

DIAGNOSTIC REVIEW REPORT FOR FLORENCE COUNTY SCHOOL DISTRICT #4

304 Kemper Street
Timmonsville, SC
29161

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Superintendent**

February 6-9, 2017



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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

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

Powerful Practices

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

Improvement Priorities

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

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

The Review

Florence County School District #4 hosted a Diagnostic Review on February 6-9, 2017. The four-day, on-site review involved a four-member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Florence County School District #4 for their hospitality and welcome throughout the visit. Throughout the Diagnostic Review, district and school leaders, faculty and staff were straightforward and open in discussing the continuous improvement efforts occurring across the system. The district's leadership team is commended for their preparations for the on-site review, their prompt response to the Team's varied requests and their commitment to the process of continuous improvement. The district's internal review was conducted collaboratively with a range of stakeholders, and information was provided for access and review by the Team. Evidence and documentation to support the district's Self Assessment were provided and made available to the Diagnostic Review Team on site. The district's essential documents were organized and easily accessible to the Team.

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

Team Members arrived in Florence, SC on February 6, 2017 for their first Team work session and discussed the preliminary review of data and information, considered points of inquiry, reviewed Team Member individual schedules and prepared for interviews occurring the following day. During this initial meeting, the superintendent presented an overview of Florence County School District's purpose and direction, improvement planning processes and key initiatives that had been implemented under her leadership. In addition, she shared what she thought the Team would observe in classrooms.

The Diagnostic Review Team began its on-site work on February 7, 2017. Team Members conducted interviews with administrators, Board members, students, parents, community members, instructional staff and support staff. During off-site and on-site review sessions, the Team examined artifacts and evidence provided by the district. In addition, the Team met on the evenings of February 7 and February 8 to review interview and classroom observation data, discuss additional evidence, rate each of the indicators and identify Improvement Priorities.

A total of 26 stakeholders were interviewed to gain their perspectives on topics relevant to the district's effectiveness and student performance. In addition, 36 classrooms were observed as part of

the Diagnostic Review process. Core classrooms were observed at all levels of the district. 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 numbers of persons interviewed representing various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	5
Board Members	7
Instructional Staff	2
Support Staff	3
Students	2
Parents/Community/Business Leaders	7
TOTAL	26

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 system'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 system'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.	1.75
3.2	Curriculum, instruction and assessment throughout the system 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 throughout the school system engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.75
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.75
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.00
3.6	Teachers implement the system's instructional process in support of student learning.	1.25
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.00
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	2.25
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	1.75
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	1.75
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	1.50

Standard 5 - Using Results for Continuous Improvement

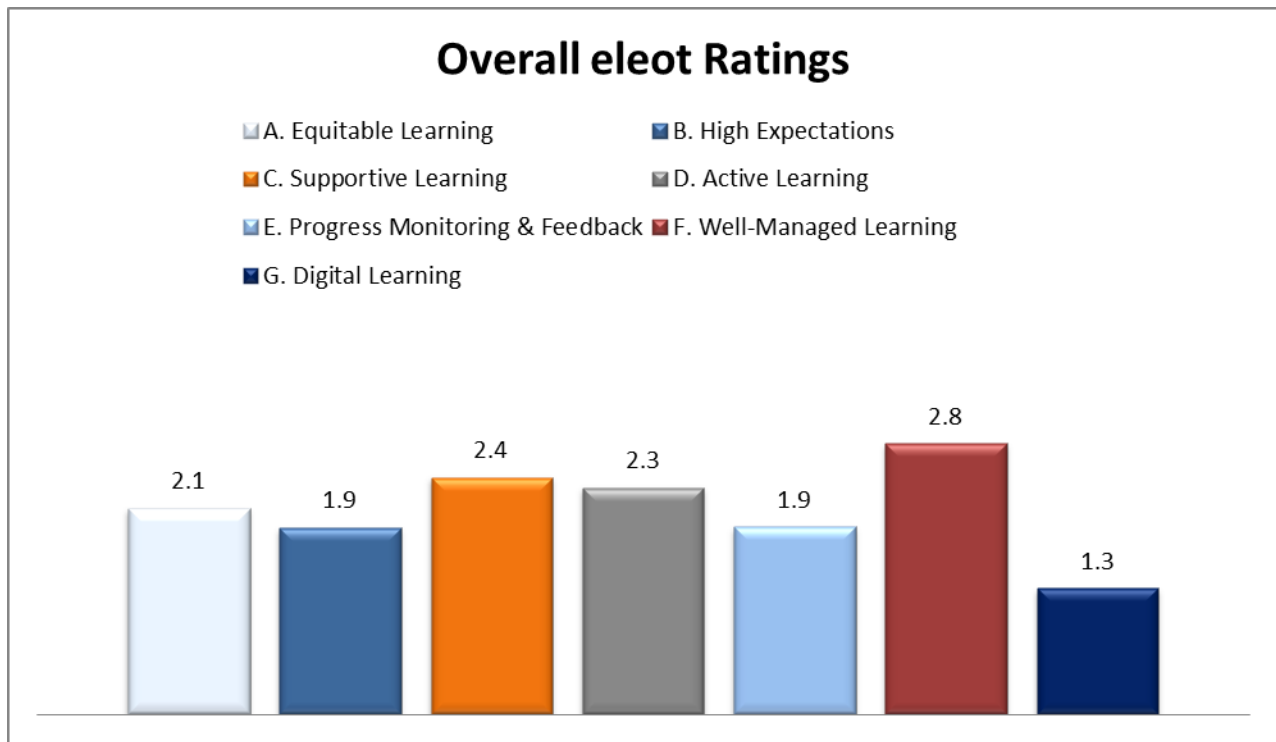
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Average Team Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	2.25
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning.	1.25
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.50
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.50
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders.	1.75

eProve™ 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 eProve™ 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

Thirty-six classroom observations were conducted using the eleot classroom observation tool as part of the Diagnostic Review process. Core classrooms were observed at all levels of the district. Ample instances of instructional practices and learning environments were observed across the district. Ratings for all seven observed Learning Environments ranged from 1.3 to a 2.8 on a four-point scale, with Well-Managed Learning representing the highest-rated Learning Environment and Digital Learning rated the lowest. The remaining five Learning Environments averaged a 1.9 or higher on a four-point scale.

Overall, classrooms were well-managed and were supportive learning environments where students spoke and interacted respectfully with teacher(s) and their peers, followed classroom rules and demonstrated a positive attitude about the classroom and learning. Observational data also revealed that classrooms were relatively active learning spaces where students collaborated in discussions with others and engaged in learning activities.

Conversely, the Digital Learning Environment was identified as an opportunity for growth for the district. 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; however, use of technology in the classrooms was minimal.

Observation data suggested varying levels of effectiveness existed across the district 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 engage in rigorous coursework, discussion or tasks, 6) students' understanding 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 Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A1	1.6	Has differentiated learning opportunities and activities that meet her/his needs	0%	11%	39%	50%
A2	2.4	Has equal access to classroom discussions, activities, resources, technology, and support	6%	42%	42%	11%
A3	2.9	Knows that rules and consequences are fair, clear, and consistently applied	22%	56%	17%	6%
A4	1.5	Has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences	0%	6%	39%	56%
Overall rating on a four-point scale:		2.1				

Equitable Learning Environment:

The Equitable Learning Environment received an overall rating of 2.1 on a four-point scale. A relative strength within this Learning Environment was students knowing that “rules and consequences are fair, clear, and consistently applied” (A3), which received a rating of 2.9 and was evident/very evident in 78 percent of classrooms observed. Another relative strength was students having “equal access to classroom discussions, activities, resources, technology, and support” (A2) which received a rating of 2.4 and was evident/very evident in 48 percent of classrooms. Instances of differentiated instruction were inconsistent (A1), with this item being evident/very evident in 11 percent of classrooms. In addition, classroom observation data revealed students were rarely provided with “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” (A4), with this item being evident/very evident in six percent of observed classrooms.

B. High Expectations Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B1	2.5	Knows and strives to meet the high expectations established by the teacher	6%	44%	42%	8%
B2	2.0	Is tasked with activities and learning that are challenging but attainable	0%	22%	56%	22%
B3	1.6	Is provided exemplars of high quality work	0%	14%	31%	56%
B4	1.8	Is engaged in rigorous coursework, discussions, and/or tasks	0%	11%	53%	36%
B5	1.8	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	17%	44%	39%
Overall rating on a four-point scale:		1.9				

High Expectations Learning Environment:

The High Expectations Learning Environment received an overall rating of 1.9 on a four-point scale and represented one of the second-lowest ratings of the seven Learning Environments. Classroom observation data revealed many students knew and strived to “meet the high expectations established by the teacher” (B1), with this item being evident/very evident in 50 percent of classrooms. During classroom observations, “activities and learning that are challenging but attainable” (B2) were evident/very evident in 22 percent of classrooms and received a rating of 2.0 on a four-point scale. Classroom observation data revealed students were rarely “provided exemplars of high quality work” (B3) or “asked and respond to questions that require higher order thinking” (B5), with these items being evident/very evident in 14 percent and 17 percent of classrooms, respectively. When exemplars were used in classrooms, they were not accompanied by descriptive criteria or sufficient discussion to assist student understanding of high-quality work. Of concern was the lack of evidence to suggest students were “engaged in rigorous coursework, discussions and/or tasks” (B4), which was evident/very evident in only 11 percent of classrooms. These results suggested the district’s 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.

C. Supportive Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C1	2.5	Demonstrates or expresses that learning experiences are positive	6%	47%	42%	6%
C2	2.8	Demonstrates positive attitude about the classroom and learning	8%	64%	25%	3%
C3	2.4	Takes risks in learning (without fear of negative feedback)	3%	42%	50%	6%
C4	2.6	Is provided support and assistance to understand content and accomplish tasks	6%	50%	39%	6%
C5	1.9	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	6%	8%	58%	28%
Overall rating on a four-point scale:		2.4				

Supportive Learning Environment:

The Supportive Learning Environment received an overall rating of 2.4 on a four-point scale and received the second-highest rating of the seven observed Learning Environments. A strength of this learning environment was students generally “demonstrated a positive attitude about the classroom and learning” (C2), receiving the highest rating of 2.8 and being evident/very evident in 72 percent of classrooms. It was evident/very evident in 56 percent of classrooms that students were “provided support and assistance to understand content and accomplish tasks” (C4). It was evident/very evident that students “demonstrated or expressed that learning experiences are positive” (C1) in 53 percent of classrooms. Observational data revealed students were somewhat willing to take “risks in learning” (C3), which was evident/very evident in 45 percent of classrooms. However, few students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs” (C5) with this item being evident/very evident in 14 percent of classrooms.

D. Active Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D1	2.4	Has several opportunities to engage in discussions with teacher and other students	6%	47%	33%	14%
D2	2.2	Makes connections from content to real-life experiences	6%	28%	47%	19%
D3	2.4	Is actively engaged in the learning activities	0%	50%	36%	14%
Overall rating on a four-point scale:		2.3				

Active Learning Environment:

The Active Learning Environment received an overall rating of 2.3 on a four-point scale. It was evident/very evident in 50 percent of classrooms that students were “actively engaged in the learning activities” (D3). It was evident/very evident in 53 percent of classrooms 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” (D2) were evident/very evident in 34 percent of classrooms, suggesting this instructional practice was not being consistently utilized to engage students in the learning process. Results from this Learning Environment suggested student engagement and active learning should be a possible focus for future professional development.

E. Progress Monitoring & Feedback Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E1	1.8	Is asked and/or quizzed about individual progress/learning	0%	17%	47%	36%
E2	2.1	Responds to teacher feedback to improve understanding	0%	25%	56%	19%
E3	2.3	Demonstrates or verbalizes understanding of the lesson/content	0%	44%	42%	14%
E4	1.6	Understands how her/his work is assessed	0%	11%	36%	53%
E5	1.9	Has opportunities to revise/improve work based on feedback	0%	17%	56%	28%
Overall rating on a four-point scale:		1.9				

Progress Monitoring and Feedback Learning Environment:

The Progress Monitoring and Feedback Learning Environment received an overall rating of 1.9 on a four-point scale and represented one of the lowest ratings of the seven Learning Environments. The Team noted that students being “asked and/or quizzed about individual progress/learning” (E1) or given the opportunity to “respond to teacher feedback to improve understanding” (E2) were evident/very evident in 17 percent and 25 percent of classrooms, respectively. Instances in which students demonstrated or verbalized “understanding of the lesson/content” (E3) were evident/very evident in 44 percent of classrooms. Of concern was the item stating students “understand how her/his work is assessed” (E4), which was evident/very evident in 11 percent of classrooms. Moreover, it was evident/very evident in 17 percent of classrooms that students had “opportunities to revise/improve work based on feedback” (E5). These results suggested that intentional progress monitoring and timely, meaningful feedback could represent significant leverage points for improvement in student achievement.

F. Well-Managed Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F1	3.1	Speaks and interacts respectfully with teacher(s) and peers	28%	56%	17%	0%
F2	3.1	Follows classroom rules and works well with others	31%	50%	19%	0%
F3	2.8	Transitions smoothly and efficiently to activities	22%	47%	19%	11%
F4	1.8	Collaborates with other students during student-centered activities	0%	33%	17%	50%
F5	3.1	Knows classroom routines, behavioral expectations and consequences	31%	44%	25%	0%
Overall rating on a four-point scale:		2.8				

Well-Managed Learning Environment:

The Well-Managed Learning Environment received an overall rating of 2.8 on a four-point scale and received the highest rating of the seven Learning Environments. The Team noted it was evident/very evident in 84 percent of classrooms that students spoke and interacted “respectfully with teacher(s) and peers” (F1). Furthermore, it was evident very evident in 81 percent of classrooms that students followed classroom rules and worked well with others (F2). Observational data revealed students knew “classroom routines, expectations and consequences” (F5) with this item being evident/very evident in 75 percent of classrooms. Transitions between activities were generally smooth and efficient (F3) with this item being rated evident/very evident in 69 percent of classrooms. Instances in which students were given opportunities to “collaborate with other students during student-centered activities” (F4) were evident/very evident in 33 percent of classrooms.

G. Digital Learning Environment						
Item	Average Rating	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G1	1.4	Uses digital tools/technology to gather, evaluate, and/or use information for learning	3%	11%	8%	78%
G2	1.3	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	3%	6%	6%	86%
G3	1.3	Uses digital tools/technology to communicate and work collaboratively for learning	0%	11%	3%	86%
Overall rating on a four-point scale:		1.3				

Digital Learning Environment:

The Digital Learning Environment received an overall rating of 1.3 on a four-point scale. It was evident/very evident in 14 percent of classrooms that students used “digital tools/technology to gather, evaluate, and/or use information for learning” (G1). Student use of technology to “conduct research, solve problems, and/or create original works for learning” (G2) was evident/very evident in nine percent of classrooms. Student use of technology to “communicate and work collaboratively for learning” was evident/very evident in 11 percent of classrooms and resulted in a rating of 1.3 on a four-point scale. The Digital Learning Environment was the lowest rated of the seven Learning Environments, suggesting an opportunity for technology to be leveraged by teachers and students to individualize learning across the district.

Findings

Improvement Priority

Create, implement and continuously monitor a district-wide process that engages all school personnel in the systematic development, review and adjustment of curriculum, instruction and assessment based on multiple student performance data and on an examination of professional practices. This process should include the development of pacing guides, common formative and summative assessments to monitor student progress and staff analysis of student performance data. Attention should be given to assessing curricular alignment across and within grade levels and content areas, as well as to monitoring the effectiveness of instructional practices while evaluating alignment of instruction with assessment instruments. (Indicator 3.2)

Student Performance Data:

Student performance data, as detailed in the Addenda of this report, indicated student performance at Florence County School District #4 was significantly below state averages. For example, 56 percent of high school English I students scored a 70 or above on the End-of-Course assessment, which was below the state passing rate of 78.5 percent. In addition, 56.9 percent of students scored a 70 or above in high school Algebra I compared to the state passing rate of 74.6 percent. The high school graduation rate had also decreased over the last two years. Of particular concern to the Diagnostic Review Team was that 2015-2016 SC READY results which indicated 5.8 percent of students in grades three through eight met or exceeded the benchmark in English/language arts compared to the state average of 43 percent. Moreover, 6.1 percent of students in grades three through eight met or exceeded the benchmark in math on the SC READY as compared to the state average of 42.6 percent. Overall, student performance data suggested the district had not been effective in implementing and monitoring a district-wide process of review and adjustment of curriculum, instruction and assessment. Furthermore, the Team found little evidence to confirm teachers used formative assessment results to modify and adapt curriculum and instruction to address individual student needs.

Stakeholder Feedback Data:

Stakeholder survey data related to the review and adjustment of curriculum, instruction and assessment revealed that systems and processes had not been consistently implemented. Fifty-seven percent of staff members indicated they 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." Also, 65 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessment to modify instruction and revise the curriculum." Thirty-seven percent of middle and high school students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs." Stakeholder survey results indicated a lack of systematic monitoring of instructional effectiveness, as well as the absence of a formalized process for the review and adjustment of curriculum and instruction at the district, school and classroom levels.

Stakeholder Interview Data:

Stakeholder interview data revealed the lack of a system-wide process for the development, review and adjustment of curriculum, instruction and assessment. Administrators admitted the absence of a formal system to monitor curriculum, but reported that “it is our desire to do that.” Although interview data revealed the examination of instructional practices was a priority for school principals, no formal system of review was articulated to the Team. Interview data revealed the monitoring of instruction was managed to some extent through classroom observations by administrators. Interview data confirmed that once schools received student achievement results, faculty groups typically analyzed data to identify strengths, weaknesses, trends, areas of focus and challenges. Board members expressed interest in examining test scores in the spring to determine if recent change efforts have yielded an increase in student learning.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, indicated that in 14 percent of classrooms students were provided “additional/alternative instruction and feedback at the appropriate level of challenge for her/his need.” In addition, it was evident/very evident in 11 percent of classrooms that students were “engaged in rigorous coursework discussions, and/or tasks.” Instances of students having differentiated learning opportunities and activities that met his or her needs were evident/very evident in 11 percent of classrooms. Although the district’s Self Assessment revealed that elementary students had access to their own laptop each day, it was evident/very evident in only 14 percent of classrooms that students used “digital tools/technology to gather, evaluate, and/or use information for learning.”

Documents and Artifacts:

A review of the district’s Self Assessment showed no evidence that a consistent process was used at the school or district level to ensure systematic alignment of curriculum, instruction and/or assessments. In addition, the Team found no pacing guides or curriculum maps in the documents and artifacts provided for review. The district’s Self Assessment stated, “There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system’s purpose in curriculum, instruction, and assessment” and “formalized curriculums are not in place”. In addition, no documentation was provided that outlined a formalized system to monitor and adjust curriculum and instruction in response to student learning data or assessments.

Improvement Priority

Engage all staff members in a collaborative process to develop, implement, monitor and document a district-wide instructional process. Utilize research-based instructional practices that 1) are responsive to individual student needs and encourage students to demonstrate ownership for their learning, 2) prompt and support active learning, 3) clearly inform students of learning expectations and standards of performance and 4) provide students exemplars of high-quality work and specific, timely feedback about their learning. Require the use of instructional strategies that build students' 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. (Primary Indicator 3.3, Secondary Indicator 3.6)

Student Performance Data:

Student performance data, as detailed in the Addenda of this report, indicated student performance on SC READY fell below state percentages in all core subjects. Moreover, the percentage of students who met or exceeded benchmarks on SC READY in English/language arts lagged 37.2 percent behind the state average. In 2015-2016, the percentage of fourth grade students who met grade-level standards on the South Carolina Palmetto Assessment of State Standards (SCPASS) for social studies declined by 37.8 percent from the previous year. Furthermore, the percentage of students scoring at 70 or above on the end-of-course assessment in Biology I declined 22 percent from 2014-2015 to 2015-2016. Finally, the graduation rate (four-year adjusted cohort) decreased from 69.5 percent in 2015 to 59.4 percent in 2016. These data revealed that student academic achievement had declined over the last two years, suggesting that high-yield, research-based instruction had not consistently occurred across all grades and all content areas.

Classroom Observation Data:

Observation data, as detailed in the Teaching and Learning Impact section of this report, revealed that instances of differentiated learning activities were evident/very evident in 11 percent of classrooms. It was evident/very evident in 22 percent of classrooms that students "were tasked with activities and learning that were challenging but attainable." Additionally, it was evident/very evident students had "exemplars of high quality work" in 14 percent of classrooms and were "engaged in rigorous coursework, discussions and/or tasks" in 11 percent of classrooms. Furthermore, in 17 percent of classrooms, it was evident/very evident students "were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing)." Instances where students "made connections from content to real-life experiences" were evident/very evident in 34 percent of classrooms. It was evident/very evident in 48 percent of classrooms that students "had equal access to classroom discussions, activities, resources, technology, and support." These results underscore the need for the district to carefully examine the extent to which teachers implement the instructional process and utilize research-based instructional practices that improve student outcomes.

Although the district was equipped with computer labs and multiple computer carts, it was evident/very evident in 14 percent of the classrooms that students used "digital tools/technology to gather, evaluate, and/or use information for learning" and evident/very evident in nine percent of classrooms that

students conducted research, solved problems, and/or created original works for learning. These results provide an area to leverage to improve student learning by carefully examining and consistently monitoring the use of personalized instructional strategies and practices in support of students' differentiated learning needs.

Stakeholder Interview Data:

Interview data showed the district engaged in conversations about instructional strategies, but district leadership revealed these strategies had not been fully embedded into teachers' instructional practices. Interviews with school and district leadership revealed that rigorous instruction, student engagement and integration of technology continued to be challenges for the district. Furthermore, school leadership shared that instructional delivery was a potential leverage point for improvement in all classrooms. Community stakeholders communicated the district needed "a curriculum that will take them to a higher level," and indicated that "there were no high expectations for student learning."

Documents and Artifacts:

A review of the District Strategic Plan revealed that one of its goals was to provide students a rigorous and relevant curriculum and high-yield instructional strategies. However, classroom data revealed a lack of differentiated instruction, higher-order thinking questions or high expectations for student learning. Moreover, a review of artifacts and documents indicated a need for teachers to be trained to deconstruct standards, develop learning targets that reflect rigor and create formative assessments that aligned to those targets. While the district's professional development plan denoted training occurred on instructional delivery, little evidence suggested that teachers fully understood how to integrate the implementation of instructional strategies that build student background knowledge, give opportunities for student collaboration, provide differentiated instruction, offer frequent checks for understanding, provide opportunities for re-teaching or effectively integrate technology to support academic achievement.

Improvement Priority

Create, implement and evaluate a formalized, continuous professional development program. The program should include the creation of a calendar of purposeful professional learning aligned with the district's strategic plan and should require all staff members to participate. To ensure desired impact, professional development plans should reflect identified needs determined from an analysis of data and evaluation of programs and personnel. The calendar should include, but not be limited to, training on mentoring, coaching and induction programs that support instructional improvement consistent with the district's values and beliefs about teaching and learning, and training on evaluating, interpreting and using data to support student achievement, including devoting attention to curricular and instructional practices that integrate culturally responsive pedagogy. (Primary Indicator 3.11, Secondary Indicator 5.3)

Student Performance Data:

A review of student performance data, as detailed in the Addenda of this report, indicated students scored below state averages in most content areas and at all tested grade levels. In grades three through eight, students tested in English/language arts and mathematics scored below state averages in each grade. The percentages of students who met grade-level standards on the SCPASS declined from 2014-2015 to 2015-2016 in science in grades four and five, and in social studies in grades four, seven and eight. Students scoring at or above 70 on End-of-Course assessments fell below state averages for 2013-2014, 2014-2015 and 2015-2016 in all tested areas (i.e., Algebra I, English I, Biology, and US History). In addition, all scores in all content areas tested declined from 2014-2015 to 2015-2016.

Stakeholder Feedback Data:

A review of stakeholder feedback data revealed 51 percent of staff members agreed/strongly agreed with the statement, "All staff members participate in continuous professional learning based on identified needs of the school." Forty-three percent of staff members agreed/strongly agreed that "A professional learning program is designed to build capacity among all professional and support staff members." Moreover, 67 percent of staff members agreed/strongly agreed that "Our school ensures all staff members are trained in the evaluation, interpretation and use of data." Fifty-eight percent of staff members agreed/strongly agreed with the statement, "Staff members provide peer coaching to teachers." Finally, 48 percent of staff members agreed/strongly agreed with the statement, "A formal process is in place to support new staff members in their professional practice," suggesting over half of staff members could not confirm the existence of this important practice.

Stakeholder Interview Data:

Stakeholder interview data revealed that while professional development opportunities were planned and available for staff and administration, the district had no written, comprehensive professional development plan that reflected goals relevant to specific, identified needs to improve teaching and learning.

Documents and Artifacts:

A review of the Executive Summary provided by the district indicated that individual schools had professional development activities planned for the school year. However, the Team found little

evidence of a comprehensive plan addressing needs strategically identified from an evaluation of programs, personnel and analysis of test results. Purposeful planning ensures administration and staff are prepared to implement and monitor programs designed to address identified needs. Without required, directed training, potential success of implemented programs is substantially limited. Moreover, the absence of a comprehensive, written plan increases the possibility of offering independent, fragmented trainings, which may detract from the desired goal.

Improvement Priority

Develop and implement a formalized process for internal stakeholders to monitor student learning, instructional practices, program effectiveness and district-wide initiatives. This documented process should include an analysis of student achievement data, implementation fidelity checks and clear documentation of the analysis of results. Embed a variety of effective quality tools (e.g., program implementation surveys, program impact surveys, focus group interviews) in the process. (Indicator 5.2)

Student Performance Data:

Student performance data, as detailed in the Addenda of this report, revealed that students demonstrated achievement well below the expected levels of performance. Data from 2015-2016 indicated the percentage of students who met or exceeded the benchmarks on the SC READY fell below state percentages in all core subjects. In addition, the percentage of students in grades four through eight who met grade-level standards on the SCPASS in science and social studies declined from 2014-2015 to 2015-2016. Moreover, in 2015-2016, students scoring at 70 or above on the End-of-Course assessments in Algebra I, English I, Biology and U.S. History fell below state averages, and the percentage of students scoring at 70 or above on the End-of-Course assessment in Algebra I declined 17.7 percent from 2014-2015 to 2015-2016. Although the percentage of students meeting the Platinum, Gold or Silver Threshold on ACT Workkeys in Reading for Information increased by 7.2 percent from 2014-2015 to 2015-2016, the percentage of students meeting this same threshold on ACT Workkeys in Applied Mathematics lagged 15 percent behind the state in 2015-2016. Data suggested the district had not been effective in monitoring program effectiveness and district-wide initiatives to ensure verifiable growth in student achievement over time.

Stakeholder Feedback Data:

Survey data indicated 73 percent of staff members agreed/strongly agreed with the statement, "Our school has a systematic process for collecting, analyzing, and using data," indicating a significant portion of staff members could not confirm that data were intentionally collected and used to monitor or evaluate the system's programs and initiatives for their overall effectiveness in improving the teaching and learning process.

Stakeholder Interview Data:

Stakeholder interview data and the superintendent's overview presentation indicated many initiatives and programs had been implemented to improve student achievement, classroom instruction and organizational effectiveness; however, district and school administrators were unable to identify a formalized process by which these programs and initiatives were monitored and evaluated to determine their overall effectiveness in improving student learning.

Documents and Artifacts:

A review of documents and artifacts revealed no evidence of a formally documented process to monitor student learning. The Team found no evidence that all district personnel used data to monitor and evaluate program effectiveness. The district and its respective schools had launched a myriad of programs designed to meet the unique learning needs and interests of the students they served.

However, the district had not formally established a mechanism by which to monitor and evaluate programs to determine their impact on student success or the fidelity of implementation across the district.

Improvement Priority

Develop, implement and monitor a formalized process to continuously collect and analyze data to make decisions about curriculum, instruction, assessment, resource allocation and organizational effectiveness to improve programs and student outcomes. This process should be used to identify the learning needs of all students at all levels of proficiency. A variety of data (e.g., academic, behavior, walkthrough) should be used to drive a continuous, regularly scheduled review process. (Indicator 5.4)

Student Performance Data:

Student performance data, as detailed in the Addenda of this report, demonstrated students were performing well below the expected levels of performance. Data from 2014-2015 to 2015-2016 indicated the percentage of students who met or exceeded benchmarks on the SC READY fell below state percentages in all core subjects. In addition, the percentage of students in fourth through eighth grades who met grade-level standards on the SCPASS in science and social studies declined from 2014-2015 to 2015-2016. Moreover, data from 2015-2016 indicated students scoring at 70 or above on End-of-Course assessments in Algebra I, English I, Biology and U.S. History fell below state averages, and the percentage of students scoring at 70 or above on the End-of-Course assessment in Biology declined 22.6 percent from 2014-2015 to 2015-2016. Although the percentage of students meeting the Platinum, Gold or Silver Threshold on ACT Workkeys in Reading for Information increased by 7.1 percent from 2014-2015 to 2015-2016, the percentage of students meeting this same threshold on ACT Workkeys in Applied Mathematics lagged 15 percent behind the state in 2015-2016. In addition, the percentage of students scoring "Ready" on the English section of the ACT decreased from 11.5 in 2015 to 6.3 in 2016. When comparing the state percentage of students meeting the benchmark on the 2016 ACT, the district's students lagged behind their peers 33.2 percent in English, 21.4 percent in math, 25.3 percent in reading and 19.1 percent in science. Further review of data indicated the district's graduation rate decreased from 69.5 percent for 2015 to 59.4 percent in 2016. These data suggested the district had not been effective in collecting and analyzing data to make informed decisions about curriculum, instruction and assessment.

Stakeholder Feedback Data:

Stakeholder feedback data revealed 73 percent of staff members agreed/strongly agreed with the statement, "Our school has a systematic process for collecting, analyzing, and using data," indicating a significant portion of staff members could not confirm that data were systematically collected and used to inform decision-making related to curriculum, instruction, resource allocation or organizational effectiveness.

Stakeholder Interview Data:

Stakeholder interview data consistently indicated the lack of a formalized process for collecting and analyzing data across the district to inform decision-making related to curriculum, instruction, resource allocation or organizational effectiveness. Although some data were collected and analyzed, staff shared that there was not a formally documented process for the systematic collection, analysis and setting of next steps district-wide. Staff also indicated they were unsure how district and school leaders monitored

comprehensive student learning data to establish goals that systematically increase student achievement.

Documents and Artifacts:

A review of documents and artifacts revealed little evidence of the existence of a systematic data collection and analysis process to inform decision-making regarding curriculum, instruction and assessment decisions for continued school improvement. Although the Team found multiple data sources (student goal-setting sheets for the Measure of Academic Progress (MAP), STAR assessments, schedules reflecting the administration of Collaborative Assessment Solutions for Educators (CASE 21) benchmark assessments, STAR growth reports and professional development agendas emphasizing the MAP Learning Continuum, Fountas and Pinnell Benchmark Assessment System), the Team found no evidence of analysis or triangulation of data to provide a picture of student learning, instruction or programming effectiveness. Moreover, a review of documents and artifacts revealed system personnel had not established a process to systematically collect and use data to inform decisions related to resource allocation or organizational effectiveness.

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 system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Average Team Rating
1.1	The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.	2.00
1.2	The system ensures that each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	2.00
1.3	The school leadership and staff at all levels of the system 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
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

Standard 2 Governance and Leadership

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

Indicator	Description	Average Team Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the system and its schools.	2.00
2.2	The governing body operates responsibly and functions effectively.	2.25
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.00
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.25
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.25
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1.75

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	The system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools and educational programs.	2.25
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and system operations.	2.00
4.3	The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.25
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.00
4.5	The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.00
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs.	2.00
4.7	The system provides, coordinates and evaluates the effectiveness of support systems to meet the physical, social and emotional needs of the student population being served.	1.75
4.8	The system provides, coordinates and evaluates the effectiveness of services that support the counseling, assessment, referral, educational and career planning needs of all students.	1.75

Conclusion

The district- and school-level leadership of Florence County School District #4 demonstrated they genuinely cared for the students and expressed concern about the district's overall performance. Isolated examples of effectiveness in teaching and classroom management were observed, and evidence suggested that individually and in small groups, staff members sometimes worked collaboratively to review data, make informed instructional decisions and plan improvement efforts.

The superintendent of Florence County School District #4 was new to the district and was hired to lead improvement efforts based on her many years of successful experience as an educational leader. School principals were also new to the district, with both having been appointed to their current positions prior to the start of 2016-2017 school year. Stakeholders repeatedly spoke of their desire for this leadership team to remain in place. Stakeholders spoke positively about the superintendent's visibility and her rapport with staff and students. They indicated her hands-on approach, positive energy, passion for her work and high level of commitment to the staff and students was helping to create a family-oriented culture for the district. The superintendent had successfully used a team-building approach to gain the trust of stakeholders and had set high expectations for staff, students and parents. Furthermore, she had advocated for much needed resources for the district to address staffing, instructional materials, technology and facility needs.

Stakeholder interview data indicated a current set of shared values and beliefs for teaching and learning had been identified and used to inform and drive the purpose and direction of the district. Moreover, the district had current mission and vision statements for district improvement. This purpose and direction had been effectively communicated and promoted by the district's leadership team and school-level administrators. A review of artifacts and stakeholder interview data revealed broad awareness and support for the positive direction in which the district was moving to improve student achievement.

The superintendent's overview, stakeholder interview data and a review of artifacts indicated students, teachers and administrators had access to notable technology infrastructure, hardware and software. The district had made significant additions in technology, (i.e., every student in grades two through five had access to a personal computer) and a commitment had been made to purchase additional computers for students in grades six through eight. Moreover, the district's technology plan called for expanding access to individual computers for students in ninth through twelfth grades. All schools had multiple computer labs and the district's infrastructure could accommodate expanded technology and had been upgraded to include districtwide wireless capabilities. These technology resources helped to provide optimal learning opportunities for all students.

Interviews with the superintendent and individual Board members revealed an improved awareness of the roles and responsibilities of the governing body of the district. Stakeholder interview data indicated the governing body had not always maintained a clear distinction between its roles and responsibilities and those of district and school leadership. However, Board members expressed an awareness of past

lapses, and from their participation in training and through their working relationship with the current superintendent, appeared to have an awareness and commitment to support the district mission and vision within their appropriate leadership roles for the community and district.

The superintendent's overview and stakeholder interview data revealed the district had successfully secured over \$2 million in grant funds within the past few years. These funds, acquired through the efforts of district and school leadership, as well as partnerships with local industry, had allowed the district to allocate additional instructional support positions, purchase technology expansions and upgrades and manage facilities improvements that could otherwise not have been afforded.

Stakeholder interviews revealed that community support and area business partnerships improved substantially over the past year. Community and business partnerships had allowed the district to provide support and services to meet some of the physical, social and emotional needs of students. These collaborative relationships promoted high expectations and assisted the district in advancing improvement efforts and system effectiveness. Moreover, continued growth of community and parent involvement will improve the district's public perception of quality and ongoing improvement of teaching effectiveness and student achievement.

Continuous Improvement Planning Process:

Addressing curriculum, instruction and assessment practices remains a critical area of needed improvement for the district. Classroom observation data revealed a lack of research-based, rigorous instruction being consistently implemented. Furthermore, students were rarely engaged in high-quality work or provided meaningful feedback to guide their learning. Assessment practices indicated teachers sometimes used data in purposeful ways to inform instruction, but stakeholder interviews revealed the use of formative assessment data was rare. The district must find ways to actively engage teachers in collaboration related to curriculum alignment, assessment development, use of data to assess student progress and differentiated instruction to meet the individual needs of students.

While steps had been taken in the district to improve student performance, interviews revealed there was no formal review of curriculum, instruction and assessment or the examination of professional practices. There was little differentiation occurring in classrooms across the district and no formalized plan to adjust curriculum and instruction based on student performance data had been established. Steps must be taken to create and align curriculum, both vertically and horizontally throughout the district. Moreover, research-based instructional strategies that are responsive to student needs and that actively engage students in the learning process must be a priority.

Although professional development opportunities were planned and available to staff members, the district did not provide the Team with a written, comprehensive professional development plan reflecting goals relevant to specific, identified needs to improve teaching and learning. A review of documents and artifacts provided by the district indicated that individual schools had professional development activities planned for the school year. However, there was little evidence of a

comprehensive plan directed toward needs strategically identified from an evaluation of programs, staff surveys or the analysis of student achievement data. Purposeful planning of professional development opportunities will help ensure that administrators and teachers are well prepared to implement and monitor programs designed to address identified student needs.

Classroom observation, stakeholder interview and stakeholder survey data, and a review of documentation, suggested the district had engaged in work to establish effective results-driven continuous improvement planning processes; however, the Diagnostic Review Team found little evidence to suggest the district engages stakeholders in the systematic processes of continuous improvement, nor were there systems in place to monitor and communicate the results of improvement efforts to stakeholders. Functions within the district were not directly aligned to the expected outcomes for student learning. The district had taken steps to effectively incorporate a teacher evaluation system and monitoring processes; however, there were 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 district had not identified key quality performance indicators with which to measure system effectiveness. In addition, there was little evidence that data were used to evaluate program progress over time, to monitor the impact of specific strategies in goal areas or to determine whether improvement goals are attained. The district 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:

The district is strongly encouraged to use the findings from this review to guide their continuous improvement process by addressing these Improvement Priorities:

1. Create, implement and continuously monitor a district-wide process that engages all school personnel in the systematic development, review and adjustment of curriculum, instruction and assessment based on multiple student performance data and on an examination of professional practices. This process should include the development of pacing guides, common formative and summative assessments to monitor student progress and staff analysis of student performance data. Attention should be given to assessing curricular alignment across and within grade levels and content areas, as well as to monitoring the effectiveness of instructional practices while evaluating alignment of instruction with assessment instruments. (Indicator 3.2)
2. Engage all staff members in a collaborative process to develop, implement, monitor and document a district-wide instructional process. Utilize research-based instructional practices that 1) are responsive to individual student needs and encourage students to demonstrate ownership for their learning, 2) prompt and support active learning, 3) clearly inform students of learning expectations and standards of performance and 4) provide students exemplars of high-quality work and specific, timely feedback about their learning. Require the use of instructional strategies that build students' 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. (Primary Indicator 3.3, Secondary Indicator 3.6)

3. Create, implement and evaluate a formalized, continuous professional development program. The program should include the creation of a calendar of purposeful professional learning aligned with the district's strategic plan and should require all staff members to participate. To ensure desired impact, professional development plans should reflect identified needs determined from an analysis of data and evaluation of programs and personnel. The calendar should include, but not be limited to, training on mentoring, coaching and induction programs that support instructional improvement consistent with the district's values and beliefs about teaching and learning, and training on evaluating, interpreting and using data to support student achievement, including devoting attention to curricular and instructional practices that integrate culturally responsive pedagogy. (Primary Indicator 3.11, Secondary Indicator 5.3)
4. Develop and implement a formalized process for internal stakeholders to monitor student learning, instructional practices, program effectiveness and district-wide initiatives. This documented process should include an analysis of student achievement data, implementation fidelity checks and clear documentation of the analysis of results. Embed a variety of effective quality tools (e.g., program implementation surveys, program impact surveys, focus group interviews) in the process. (Indicator 5.2)
5. Develop, implement and monitor a formalized process to continuously collect and analyze data to make decisions about curriculum, instruction, assessment, resource allocation and organizational effectiveness to improve programs and student outcomes. This process should be used to identify the learning needs of all students at all levels of proficiency. A variety of data (e.g., academic, behavior, walkthrough) should be used to drive a continuous, regularly scheduled review process. (Indicator 5.4)

Addenda

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 23 years of experience as a professional educator and is completing her 19th year as an administrator. 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. Dr. Simmers also serves on the Indiana AdvancED State Council.
Team Members	
Dr. Thomas Faulkenberry South Carolina	Dr. Faulkenberry recently retired as Dean of the School of Education and Graduate Studies at Converse College in Spartanburg, SC. Previously, he served as district superintendent of two SC school districts. He also served SC school districts as Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction and Personnel. Through his 46 years of experience, he has served as a science teacher, counselor, coach, and school administrator.
Dr. Margaret Gilmore South Carolina	Dr. Margaret Gilmore serves as a Transformation Leadership Coach for the South Carolina Department of Education. She has over 33 years of experience in education and is successful in building the capacity of school leaders and teachers in fostering a culture that supports challenging and equitable learning experiences for all students. As a Diagnostic Review Lead Evaluator for AdvancED, Dr. Gilmore leads comprehensive evidence-based Review Teams in uncovering root causes for underperforming schools and guides improvement actions. She has served as an administrator in numerous leadership roles. In her role as Assistant Chief Academic Officer for Shelby County School District, she was responsible for the daily, effective and efficient delivery of instructional programs and assisted in providing direct oversight of curriculum, instruction and school improvement initiatives. Additionally, Dr. Gilmore served as a district-level Instructional Supervisor/Manager of Curriculum and Instruction for Shelby County Schools, where she provided coaching, training, support and critical feedback to school leader and teachers. Other leadership roles include District/School Accreditation Coordinator, District/School Improvement Planning Coordinator, Charter School Supervisor, Universities' Partnership Manager and Director of School Leadership Grant for Priority Schools.
Mrs. Leslie Hightower South Carolina	Over the last 15 years, Mrs. Hightower has served as a principal of an elementary school, an intermediate school, and a high school. She is currently the principal of Sandhills Primary School, a public Montessori choice school in Lexington School District Four. Prior to being a principal, Mrs. Hightower was a teacher for five years and served as an assistant principal. All of her years of

	<p>experience in education have been working with students in high poverty schools. She is a graduate of the University of South Carolina, where she holds an education specialist degree in K-12 administration. She has SC certifications in the elementary and secondary principalship, Spanish and the Superintendentcy.</p>
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About AdvancED

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

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

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

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Student Performance Data Tables

Percentage of Students Meeting Benchmark of “Meets and Exceeds” on SC READY (Grades 3-8) at the School and in the State (2015-2016)

Content Area by Grade Level	% M&E Grade 3		% M&E Grade 4		% M&E Grade 5		% M&E Grade 6		% M&E Grade 7		% M&E Grade 8		Total School	% Ready State
	E	M	E	M	E	M	E	M	E	M	E	M		
ELA*	4.8		8.1		9.8		4.8		2.9		6.4		5.8	43.0
Math	3.2		3.2		19.5		7.1		2.9		1.9		6.1	42.6
SC READY State Avg.	43.7	53.6	43.4	46.7	41.2	44.3	41	39.5	40.7	34.7	44.7	32.4		

* Includes writing and reading in the composite score M&E = Meets and Exceeds Expectations

Plus

- No apparent pluses

Delta

- The percentage of students meeting the benchmark fell below the state percentage in all core subjects.
- Students meeting the benchmark in ELA was 5.8 percent.
- Students meeting the benchmark in Math was 6.1 percent.
- Students meeting the benchmark in ELA was 37.2 percent behind the state score.
- Students meeting the benchmark in math was 36.5 percent behind the state score.

Percentages of Students Meeting Grade-Level Standards at the School on the SCPASS by Grade Level (2013-2014, 2014-2015, 2015-2016)

	Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	2016	2015	2014	2016	2015	2014	2016	2015	2014	2016	2015	2014	2016	2015	2014
Science	12.9	20.8	26.3	12.5	16.2	11.8	32.4	23.7	29.0	25.7	26.3	45.7	27.7	48.0	44.0
State Avg. Science	65.0	69.9	69.9	65.7	66.3	68.4	62.1	63.6	65.7	70.6	68.2	73.5	66.2	65.2	69.2
Social Studies	22.6	60.4	57.9	17.5	35.9	20.0	24.3	28.9	24.1	20.0	24.6	32.6	31.9	46.0	62.5
State Avg. SS	81.3	85.3	83.7	71.5	71.4	72.0	76.3	77.5	79.3	68.4	67.9	67.4	69.5	73.4	70.1

* Writing, ELA and Math were last tested with SCPASS during the 13-14 SY

Plus

- No apparent pluses

Delta

- Fourth grade students meeting grade-level standards in Science declined by 7.9 percent from 2015 to 2016.
- Fifth grade students meeting grade-level standards in Science declined by 3.7 percent from 2015 to 2016.
- Fourth grade students meeting grade-level standards in Social Studies declined by 37.8 percent from 2015 to 2016.
- Seventh grade students meeting grade level standards in Social Studies fell by 4.6 percent from 2015 to 2016.
- Eighth grade students meeting grade-level standards in Science declined by 20.3 percent from 2015 to 2016.

Percentages of Students Scoring at 70 or above on the End-of-Course Assessments at the School and in the State (2013-2014, 2014-2015, 2015-2016)

Content Area	% School (15-16)	% State (15-16)	% School (14-15)	% State (14-15)	% School (13-14)	% State (13-14)
Algebra I	56.9	82.4	74.6	85.5	79.7	85.5
English I	56.0	78.9	48.6	74.7	52.0	77
Biology	36.8	75.9	59.4	77.6	37.2	78.7
U.S. History	11.8	71.2	22.9	68.9	4.2	65.3

Plus

- The percentage of students scoring at 70 or above in English I increased 7.4 percent from 2014-2015 to 2015-2016.

Delta

- Students scoring at 70 or above in 2015-2016 in Algebra I, English I, Biology and U.S. History fell below state averages.
- Students scoring at 70 or above in Algebra I declined 17.7 percent from 2014-2015 to 2015-2016.
- Students scoring at 70 or above in Biology declined 22.6 percent from 2014-2015 to 2015-2016.
- Students scoring at 70 or above in U.S. History declined 11.1 percent from 2014-2015 to 2015-2016.

Percentage of Students Scoring “Ready” on ACT, Grade 11, at the School and in the State (2014-2015, 2015-2016)

Content Area	Composite School (15-16)	Composite State (15-16)	Composite School (14-15)	Composite State (14-15)
Composite Avg. Scale Score	15.0	17.7	14.1	17.9
English	6.3	39.5	11.5	38.7
Math	2.1	23.5	1.9	21.6
Reading	4.2	29.5	7.7	25.8
Science	2.1	21.2	1.9	17.9

Plus

- No apparent pluses

Delta

- Students scoring “Ready” on the English section of the ACT decreased from 11.5 percent in 2015 to 6.3 percent in 2016.
- When comparing the state percentage of students meeting benchmark on the 2016 ACT, the district’s students lagged behind their peers 33.2 percent in English, 21.4 percent in Math, 25.3 percentage points in reading and 19.1 percent in science.

Percentage of Students Meeting Platinum, Gold or Silver Threshold on ACT WorkKeys at School and in the State (2014-2016)

	Percentage School 2015-16	Percentage State 2015-16	Percentage School 2014-15	Percentage State 2014-15
Applied Mathematics	57.4	72.4	28.8	67.8
Reading for Information	91.5	93.9	84.3	88.1
Locating Information	63.8	76.8	71.1	83.1

Plus

- Students meeting Platinum, Gold or Silver Threshold on ACT Workkeys in Reading for Information increased by 7.2 percent from 2014-2015 to 2015-2016.

Delta

- Students meeting Platinum, Gold or Silver Threshold on ACT Workkeys in Applied Mathematics lagged 15 percent behind the state in 2015-2016.

- Students meeting Platinum, Gold or Silver Threshold on ACT Workkeys in Applied Mathematics, Reading for Information and Locating Information lagged behind the state average.

Graduation Rates for the School and the State (2013-2014, 2014-2015, 2015-2016)

	School 2016	State 2016	School 2015	State 2015	School 2014	State 2014
Graduation Rate (for 4-year adjusted cohort)	59.4	82.6	70.7	80.3	71.4	80
Graduation Rate (for 5-year adjusted cohort)	67.2	83.9	76.6	82	70.8	80.2

Plus

- No apparent pluses

Delta

- Graduation Rate (for four-year adjusted cohort) decreased from 70.7 percent for 2015 to 59.4 percent in 2016.

Stakeholder Feedback 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). Only the most pertinent items supporting the findings of the Diagnostic Review are listed. This is not an exhaustive listing of items from all stakeholder feedback surveys.

Teaching and Learning Impact

(Standards 3 and 5)

+ Plus: (minimum of 90 percent agreed/strongly agreed)

1. 94 percent of elementary students agreed/strongly agreed with the statement, "My school has computers to help me learn."
2. 91 percent of elementary students agreed/strongly agreed with the statement, "In my school my principal and teachers want every student to learn."

Δ Delta: (less than 70 percent agreed/strongly agreed)

1. 69 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers work as a team to help my child learn."
2. 68 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."
3. 49 percent of staff members agreed/strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
4. 53 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use a variety of technologies as instructional resources."
5. 57 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."
6. 45 percent of middle and high school students agreed/strongly agreed with the statement, "My school shares information about school success with my family and community members."
7. 37 percent of middle and high school students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
8. 40 percent of middle and high school students agreed/strongly agreed with the statement, "All of my teachers keep my family informed of my academic progress."
9. 45 percent of elementary students agreed/strongly agreed with the statement, "My teachers ask my family to come to school activities."
10. 65 percent of elementary students agreed/strongly agreed with the statement, "My teachers listen to me."

Leadership Capacity

(Standards 1 and 2)

+ Plus: (minimum of 90 percent agreed/strongly agreed)

1. 91 percent of elementary students agreed/strongly agreed with the statement, "In my school my principal and teachers want every student to learn."
2. 97 percent of elementary students agreed/strongly agreed with the statement, "In my school my teacher wants me to do my best work."

Δ Delta: (less than 70 percent agreed/strongly agreed)

1. 62 percent of parents agreed/strongly agreed with the statement, "Our school's governing body operates responsibly and functions effectively."
2. 61 percent of parents agreed/strongly agreed with the statement, "Our school's governing body does not interfere with the operation or leadership of our school."
3. 68 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."
4. 55 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders hold themselves accountable for student learning."
5. 56 percent of staff members agreed/strongly agreed with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations."
6. 49 percent of staff members agreed/strongly agreed with the statement, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership."
7. 41 percent of middle and high school students agreed/strongly agreed with the statement, "In my school, a high quality education is offered."
8. 43 percent of middle and high school students agreed/strongly agreed with the statement, "My school considers students' opinions when planning ways to improve the school."
9. 50 percent of middle and high school students agreed/strongly agreed with the statement, "In my school, the purpose and expectations are clearly explained to me and my family."
10. 39 percent of elementary students agreed/strongly agreed with the statement, "In my school students treat adults with respect."
11. 52 percent of elementary students agreed/strongly agreed with the statement, "My principal and teachers ask me what I think about school."
12. 45 percent of elementary students agreed/strongly agreed with the statement, "My teachers ask my family to come to school activities."

Resource Utilization

(Standard 4)

+ Plus: (minimum of 90 percent agreed/strongly agreed)

1. 94 percent of elementary students agreed/strongly agreed with the statement, "My school has computers to help me learn."

Δ Delta: (less than 70 percent agreed/strongly agreed)

1. 65 percent of parents agreed/strongly agreed with the statement, “Our school ensures the effective use of financial resources.”
2. 49 percent of staff members agreed/strongly agreed with the statement, “Our school provides opportunities for students to participate in activities that interest them.”
3. 47 percent of staff members agreed/strongly agreed with the statement, “Our school provides sufficient material resources to meet student needs.”
4. 57 percent of staff members agreed/strongly agreed with the statement, “Our school provides a plan for the acquisition and support of technology to support student learning.”
5. 35 percent of middle and high school students agreed/strongly agreed with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning.”
6. 52 percent of middle and high school students agreed/strongly agreed with the statement, “In my school, I have access to counseling, career planning, and other programs to help me in school.”
7. 51 percent of middle and high school students agreed/strongly agreed with the statement, “In my school, computers are up-to-date and used by teachers to help me learn.”
8. 45 percent of elementary students agreed/strongly agreed with the statement, “My school is safe and clean.”

Diagnostic Review Schedule

Monday – February 6, 2017

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting – Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:30 p.m.	Superintendent’s Overview	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 8:00 p.m.	Team Work Session #1 (Agenda Provided by Lead Evaluator) <ul style="list-style-type: none"> • Review and discuss performance data, stakeholder survey data, Self Assessment, Executive Summary, other diagnostics in ASSIST, documents and artifacts provided by the institution, review initial ratings for all indicators. • Determine interview questions, review Monday’s schedule, overview of elect and discuss review logistics. • Working dinner 	Hotel Conference Room	Diagnostic Review Team Members

Tuesday – February 7, 2017

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	District Office	Diagnostic Review Team Members
8:00 a.m. – 9:00 a.m.	Superintendent’s Interview	District Office	Diagnostic Review Team Members
9:00 a.m. – 11:45 a.m.	Stakeholder Interviews	District Office	Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m. – 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedules	District Office	Diagnostic Review Team Members
12:30 p.m. – 4:00 p.m.	Continued Stakeholder Interviews	District Office	Diagnostic Review Team Members

			(working in pairs or as individuals)
4:00 p.m. – 6:00 p.m.	Team returns to hotel (after dismissal) and has dinner on their own	Hotel	Diagnostic Review Team Members
6:00 p.m. – 8:00 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/or Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback. Prepare for Day 2 	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – February 8, 2017

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution	District Office	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review from Day #1 Work Session	District Office	Diagnostic Review Team Members
11:30 a.m. – 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedules	District Office	Diagnostic Review Team Members
4:00 p.m. – 6:00 p.m.	Team returns to hotel (after dismissal) and has dinner on their own	Hotel	Diagnostic Review Team Members
6:00 p.m. – 8:00 p.m.	<p>Team Work Session #3 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> • Review findings from the day • Tabulate and review final eleot Learning Environment ratings • Team Members determine individual final ratings for all indicators <p>The team should examine and reach consensus on:</p> <ul style="list-style-type: none"> • Powerful Practices (indicators rated at 4) • Improvement Priorities (indicators rated at 1 or 2) 	Hotel Conference Room	Diagnostic Review Team Members

	<ul style="list-style-type: none"> • Learning Environment narrative • (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. 		
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Thursday – February 9, 2017

Time	Event	Where	Who
8:00 a.m. – 10:00 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 and Powerful Practices • Detailed evidence for all of the findings • eleot summary statements and narrative by learning environment 	District Office	Diagnostic Review Team Members