year, math and this year, literacy. They also indicated that Wi-Fi is spotty or non-existent, which has led to frustration on the part of staff. The principal stated, “Technology might not be being used as effectively as it could be. It needs to be better utilized to differentiate instruction.”

Considering that the school has provided either iPads or laptops for each student in grades 2 through 5, along with the lack of evidence of student use of technology in the classrooms, the Team considers this entire learning environment to be a major leverage point for further improvement.

## **Findings**

### **Improvement Priority**

Establish, implement and evaluate a comprehensive, systemic process to train administrative, instructional and support staff in the analysis, interpretation and use of data to inform instruction and monitor curriculum for enhanced student achievement.

(Indicators 3.2, 5.2 and 5.3)

### **Student Performance Data:**

During the past five years, the school state report card indicated minimal academic growth for students in all subject areas. These data showed that students are performing below district, state and national achievement levels on statewide testing. Student performance data from state assessments suggested that current school improvement efforts have not resulted in increased academic achievement for all students in all subject areas. The percentage of students meeting the benchmarks on state assessments for all grade levels tested was well below the state percentages in English, reading, math and writing. All scores indicated a need for increased student achievement.

Trends for the past three years show inconsistencies in academic improvement. In fifth grade, scores decreased in English/language arts (E/LA) and math by more than 15 percent. For fourth grade, decreases were evident in ELA, math, science and social studies.

The district uses the Measures of Academic Progress (MAP) to assess all grade levels. MAP is administered three times during the academic year—in the fall, winter and spring. Over the last four years, MAP assessment results have shown an upward trend of student achievement in reading and math. While this is encouraging, the results still fall below the desired achievement levels. Additional information regarding student performance is included in the Student Performance Data Table in the addendum of this report.

### **Stakeholder Survey Data:**

Survey data indicated that 76 percent of staff agreed/strongly agreed with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation and use of data.” Eighty-two 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.” In addition, 75 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.”

**Stakeholder Interviews:**

Instructional and administrative staff members indicated that, although training activities were provided for staff, they generally were district rather than school focused. Staff members indicated the need for more intensive staff development to meet the specific needs of Cleveland Academy staff, including the interpretation and use of data to inform instruction.

Interview data suggested that teachers have not been trained on how to aggregate and use data to inform instruction. Rather, teachers are given test results and offered little assistance in interpreting the data. In addition, students were grouped for instruction following the fall test administration. However, staff did not collaborate regarding students' growth data until after winter testing. Interview data indicated teachers rarely participate in data meetings to gain insight on the effectiveness of interventions employed following assessments. The lack of a thorough data analysis process precludes staff from determining whether implemented interventions were effective in enhancing student achievement.

Parents indicated that communication regarding test results was inconsistent, resulting in a lack of clarity regarding student gains. Students interviewed were knowledgeable of expectations regarding their MAP goals and were able to articulate their year-end targets.

Administrative and instructional staff indicated that one staff member currently served as the data expert for the school. However, the level of training and competence of the staff member in data analysis, interpretation and use was unclear.

District level staff indicated that a data specialist would be hired at the district level next school year to further support schools in the evaluation and use of data. Administrative staff indicated the need to enhance the effectiveness of instructional staff through providing individualized professional development activities as opposed to the "one size fits all" approach currently employed.

**Documents and Artifacts:**

Although the Challenge to Achieve (CTA) Plan indicated that meetings with the data team would be held following progress monitoring, the Team found no data to suggest that such monitoring was conducted. A review of assessment data revealed no evidence of progress monitoring data. Lesson plans and agendas for staff meetings showed minimal evidence of the use of daily formative assessments to monitor student progress. MAP reports included in the school report card were reviewed along with the school Student Performance Diagnostic Report. Observation data revealed that MAP data were displayed in classrooms.

**Improvement Priority**

Develop, implement, document and evaluate a formal systemic and systematic process requiring teachers to participate in collaborative learning communities to improve instruction and student learning.

(Indicator 3.5)

**Student Performance Data:**

Student performance data, as detailed in the addendum of this report, do not suggest the current collaborative learning community process resulted in increased student success for all students in all subject areas. Rather, data indicated weak performance in reading for all grades. Math scores fell significantly below state and district averages.

**Stakeholder Survey Data:**

Survey results from staff and parents were similar regarding the perception of staff members working collaboratively to help students. Eighty-two percent of staff 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." Seventy-nine percent of parents agreed/strongly agreed with the statement, "All of my child's teachers work as a team to help my child learn."

**Stakeholder Interviews:**

During the principal's overview presentation, the Team learned professional learning communities had been established and were regularly scheduled, but the actual process had deteriorated over time with meetings decreasing in frequency and resulting in what one staff member referred to as collaboration among staff that was "hit and miss."

Interview data revealed instructional and administrative staff generally concurred that occasions to discuss vertical and horizontal alignment of curriculum seldom occurred. Administrative staff indicated that Professional Learning Communities (PLCs) were employed in years past, recognizing the need to reinstate them with consistency. Instructional staff indicated school leaders developed the school improvement with no substantial input from other staff.

Some grade level teams were provided opportunities to meet weekly during the regular school day. However, administrative staff indicated that grade levels having more than four teachers, which currently includes kindergarten, first and second grades, were not provided common planning time during the regular school day. According to administrative staff, these grade levels were required to schedule meetings at the end of the regular school day, which was viewed as unfair by some staff.

Administrative and instructional staff indicated the use of common planning time was inconsistent and frequently informal. The Team learned, for example, there was no common planning time for the first grade team and collaboration for those teachers often occurred informally while students were at recess and formally on professional development days. Administrative and instructional staff confirmed the

need to enhance vertical articulation efforts, both within the school and with the middle school that students will attend.

**Documents and Artifacts:**

The school Self Assessment indicated members of the school staff participated in formal and informal collaborative learning communities, and frequently collaborated across grade levels and content areas. However, further review of various documents revealed no evidence of a schedule, meeting agendas or meeting minutes from collaborative learning meetings. In addition, the Team found no evidence of common language, protocols and reporting tools related to learning community meetings or examples of improvement in content and instructional practices resulting from collaboration.

A review of the related arts schedule disclosed that art, music and physical education were the only times provided for teacher planning. The schedule did not include the computer lab, media center or classroom guidance, all of which could be used to increase common planning opportunities for teachers during the school day.

## Leadership Capacity

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

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

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

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

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

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

### Standard 1 Purpose and Direction

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

Indicator	Description	Average Team Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.20
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.80

### 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.	2.20
2.2	The governing body operates responsibly and functions effectively.	2.40
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.	2.80
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.40
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.80

**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.

<b>Evaluative Criteria</b>	<b>Average Team Rating</b>
1. Questionnaire Administration	2.80
2. Stakeholder Feedback Results and Analysis	2.60

## 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.	2.20
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.40
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.80
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.60

4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	1.80
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.40
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	1.40

## Findings

### Improvement Priority

Develop, implement and evaluate a formal, systemic process to provide training for administrative, instructional and support staff in the use of instructional technology to differentiate instruction and more effectively engage learners with challenging learning expectations.

(Indicators 4.2, 4.5)

### Stakeholder Survey Data:

Survey results indicated the school had sufficient technology and other material resources to support student learning. Eighty-eight percent of staff agreed/strongly agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning." Ninety-eight percent of students agreed/strongly agreed with the statement, "My school has computers to help me learn."

### Classroom Observations:

A review of eleot™ classroom observation data, as summarized in the Teaching and Learning section of this report, revealed student use of "digital tools/technology to gather, evaluate and/or use information for learning" was evident/very evident in only 21 percent of classrooms. Student use of "digital tools/technology to communicate and work collaboratively for learning" was somewhat evident in only three percent of classrooms. In addition, student use of "digital tools/technology to conduct research, solve problems, and/or create original works for learning" was somewhat evident in only 13 percent of classrooms.

It was apparent some teachers used technological tools for instruction, such as accessing the Internet, using the Smartboard to display information or taking classes to the computer lab. Student use of "differentiated learning opportunities and activities that meet her/his needs" was evident/very evident in only 17 percent of classrooms.

### Stakeholder Interviews:

Interview data revealed teachers at some grade levels did not have access to technological tools. Some staff indicated that they had only two computers and an iPad for teacher use. Other teachers indicated technology was accessible, but professional development on the use of the technology was needed. Some students indicated they were able to go to the computer lab, while others had access to computers and iPads in their classrooms. Interview data revealed students rarely used technology for learning.

Administrative and instructional staff indicated the need to realign the roles and responsibilities of select staff to enhance instructional technology support for classroom teachers.

**Documents and Artifacts:**

A review of essential documents and artifacts revealed the Spartanburg District 7 Technology Plan listed Student Learning and Classroom Technology as a major focus area. Information presented included an explanation of how students will use technology as a tool for achieving state curriculum standards through enhanced problem solving and critical thinking skills. The plan also provided a description of the Technology Integration Specialist's Roles and Responsibilities. One of the roles was to provide professional development and training for teachers and other school staff on both applications and software use and effective implementation of technology in the classroom. Stakeholder interview data revealed professional development in instructional technology has not been consistent.

**Improvement Priority**

Develop, implement and evaluate appropriate programs, structures and services to support the counseling, assessment, referral, educational and career planning needs of all students.

(Indicators 4.6, 4.7)

**Stakeholder Survey Data:**

Stakeholder survey data revealed 82 percent of parents agreed/strongly agreed with the statement, “Our school provides excellent support services (e.g., counseling and/or career planning).” Eighty-four percent of staff agreed/strongly agreed with the statement, “Our school provides high-quality student support services (e.g., counseling, referrals, educational and career planning).”

**Stakeholder Interviews:**

Stakeholder interview data revealed the school guidance counselor currently functioned as the school test coordinator. Administrative and instructional staff indicated that classroom guidance activities were scheduled in years past, but the counselor’s major responsibility is to coordinate testing. Teachers indicated the counselor visited classrooms if requested. However, administrative staff shared that time does not permit a scheduled classroom guidance program. The Rehabilitative Behavioral Health Services (RHBS) family counselor was credited with providing most of the support counseling. However, the RHBS counselor is limited to serving only 100 select students who are eligible for services through Medicaid. Interviews with students revealed that career exploration opportunities had not been provided.

**Documents and Artifacts:**

While reviewing essential documents and artifacts, the Team found no evidence (e.g., guidance schedule) to show classroom guidance or small group guidance sessions are scheduled on a regular basis. In addition, the list of support services for students showed that a majority of services were provided through external sources. Staff indicated the numerous challenges of the students and their families, stressing the need for high-quality guidance and other supportive services.

## Conclusion

“Transformational, excellent, marvelous, empowering, fantastic, educational, compassion, safe haven, family, understanding, opportunity, gratitude, mission field, optimism, home, progress, diamonds in the rough.” Such are the terms utilized by various stakeholders to express the significance of The Cleveland Academy of Leadership. A staff member remarked, “I love working here and wouldn’t want to be any place else.” Thus, leadership and staff have established a very positive, nurturing and familial environment throughout the school.

Leadership and staff have implemented “The Leader in Me” program, which was developed by Stephen Covey and based on his book, The 7 Habits of Highly Effective People, as the foundation for student growth and development. Cleveland Academy of Leadership earned the status of a “Lighthouse School” as a result of meeting established guidelines set for “Leader in Me” institutions. The “Leader in Me” program allowed school administration, along with the faculty and staff, to create a culture and climate where students focused on daily development and display of leadership traits. The common language, structure and expectations fostered consistency in behavioral expectancies and consequences, enhancing student leadership in a variety of ways. Students were provided leadership roles in classrooms and specific areas in the school (e.g., door greeters, line leaders, pledge leaders, student representatives). The “Leader in Me” program gave all stakeholders a sense of shared values and beliefs, with students encouraged to believe in themselves. Student work was displayed in hallways, showing value in their work and revealing their leadership skills.

The principal expressed excitement about the positive change in the culture and climate of the school since implementing the “Leader in Me” program. He stated, “Students and parents didn’t want to come to our school and now they do.” The increase in student enrollment from 417 two years ago to the current level of 605 attests to a positive change in the school image. Approximately 25 students enrolled in Cleveland Academy as a part of the school choice program.

Stakeholder survey data and statements during interview sessions with various stakeholder groups revealed that bullying was a huge issue in the past. However, the Team was informed that discipline had improved greatly, with approximately eight percent of enrollees committing the majority of infractions.

Eighty-four percent of staff agreed with the statement, “I feel safe before and after school hours,” while 90 percent of staff agreed with the statement, “I feel safe at my school during the school day.” Students commented during interviews they felt safe at school and noted several staff members who they could talk to in case of a bullying issue. Students also stated their “teachers and principal loved them very much.” Survey data showed that 59 percent of first through fifth grade students agreed/strongly agreed with the statement, “My school is safe and clean.” However, 95 percent of early elementary students agreed/strongly agreed with the statement, “I am safe at school.” The Team found the school to be very clean and well-maintained.

Cleveland Academy of Leadership provided numerous resources to support its purpose and direction. However, the school did not fully utilize available resources to ensure success for all students. Staff members were qualified but, in some cases, were not used efficiently. A comparison of the staff's roles and responsibilities, as outlined in job descriptions, with currently assigned responsibilities will provide direction for the administrative team in further assessing and meeting student and school needs.

Because the school had been designated a "Lighthouse School," the school could not always protect instructional time. The administrative staff indicated that numerous requests made by schools and other guests to visit the school frequently occurred and sometimes with just a two-day notice. While the school was pleased to have the designation of a "Lighthouse School," the administrative staff recognized these visits to some extent interfered with instructional time. The school developed an excellent video to showcase its students to visitors.

Cleveland Academy of Leadership had implemented several initiatives to enhance student performance and school effectiveness. However, various data gathered during the Diagnostic Review revealed the improvement planning process did not include representation from all stakeholder groups. One teacher indicated that the School Improvement Plan was developed by the school leadership team. Faculty and staff expressed a desire for more input in the decision-making process. In addition, they suggested the need for the administrative team to hold all faculty and staff to high expectations for professionalism and instructional practices to enhance student achievement. They also stated that more consistent and efficient communication between the administration and all stakeholder groups would ensure everyone was aware of the school goals and activities, thereby garnering greater support for achieving student and school success.

State report card survey data revealed 63 percent of parents agreed/strongly agreed with the statement, "My child's school includes me in decision-making." Survey data also revealed that 61 percent of parents agreed/strongly agreed with the statement, "My child's school considers changes based on what parents say." Sixty-four percent of parents stated they would like to "participate in School Improvement Council meetings."

The majority of interviewed stakeholders were unable to articulate the school vision, suggesting lack of their involvement in the process of developing the statement as well as the absence of school administration clearly communicating the vision to all stakeholders. Interview data indicated the number of parents who were actively involved in school activities was minimal. However, interview data illustrated that parents who were involved felt valued and were allowed to provide input.

While the school would benefit from the active involvement of all stakeholder groups, the Team recognized several initiatives had been implemented to support school improvement, including the hiring of two interventionists, one reading coach, a technology integration specialist and a parent involvement facilitator. In addition, the school added 25 days to the student calendar; implemented the "Leader in Me" program; incorporated a 1:1 initiative in the curriculum; secured district support for school improvement; obtained community support from local churches, the University of South Carolina

Upstate and Wofford College and established partnerships with Spartanburg Regional Healthcare System, the Boys and Girls Club of Spartanburg, Purpose Built Communities and the Northside Development Corporation.

Although the “Leader in Me” program and the 1:1 digital device initiative were viewed positively by staff, the Team determined through a review of artifacts and interviews with various stakeholder groups that the implementation of the extended school year had mixed reviews. While teachers viewed the extra instructional time as beneficial for students, 25 additional days for the instructional staff had resulted in “teacher burnout” in some cases. Evaluating the merits of the extended year process and considering input from all stakeholder groups would be beneficial in the school improvement planning process.

The 1:1 initiative provided numerous digital devices for student use during the instructional day. Staff was provided technological tools as well. However, the Team was informed that consistent training and support were needed to assist staff in the use of technology to enhance classroom instruction. Classroom observations confirmed this need, as few students were observed using the devices, and teachers did not use technology to differentiate instruction.

The Diagnostic Review Team conducted numerous discussions regarding the findings at Cleveland Academy of Leadership, focusing on the areas that would most benefit the school in helping students to become more successful. The following are the Improvement Priorities identified by the Team to assist the school in enhancing student achievement and success.

1. Establish, implement and evaluate a comprehensive, systemic process to train administrative, instructional and support staff in the analysis, interpretation and use of data to inform instruction and monitor curriculum for enhanced student achievement.  
(Indicators 3.2, 5.2, and 5.3)
2. Develop, implement, document and evaluate a formal systemic and systematic process requiring teachers to participate in collaborative learning communities to improve instruction and student learning.  
(Indicator 3.5)
3. Develop, implement and evaluate a formal, systemic process to provide training for administrative, instructional and support staff in the use of instructional technology to differentiate instruction and more effectively engage learners with challenging learning expectations.  
(Indicators 4.2, 4.5)
4. Develop, implement and evaluate appropriate programs, structures and services to support the counseling, assessment, referral, educational, emotional, social and career planning needs of all students.  
(Indicators 4.6, 4.7)

## Team Roster

Lead Evaluator	Brief Biography
Dr. Rozalyn P. Wright Florida	Dr. Rozalyn P. Wright, Education and Diversity Consultant, earned her Bachelor of Arts degree in Spanish from Bethune-Cookman College (University) in Daytona Beach, Florida; her Master's degree in Administration from the University of Tampa; and a Doctorate in Educational Leadership from Nova Southeastern University. She began her educational career in 1972 as a classroom teacher at R. B. Cox Elementary School in Dade City, Florida. Her 17 years of experience at Cox Elementary School included classroom teacher, migrant language arts resource teacher, assistant principal and principal. In 1989, she relocated to Highlands County, serving as coordinator of personnel and director of elementary and federal programs. In March 2001, she was employed by the Collier County School Board as director of diversity prior to assuming responsibilities as executive assistant to the superintendent. She retired from the Collier County School District in 2008 and, subsequently, established ZORAD Consultative Services, LLC. She provides contracted services for AdvancED and supervises interns for several universities.
Team Members	
Mr. Scott Bouranis New Hampshire	Mr. Scott Bouranis is working as a Lead Evaluator for AdvancED, following a 38-year career in public education as a teacher and administrator. Graduating from Salem State College in Salem, Massachusetts in 1977, he began his career in education in North Dakota teaching on an Indian Reservation for six years. His first position as principal was at a K–6 school in Surrey, North Dakota. From 1987–2015, he served as an elementary principal in three New Hampshire districts in schools ranging in size from 85–450. In two districts, he has been part of consolidation efforts where aging facilities were closed and children were moved to newer schools. Scott earned an M. Ed in Educational Leadership at the University of North Dakota. He continued graduate coursework at U Mass Lowell.
Mrs. Lindell Brabham South Carolina	Dell Brabham currently serves as the Principal at Midway Elementary in Kershaw County. She has 21 years of teaching experience in elementary education, having taught fifth grade and served as Instructional Technology Specialist for grades 5K–5. Her experience is extended in rural, suburban and urban settings. Ms. Brabham's administrative experience includes serving as Assistant Principal for eight years and currently in her fifth year as principal. She has extensive experience in classroom, building and district level problem solving, identifying strengths and weaknesses of programs and procedures; recommending solutions, and providing individualized professional learning experiences for teachers and administrators. Ms. Brabham is also a national trainer in Classroom Management, holds a Bachelor in Business Administration,

	a Master of Arts in Teaching, a Master's degree in Educational Administration and is currently pursuing a Doctorate in Education at Concordia University/Portland.
Mr. David Long South Carolina	David Long is currently the School Improvement Grant Program Manager and the SREB Liaison at the South Carolina Department of Education (SCDE). David has been with the SCDE for one year. He previously spent three years at Charleston County School District directing the GEAR UP program and prior to that served as the Upward Bound Director at Midlands Technical College. David holds a Bachelor of Science degree in Social Studies from Presbyterian College and a Master of Education in Student Personnel Services from the University of South Carolina.
Dr. Mendi B. Tucker South Carolina	Dr. Mendi B. Tucker is the Instructional Coordinator of Douglas Elementary School. Dr. Tucker began her career in Saluda County in 1992. She taught kindergarten, pre-kindergarten, fourth grade, Reading Recovery, and served as a Curriculum Coordinator/Literacy Coach for pre-kindergarten through second grades and Assistant Director and Director of Adult Education. In 2007, she served as Assistant Principal of Gilbert Elementary School in Lexington District One, Principal of Marshall Primary School in Anderson District Two for the 2011–2012 school year, and Principal of Merriwether Elementary. Dr. Tucker graduated from Saluda High School in 1987 and USC-Aiken in 1992 with a Bachelor of Arts in Early Childhood Education. She then received her Master of Arts in 1994 in Elementary Education. In 2008, she received a Doctorate in Educational Leadership with a minor in Curriculum and Instruction.

## 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	43.1	51.7	44.2	46.1	67.9
Reading	9.7	12.0	7.7	9.8	37.2
Math	26.8	39.7	15.4	27.6	46.7
Writing	11.1	18.2	4.0	11.3	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

#### Plus

- Fourth grade performance is consistent with findings from NWEA MAP. This cohort of students’ percent meeting MAP goals in ELA/reading, for example, has fallen within the 50–75 percent range four of the past five years. Additionally, the percent of Cleveland students meeting benchmark of “Ready” is 13 percentage points higher than the average of schools like ours in South Carolina.

#### Delta

- Although 40 percent of fifth grade students achieved their 2015 NWEA MAP goals, ACT Aspire Math falls significantly below the state and district average. MAP Mean growth (fall to spring) was consistent for this group of students for the past four years. It was noted that the percentage of Cleveland students scoring “Ready” in math was congruent with the average of schools similar to Cleveland throughout South Carolina.
- Reading performance is weak for all grades. Only our fourth graders had a higher percentage of “Ready” than students in schools like ours. Both third and fifth grade percent “Ready” is approximately one half of the number in schools like ours throughout South Carolina.

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

	Grade 4			Grade 5		
	2015	2014	2013	2015	2014	2013
<b>Writing</b>	N/A	46.2	36.5	N/A	55.4	64.2
<b>ELA</b>	N/A	43.9	47.1	N/A	43.8	61.8
<b>Math</b>	N/A	39.4	44.1	N/A	43.8	60.3
<b>Science</b>	29.8	30.3	38.2	21.2	33.3	34.4
<b>Social Studies</b>	56.1	66.7	50.0	34.6	32.3	52.8

Plus

- Scores in social studies are much stronger in fourth grade than fifth grade.
- Writing is a strength in fifth grade. Not only do more students meet grade level standard in writing than in the other core subjects, but more fifth graders meet the grade level writing standard than their peers in fourth grade.

Delta

- Across both grades four and five, the percentage of students meeting grade level standards in Science is lower than the other core areas. With a significant number of students not reading on grade level, science instruction becomes difficult.
- With the exception of Writing, more students met grade level standard in all core subjects as fourth graders 2013 than as fifth graders in 2014. The same pattern holds true for science and social studies from 2014 to 2015.

## Stakeholder Survey Plus/Delta

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

### Teaching and Learning Impact (Standards 3 and 5)

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

1. Ninety percent of students agreed/strongly agreed with the statement, "I am satisfied with the learning environment in my school."
2. One-hundred percent of students agreed/strongly agreed with the statement, "My teachers want me to understand when I am learning, not just remember facts."
3. Ninety-seven percent of teachers agreed with the statement, "Teachers at my school focus instruction on understanding, not just memorizing facts."

**$\Delta$  Delta:**

1. Sixty-one percent of teachers agreed/strongly agreed with the statement, "Students at my school behave well in class."
2. Forty-eight percent of teachers agreed/strongly agreed with the statement, "Parents at my school are interested in their child's schoolwork."
3. Sixty-eight percent of parents agreed/strongly agreed with the statement, "I am satisfied with the learning environment at my child's school."

### Leadership Capacity (Standards 1 and 2)

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

1. Ninety-four percent of teachers agreed/strongly agreed with the statement, "The administration at my school sets high standards for students."
2. Ninety-four percent of teachers agreed/strongly agreed with the statement, "The administration communicates clear instructional goals."
3. Ninety-three percent of teachers agreed/strongly agreed with statement, "The school administration has high expectations for teacher performance."

**$\Delta$  Delta:**

1. Thirteen percent of teachers agreed/strongly agreed with the statement, "I have been bullied by an adult at this school."

**Resource Utilization**

(Standard 4)

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

1. Ninety percent of students agreed/strongly agreed with the statement, "The hallways at my school are kept clean."

**Δ Delta:**

1. Forty-nine percent of students agreed/strongly agreed with the statement, "The bathrooms at my school are kept clean."
2. Seventy percent of teachers agreed/strongly agreed with the statement, "There are sufficient materials and supplies available for classroom and instructional use."

## Diagnostic Review Team Schedule

### MONDAY, March 28, 2016

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team
5:45 p.m.–7:00 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team
7:00 p.m.–8:00 p.m.	Principal's Overview	Hotel Conference Room	Diagnostic Review Team Principal/School Staff
8:00 p.m.–9:00 p.m.	Team Work Session #1 (Continued)	Hotel Conference Room	Diagnostic Review Team

### TUESDAY, March 29, 2016

Time	Event	Where	Who
	Breakfast	Hotel Conference Room	Diagnostic Review Team
7:00 a.m.	Team Departs for School		Diagnostic Review Team
7:30 a.m.	Team Arrives at School	School Office	Diagnostic Review Team
7:30 a.m.–8:30 a.m.	Team Settles In/Artifact Review/Individual Teacher Interviews	Office Conference Room	Diagnostic Review Team
8:30 a.m.–9:30 a.m.	<b>INTERVIEW</b> – Principal	Office Conference Room	Diagnostic Review Team Principal
9:30 a.m.–11:45 a.m.	Classroom Observations Individual Teacher Interviews <b>INTERVIEWS:</b> Students (During Lunch)	Office Conference Room	Diagnostic Review Team Principal
11:25 a.m.–11:45 a.m.	<ul style="list-style-type: none"> <li>• Grades 1–2 (Group A)</li> <li>• Grades 3–5 (Group B)</li> </ul>		
12:00 p.m.–12:20 p.m.			
11:45 a.m.–12:30 p.m.	<b>LUNCH</b> (Working)	Media Center	Diagnostic Review Team
12:30 p.m.–1:00 p.m.	<b>INTERVIEW</b> – Parents	Office Conference Room **see groups—last page	Diagnostic Review Team
1:00 p.m.–1:30 p.m.	Classroom Observations/Artifact Review/Individual Teacher Interviews	Classrooms/Conference Room	Diagnostic Review Team
1:30 p.m.–2:00 p.m.	<b>INTERVIEW</b> – Support Staff (non-certified) <b>INTERVIEW</b> – Instructional Support Staff	Office Conference Room Media Conference Room	Diagnostic Review Team (Divided)
2:30 p.m.–3:30 p.m.	<b>Artifact Review</b>	Office Conference Room	Diagnostic Review Team
3:30 p.m.	Team Returns to Hotel		Diagnostic Review Team
5:00 p.m.–8:30 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team
6:30 p.m.	Dinner		

### WEDNESDAY, March 30, 2016

Time	Event	Where	Who
	Breakfast	Hotel Conference Room	Diagnostic Review Team
7:00 a.m.	Team Departs for School		Diagnostic Review Team
7:30 a.m.	Team Arrives at School/Artifact Review	Office Conference Room	Diagnostic Review Team
8:00 a.m.–11:30 a.m.	Continue interviews, artifact review, and classroom observations	Classrooms/Conference Room	Diagnostic Review Team
11:30 a.m.–12:15 p.m.	<b>LUNCH</b> (Working)	Media Center	Diagnostic Review Team
12:15 p.m.–2:30 p.m.	Continue interviews, artifact review, and classroom observations		Diagnostic Review Team
2:30 p.m.–2:45 p.m.	Team Debriefs	Office Conference Room	Diagnostic Review Team
3:00 p.m.	Team Returns to Hotel		
5:00 p.m.–9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team
6:30 p.m.	Dinner		

### THURSDAY, March 31, 2016

Time	Event	Where	Who
7:00 a.m.	Breakfast/Check Out of Hotel	Hotel Conference Room	Diagnostic Review Team
7:30 a.m.	Team Departs for School	Hotel Conference Room	Diagnostic Review Team
8:00 a.m.	Team Arrives at School		Diagnostic Review Team

8:00 a.m.–11:00 a.m.	Final Team Work Session	Office Conference Room	Diagnostic Review Team
11:00 a.m.–12:00 p.m.	<b>LUNCH</b> (Working)	Media Center	Diagnostic Review Team
12:00 p.m.	Diagnostic Review Team Exits the Building		Diagnostic Review Team
Written Report	The Team’s written report will be provided to the school or DOE within 30 days following the on-site Diagnostic Review.		