

DIAGNOSTIC REVIEW REPORT FOR JASPER COUNTY SCHOOL DISTRICT

10942 North Jacob Smart Blvd
Ridgeland, SC
29936

Mr. Donald Andrews
Superintendent

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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

Jasper County School District hosted a Diagnostic Review on April 9-12, 2017. The on-site review involved a four-member Diagnostic Review Team who provided their knowledge, skills and expertise to carry out the Diagnostic Review process and develop this written report of their findings.

The Team expresses its appreciation to the staff and stakeholders of Jasper County School District for their warm welcome and hospitality throughout the visit. The district is commended for their cooperation, preparation, responsiveness and commitment to the process.

Prior to the start of the Diagnostic Review, the Team engaged in a conference call and numerous communications through emails to complete the initial intensive study, review and analysis of various documents provided by the district. The Lead Evaluator conducted conference calls with the key leaders of the Jasper County School District. District leaders planned and conducted the Internal Review thoughtfully and with commitment to the process. The district's Internal Review was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the district's Self Assessment were made available to Team members electronically.

A month prior to the Diagnostic Review, staff members from the South Carolina Department of Education conducted 72 core classroom observations. During the Review, the Team interviewed a total of 29 stakeholders that included the following administrators: the superintendent, nine central office administrators, four building principals and nine board members. Throughout the Diagnostic Review, district leaders and staff members were forthright and open in discussing their improvement efforts at Jasper County School District.

Stakeholder Interviewed	Number
Administrators	22
Instructional Staff	2
Support Staff	0
Students	2
Parents/Community/Business Leaders	3
TOTAL	29

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.	2.00
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.	2.00
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.	2.00
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.	2.00
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	3.00
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.	2.00
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.	2.00
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.00

Standard 5 - Using Results for Continuous Improvement

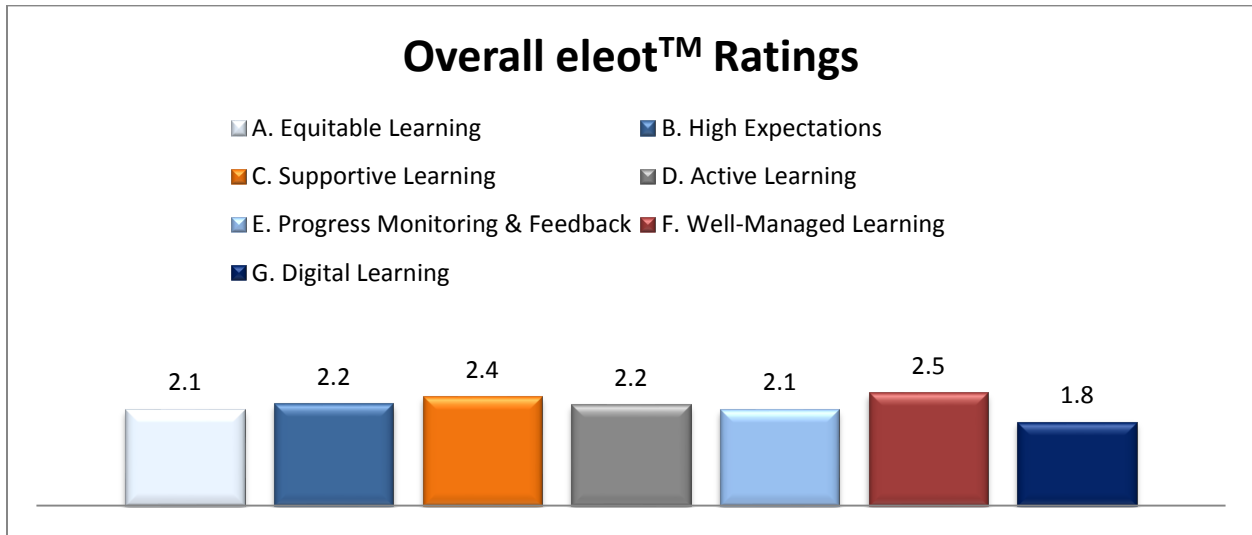
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Average Team Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	2.00
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.	2.00
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.00
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.	2.00
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.	2.00

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 observations during the review process and provide ratings on 30 items based on a four-point scale (4=every evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot.



eleot Summary Statement

A month prior to the Diagnostic Review, staff members from the South Carolina Department of Education conducted 72 classroom observations in core content classes. Classroom observation data revealed that the Well-Managed Learning Environment received the highest score with a rating of 2.5 on a four-point scale. The Supportive Learning Environment was second with a rating of 2.4. The Equitable and Active Learning Environments were third, with each receiving an average rating of 2.2 on a four-point scale. The Progress Monitoring and Equitable Learning Environments were fourth, with each receiving a rating of 2.1. The Digital Learning Environment received the lowest average rating of 1.8 on a four-point scale.

Classroom observation data revealed students were exposed to differentiated learning opportunities, high expectations or rigorous course work in some classrooms. Students had some differentiated learning tasks and ongoing activities to connect classwork with their own and others' backgrounds and real-life experiences. In a majority of classrooms, varied instructional practices were infrequently observed and few opportunities existed for students to understand how their learning connected to the realities of their lives. Additionally, classroom observation data revealed some students understood how their work was assessed. The use of frequent formative assessments for learning, as well as high-quality exemplars to guide student work were not common practices in all classrooms. The Improvement Priority that speaks to consistently implementing and monitoring an instructional process that clearly supports student learning and requires teachers to use engaging, high-yield instructional strategies was directly supported by classroom observation data.

Elect Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	2.0	Has differentiated learning opportunities and activities that meet her/his needs	7%	22%	38%	33%
A.2	2.4	Has equal access to classroom discussions, activities, resources, technology, and support	6%	42%	40%	13%
A.3	2.5	Knows that rules and consequences are fair, clear, and consistently applied	10%	44%	31%	15%
A.4	1.5	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4%	10%	15%	71%
Overall rating on a four-point scale:		2.1				

Equitable Learning Environment:

The Equitable Learning Environment, which focused on students engaged in differentiated learning activities, classroom discussions and technology use received an overall rating of 2.1 on a four-point scale. Observation data revealed it was evident/very evident in 14 percent of the classrooms that students had “ongoing opportunities to learn about their own and other’s backgrounds, cultures and differences” (A4), earning a rating of 1.5. Instances of students having “differentiated learning opportunities and activities that meet her/his needs” (A1) were evident/very evident in 29 percent of the classrooms. It was evident/very evident in 48 percent of the classrooms that students had “equal access to classroom discussions, activities, resources, technology, and support” (A2). Additionally, it was evident/very evident in 54 percent of the classrooms that students knew rules and consequences were “fair, clear, and consistently applied” (A3). Differentiated teaching and learning activities occurred in some classrooms.

B. High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	2.4	Knows and strives to meet the high expectations established by the teacher	8%	39%	38%	15%
B.2	2.3	Is tasked with activities and learning that are challenging but attainable	8%	33%	42%	17%
B.3	2.0	Is provided exemplars of high quality work	8%	21%	38%	33%
B.4	2.2	Is engaged in rigorous coursework, discussions, and/or tasks	4%	28%	47%	21%
B.5	2.2	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	10%	25%	36%	29%
Overall rating on a four-point scale:		2.2				

High Expectations Learning Environment:

Observation data for the High Expectations Learning Environment revealed that instances of students being asked to respond “to questions that require higher order thinking” were evident/very evident in 35 percent of classrooms (B5). In addition, data showed it was evident/very evident that in 32 percent of the classrooms that students were “engaged in rigorous coursework, discussions and/or tasks” (B4). Classroom observation data further revealed it was evident/very evident in 41 percent of classrooms that students were “tasked with activities and learning that are challenging but attainable” (B2) and it was evident/very evident in 47 percent of classrooms that students knew and strived “to meet the high expectations established by the teacher” (B1). It was evident/very evident in 29 percent of classrooms that students were “provided exemplars of high quality work” (B3). Each item in this Learning Environment represented a possible leverage point for improvement in instructional practices through staff development. Team Members indicated that the limited instances of students engaged in rigorous discussions and/or coursework supported the Improvement Priority to consistently implement and monitor an instructional process that clearly supports student learning and requires teachers to use engaging, high-yield instructional strategies.

C. Supportive Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.5	Demonstrates or expresses that learning experiences are positive	7%	51%	24%	18%
C.2	2.5	Demonstrates positive attitude about the classroom and learning	10%	49%	25%	17%
C.3	2.1	Takes risks in learning (without fear of negative feedback)	4%	31%	39%	26%
C.4	2.5	Is provided support and assistance to understand content and accomplish tasks	15%	36%	31%	18%
C.5	2.3	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	18%	25%	24%	33%
Overall rating on a four-point scale:		2.4				

Supportive Learning Environment:

The Supportive Learning Environment focused on students being provided with positive learning experiences, support and assistance to understand content and additional/alternative instruction and feedback. Instances in which students took “risks in learning (without fear of negative feedback)” (C3) were evident/very evident in 35 percent of classrooms, earning a rating of 2.1 on a four-point scale. Classroom observation data revealed it was evident/very evident in 43 percent of classrooms that students were provided “additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5). It was evident/very evident in 51 percent of classrooms that students were provided “support and assistance to understand content and accomplish tasks” (C4). In addition, classroom observation data revealed it was evident/very evident in 58 percent of the classrooms that students demonstrated or expressed that “learning experiences were positive” (C1). It was evident/very evident in 59 percent of classrooms that students demonstrated a “positive attitude about the classroom and learning” (C2). The few instances in which students were provided differentiated learning activities supported the Improvement Priority to consistently implement and monitor an instructional process that clearly supports student learning and requires teachers to use engaging, high-yield instructional strategies.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.4	Has several opportunities to engage in discussions with teacher and other students	10%	39%	29%	22%
D.2	2.0	Makes connections from content to real-life experiences	3%	26%	36%	35%
D.3	2.3	Is actively engaged in the learning activities	11%	31%	32%	26%
Overall rating on a four-point scale:		2.2				

Active Learning Environment:

The Active Learning Environment earned an overall rating of 2.2 on a four-point scale and focused on students being engaged in discussions, making connections from content to real-life and actively being engaged in the learning process. The item receiving the lowest average rating in this Learning Environment (2.0 on a four-point scale) was students making “connections from content to real-life experiences” (D2) with this being evident/very evident in 29 percent of classrooms. Instances in which students were “actively engaged in the learning activities” (D3) were evident/very evident in 42 percent of classrooms. In addition, it was evident/very evident in 49 percent of classrooms that students engaged in “discussions with teacher and other students” (D1). Classroom observation data revealed few instances of students actively engaged in learning activities and discussions. Team members indicated that these findings supported the Improvement Priority to consistently implement and monitor an instructional process that clearly supports student learning and requires teachers to use engaging, high-yield instructional strategies.

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	2.2	Is asked and/or quizzed about individual progress/learning	3%	29%	50%	18%
E.2	2.2	Responds to teacher feedback to improve understanding	1%	35%	46%	18%
E.3	2.1	Demonstrates or verbalizes understanding of the lesson/content	1%	28%	49%	22%
E.4	1.9	Understands how her/his work is assessed	1%	19%	44%	35%
E.5	2.2	Has opportunities to revise/improve work based on feedback	13%	24%	32%	32%
Overall rating on a four-point scale:		2.1				

Progress Monitoring and Feedback Learning Environment:

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.1 on a four-point scale. This environment focused on providing authentic feedback to students to improve their individual progress and learning. It was evident/very evident in 20 percent of classrooms that students understood “how her/his work is assessed” (E4), earning a rating of 1.9 in a four-point scale. Instances in which students had “opportunities to revise/improve work based on feedback” (E5) were evident/very evident in 37 percent of classrooms. Classroom observation data further revealed it was evident/very evident in 32 percent of the classrooms that students were asked “about individual progress/learning” (E1). It was evident/very evident in 36 percent of classrooms that students responded to “teacher feedback to improve understanding” (E2). Additionally, it was evident/very evident in 29 percent of classrooms that students demonstrated or verbalized “understanding how her/his work is assessed” (E3). Providing opportunities for teachers to share strategies and best practices about formative assessments, rubrics and exemplars and to engage students in self-monitoring could be leverage points for improving student performance. These findings supported the Improvement Priority to develop and implement a professional development plan that ensures all professional and support staff in the district are regularly and systematically assessed and trained in the evaluation, interpretation and use of data.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.7	Speaks and interacts respectfully with teacher(s) and peers	17%	51%	21%	11%
F.2	2.7	Follows classroom rules and works well with others	17%	49%	24%	11%
F.3	2.1	Transitions smoothly and efficiently to activities	10%	28%	28%	35%
F.4	2.0	Collaborates with other students during student-centered activities	10%	25%	25%	40%
F.5	2.7	Knows classroom routines, behavioral expectations and consequences	14%	51%	21%	14%
Overall rating on a four-point scale:		2.5				

Well-Managed Learning Environment:

The Well-Managed Learning Environment, rated 2.5 on a four-point scale, focused on students respectfully interacting with teachers and peers, as well as knowing behavioral expectations and consequences. Instances in which students collaborated “with other students during student-centered activities” (F4) were evident/very evident in 35 percent of classrooms, earning a rating of 2.0. It was evident/very evident in 68 percent of the classrooms that students interacted “respectfully with teacher(s) and peers” (F1). Classroom observation data revealed it was evident/very evident in 66 percent of classrooms that students followed “classroom rules and worked well with others” (F2). Additionally, it was evident/very evident in 38 percent of the classrooms that students transitioned “smoothly and efficiently to activities” (F3). Observation data further showed that in 65 percent of the classrooms it was evident/very evident students knew “classroom routines, behavioral expectations and consequences” (F5). Classroom observations revealed that many students were compliant and well-behaved; however, students generally had few opportunities to collaborate, engage and discuss with teachers and other students. Team members indicated that these findings supported the Improvement Priority to consistently implement and monitor an instructional process that clearly supports student learning and requires teachers to use engaging, high-yield instructional strategies.

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	1.8	Uses digital tools/technology to gather, evaluate, and/or use information for learning	7%	14%	36%	43%
G.2	1.8	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	7%	15%	31%	47%
G.3	1.8	Uses digital tools/technology to communicate and work collaboratively for learning	7%	15%	28%	50%
Overall rating on a four-point scale:		1.8				

Digital Learning Environment:

The lowest rated of the seven Learning Environments was Digital Learning, which earned an overall rating of 1.8 on a four-point scale. The Digital Learning Environment focused on students using technology to gather, evaluate, research, solve problems, create, communicate and collaborate information for learning. It was evident/very evident in 22 percent of classrooms that students used digital tools and technology to “conduct research, solve problems, and/or create original works for learning” (G2) and “communicate and work collaboratively for learning” (G3). It was evident/very evident in 21 percent of the classrooms that students used “digital tools/technology to gather, evaluate, and/or use information for learning” (G1). Classroom observations revealed that while some classrooms had technology (e.g., computers, iPads, laptops), students typically used devices to access information and take tests. The district had developed a technology plan that will provide devices for every child by next school year and supported increasing the use of technology in order to supplement the curriculum.

Findings

Improvement Priority

Develop, consistently implement and monitor an instructional process that clearly supports student learning and requires teachers to use engaging, high-yield instructional strategies. These strategies should include student collaboration, differentiation, self-reflection and development of critical-thinking skills that result in achievement of learning expectations. **(Primary Indicator 3.3, Secondary Indicator 3.4)**

Student Performance Data:

Student performance data, as detailed in the Addenda of this report, indicated the current assessment processes had not improved or increased student achievement. Of particular concern was the 2015-2016 South Carolina English/language arts and mathematics achievement data. Mathematics scores indicated that 10.6 percent of students in Jasper County School District met or exceeded the benchmark standards compared to 46.7 percent of students in schools across the state. In addition, 10.2 percent of students in Jasper County schools met or exceeded the benchmark standards in English/language arts compared to 67.9 percent of students in schools across the state. Also, 2.9 percent of students in grade eight met or exceeded the benchmark standards in mathematics as compared to 32.4 percent of students in schools across the state. Four percent of students in grade seven met or exceeded benchmark standards compared to 34.7 percent of students across the state. Performance data also revealed that 7.0 percent of students in grade six met or exceeded benchmark standards in English/language arts compared to 41 percent of students across the state. South Carolina Palmetto Assessment of School Standards (SCPASS) science scores decreased from 2014-2015 to 2015-2016 in grades four, six and seven, while social studies scores decreased in grades four, six, seven and eight. The percentage of high school students who scored "Ready" on the ACT was below the state average in every subject area during the 2014-2015 and 2015-2016 school years. The percentage of students scoring at 70 or above on the End-of-Course assessments was significantly below state averages for the past three years. These data were of special concern to the Team since the graduation rate had continued to rise over the last two years, getting significantly close to the state average.

Classroom Observation Data:

Classroom observations, as detailed in the Teaching and Learning Impact section of this report, revealed teachers were not engaging students in the learning process through the use of instructional strategies that develop critical-thinking skills. Classroom observation data revealed that in 32 percent of classrooms it was evident/very evident students had "opportunities to engage in rigorous coursework, discussions or tasks" (B4). Additionally, it was evident/very evident in 42 percent of classrooms students were "actively engaged in the learning activities" (D3). In 35 percent of classrooms, it was evident/very evident students were asked and responded to "questions that require higher order thinking" (B5), and it was evident/very evident in 22 percent of the classrooms that students used digital tools to conduct "research, solve problems or create original works for learning" (G2).

Stakeholder Survey Data:

Stakeholder survey data revealed that 64 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction." Sixty-eight percent of teachers agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." Stakeholder survey data further revealed that 62 percent of teachers agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." Fifty-four percent of high- and middle-school students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences" and 55 percent agreed/strongly agreed with the statement, "All my teachers use a variety of teaching methods and learning activities to help me develop skills needed to succeed." Additionally, 68 percent of elementary school students agreed/strongly agreed with the statement, "My teachers listen to me," while 37 percent of high- and middle-school students agreed/strongly agreed with the statement, "All my teachers change their teaching to meet my learning needs."

Stakeholder Interview Data:

Stakeholder interview data revealed that while professional learning community (PLC) meetings were referenced, district staff members used no specific process to implement this powerful practice to drive daily instruction at every school. School leaders identified the use of formative assessments by teachers as an area for improvement. Stakeholder interview data further revealed district staff members had not developed a district professional development plan.

Documents and Artifacts:

A review of several observation forms and Professional Learning Opportunity sign-in sheets revealed no district professional development plan that ensured all teachers were exposed to engaging, high-yield instructional strategies.

Improvement Priority

Develop and implement a professional development plan that ensures all professional and support staff in the district are regularly and systematically assessed and trained in the evaluation, interpretation and use of data. **(Indicator 5.3)**

Student Performance Data:

Student performance data, as detailed in the Addenda to this report, revealed that Jasper County School District met the 2016-2017 South Carolina College- and Career-Ready Assessments (SC READY) benchmark of “Meets and Exceeds” at a significantly lower rate than the state average in English/language arts and mathematics in grades three through eight. District students scored lower in English/language arts (10.2 percent compared to the state average of 67.9 percent) and mathematics (10.6 percent compared to the state average of 46.7 percent). Additionally, student performance data further revealed that the percentage of students in Jasper County Schools scoring “Ready” on the ACT was significantly lower in English/language arts (12.4 percent compared to the state average of 39.8 percent), mathematics (14.3 percent compared to the state average of 23.5 percent), reading (14.4 percent compared to the state average of 29.5 percent) and science (14.7 percent compared to the state average of 21.2 percent).

Stakeholder Survey Data:

Stakeholder survey data revealed that 69 percent of teachers agreed/strongly agreed with the statement, “Our school ensures all staff are trained in the evaluation, interpretation, and use of data.”

Stakeholder Interview Data:

Stakeholder interview data revealed that while district staff collected data from a number of sources (e.g., state assessments, Pre-K Pals, Direct Reading Assessment 2, STAR tests) and all teachers were required to complete data cards for each student, few teachers had been trained in the interpretation and use of these data. Stakeholder interview data further revealed that while some teachers in the district had been trained in the use of PLC’s, no teacher had participated in professional development to learn how to use the PLC structure to interpret and discuss common data. Additionally, interview data revealed that while the district had a process for the SIT/Response to Intervention (RtI) team, implementation across schools was inconsistent. The Team found no evidence to support that any data conversations that occurred resulted in changes to instruction, instructional strategies or interventions.

Documents and Artifacts:

A review of the district-wide data analysis training agenda from November 11, 2016, and a professional development session about Star 360 held for 25 participants on January 24, 2017, revealed district staff members had not developed or implemented a professional development plan that ensured all professional and support staff members in the district were regularly and systematically assessed and trained in the evaluation, interpretation and use of data.

Leadership Capacity

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

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

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

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

AdvancED's experience gained through evaluation of best practices has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs

that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 Purpose and Direction

The 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.	1.25
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.	1.00

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.	2.00
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.	1.75
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	2.00

Findings

Improvement Priority

Establish, implement, monitor and communicate a documented, systematic, continuous improvement process that provides clear direction for improving conditions that support learning. This process should include a profile of each student, school and system performance data and an action plan with measurable objectives, strategies, activities, resources, timelines and monitoring protocols to ensure that interventions and strategies are implemented with fidelity. **(Indicator 1.4)**

Student Performance Data:

Student performance data, as detailed in the Addenda of this report, indicated the current assessment processes had not improved or increased student achievement. Of particular concern was the 2015-2016 South Carolina English/language arts and mathematics achievement data. Mathematics scores indicated that 10.6 percent of students in Jasper County School District met or exceeded the benchmark standards compared to 46.7 percent of students in schools across the state. Also, 10.2 percent of students in Jasper County schools met or exceeded the benchmark standards in English/language arts compared to 67.9 percent of students in schools across the state. Additionally, 2.9 percent of students in grade eight met or exceeded the benchmark standards in mathematics compared to 32.4 percent of students in schools across the state. In grade seven, 4.0 percent of students met or exceeded benchmark standards compared to 34.7 percent of students across the state. Performance data also revealed that 7.0 percent of students in grade six met or exceeded benchmark standards in English/language arts compared to 41 percent of students across the state. SCPASS science scores decreased from 2015 to 2016 in grades four, six and seven while social studies scores decreased in grades four, six, seven and eight. The percentage of high school students who scored “Ready” on the ACT was below the state average in every subject area during the 2014-2015 and 2015-2016 school years. The percentage of students scoring at 70 or above on the End-of-Course assessments was significantly below state averages for the past three years. These data were of concern to the Team since the graduation rate had continued to rise over the last two years, getting significantly close to the state average.

Stakeholder Survey Data:

Stakeholder survey data revealed that 37 percent of high- and middle-school students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs” and 50 percent agreed/strongly agreed with the statement, “In my school, teachers work together to improve student learning.” Additionally, 69 percent of parents agreed/strongly agreed with the statement “Our school communicates effectively about the school’s goals and activities.” Stakeholder survey data further revealed that 71 percent of parents agreed/strongly agreed with the statement, “Our school has established goals and a plan for improving student learning” and 77 percent of teachers agreed/strongly agreed with the statement, “Our school has a continuous improvement process based on data, goals, actions and measures of growth.” However, data also suggested the district had not

established a documented, systematic continuous improvement process that provides clear direction for improving conditions that support learning.

Stakeholder Interview Data:

Stakeholder interview data revealed that while the district had been reorganized under the leadership of the new superintendent and progress had been made towards a new focus on instruction, a systematic, documented and well-communicated continuous improvement process that provides clear direction for improving conditions that support learning had not been established.

Documents and Artifacts:

A review of planning meeting agendas for the 2016-2017 school year, 2016-2017 District Strategic Renewal Plans and 2016-2017 School Renewal Plans revealed no systematic, documented and well-communicated continuous improvement process that provided clear direction for improving conditions that support learning.

Improvement Priority

Review, update and comply with all Board policies, procedures, laws and regulations pertaining to the roles and conduct of the Board as a whole, as well as individual Board members. Implement a process to evaluate Board decisions and actions to ensure they are in accordance with defined roles and responsibilities, are supportive and respectful of the autonomy of system leadership and benefit student learning. **(Primary Indicator 2.3, Secondary Indicator 2.1)**

Student Performance Data:

Student performance data, as detailed in the Addenda to this report, revealed that Jasper County School District met the 2016-2017 SC READY (grades three through eight) benchmark of “Meets and Exceeds” at a significantly lower rate than the state average in English/language arts and mathematics. District students scored lower in English/language arts (10.2 percent compared to the state average of 67.9 percent) and mathematics (10.6 percent compared to the state average of 46.7 percent). Additionally, student performance data further revealed that the percentage of students in Jasper County Schools scoring “Ready” on ACT was significantly lower in English/language arts (12.4 percent compared to the state average of 39.8 percent), mathematics (14.3 percent compared to the state average of 23.5 percent), reading (14.4 percent compared to the state average of 29.5 percent) and science (14.7 percent compared to the state average of 21.2 percent).

Stakeholder Survey Data:

Stakeholder survey data revealed that 62 percent of parents agreed/strongly agreed with the statement, “Our school's governing body does not interfere with the operations or leadership of our school.” Additionally, 65 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.”

Stakeholder Interview Data:

Stakeholder interview data revealed that most Board members tried to micromanage. One interviewee stated that at the April 10, 2017 Board meeting, Board members spent a lot of time asking questions about a particular curriculum that district staff was purchasing. Additionally, one district administrator stated that the Board had a reputation of meddling, but that it was less pervasive since the new Board members had been elected. One Board member expressed some issues in understanding the boundaries of his/her role. Additionally, a Board member said, “Board members bring personal agendas and do major micromanaging.” This Board member also said, “The superintendent is not provided all the necessary autonomy.”

Documents and Artifacts:

A review of documents (e.g., Policy Manual, Ridgeland Elementary Student Handbook, Hardeeville Elementary School Employee Handbook) revealed the Board had established policies and procedures pertaining to the role and conduct of its members. However, not all Board members followed their policies. Additionally, some policies (e.g., Board Member Authority and Responsibilities, Board Powers

and Duties) had not been updated since 1997, and the Team found no evidence of an in-depth orientation for new Board members.

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.	2.00
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.	2.25
4.3	The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	3.00
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.	2.00
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.	2.00

Conclusion

Strengths:

Under the leadership of the new superintendent, the district identified four priorities: finance, building plan, parent/community engagement and communication and academic achievement. The superintendent and the Board expressed a real commitment to working together in order to achieve success in the four identified priority areas.

District staff members were reorganized and resources were aligned to focus on instruction. The new organizational structure streamlined reporting lines, placed principals directly under the supervision of the superintendent, aligned all financial offices under the Chief Financial Officer and identified a Chief Academic Officer who was charged with focusing on turning around the academic performance of the students attending Jasper County schools. Additionally, a Public Information Officer was charged with creating an advertising campaign to promote a more positive image of Jasper County School District to solicit community support and engagement.

In an effort to be more transparent with and inclusive of the community, the superintendent held multiple public forums (e.g., town hall meetings) to engage in conversations and share his vision for the district. Board members held meetings in different parts of the county in order to reach out to a greater number of residents.

District staff ensured that school buildings were well maintained and inviting, buses ran effectively and efficiently and all students participated in the Free/Reduced Lunch Program.

Continuous Improvement Planning Process:

While priorities had been established, the district was early in the development and implementation of a process that clearly defines high expectations, a level of rigor and accelerated growth that will positively impact student achievement. A monitoring protocol that ensured the full and consistent implementation of planned instructional strategies and acquired technology was not evident.

Classroom observation and stakeholder interview data, survey results and a review of documentation suggested the district had not successfully established effective, results-driven continuous improvement planning processes. The Diagnostic Review Team found some evidence that showed the district engaged stakeholders in systematic, continuous improvement processes. In addition, the Team found the district did not routinely use data to evaluate program effectiveness, monitor the impact of specific strategies in goal areas or determine whether improvement goals were attained. These findings indicated the district should establish and commit to a clear set of performance benchmarks and measures to monitor and determine its ability to meet future improvement goals.

Addressing curriculum, instruction and assessment practices are critical areas for improvement. Classroom observation data revealed a lack of consistency in implementing research-based, rigorous instruction. Furthermore, students engaging in high-quality work and teachers providing meaningful

feedback were seldom observed. The Team agreed that the district should find ways to actively engage teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data use, differentiated instruction and student learning tasks.

To continue growth toward proficiency and provide opportunities to leverage improvement, school staff members need coaching and mentoring to maximize the implementation of high-yield instructional practices. Classroom teachers need additional support to effectively differentiate instruction, use exemplars to promote student understanding of “high-quality work” and create a culture and climate conducive to learning.

District leadership should consistently implement systematic processes to ensure the efficacy of implementing initiatives, monitoring instruction, evaluating programs, coaching, mentoring, supporting all staff members and becoming adept at providing and participating in opportunities to share and build on the strengths of the staff. In a genuine effort to be helpful to the district in the immediate years ahead, the Team identified four Improvement Priorities as the most critically needed at this point.

Improvement Priorities:

Develop, consistently implement and monitor an instructional process that clearly supports student learning and requires teachers to use engaging, high-yield instructional strategies. These strategies should include student collaboration, differentiation, self-reflection and development of critical-thinking skills that result in achievement of learning expectations. **(Primary Indicator 3.3, Secondary Indicator 3.4)**

Develop and implement a professional development plan that ensures all professional and support staff in the district are regularly and systematically assessed and trained in the evaluation, interpretation and use of data. **(Indicator 5.3)**

Establish, implement, monitor and communicate a documented, systematic continuous improvement process that provides clear direction for improving conditions that support learning. This process should include a profile of each student, school and system performance data and an action plan with measurable objectives, strategies, activities, resources, timelines and monitoring protocols to ensure that interventions and strategies are implemented with fidelity. **(Indicator 1.4)**

Review, update and comply with all Board policies, procedures, laws and regulations pertaining to the roles and conduct of the Board as a whole, as well as individual Board members. Implement a process to evaluate Board decisions and actions to ensure they are in accordance with defined roles and responsibilities, are supportive and respectful of the autonomy of system leadership and benefit student learning. **(Primary Indicator 2.3, Secondary Indicator 2.1)**

Addenda

Team Roster

Lead Evaluator	Brief Biography
<p>Ms. Milagros Fornell Florida</p>	<p>Milagros Fornell is an educator who has had a powerful impact on her community, students, parents and peers since her first day as a mathematics teacher in 1978. The 1983 McMillan Mathematics Teacher of the Year went on to chair the Math Department at Hammocks Junior High School. In 2009, she became the Associate Superintendent/Chief Academic Officer for Miami-Dade County Public Schools (M-DCPS) after holding numerous leadership titles within the county. Ms. Fornell's many achievements in this role include the increase of participation and performance of M-DCPS students in Advanced Placement and Dual Enrollment courses. Throughout her career, she has served as a school-site administrator, a regional curriculum director and a regional superintendent.</p>
Team Members	
<p>Ms. Tina Jamison South Carolina</p>	<p>Tina Jamison currently works at the South Carolina Department of Education in the role of External Review Team Coordinator. Prior to this position, she served as the Program Manager for State Priority Schools, the state coordinator for High Schools that Work and Making Middle Grades Work improvement frameworks, and a high school English teacher. She is also co-director for South Carolina's Schools to Watch program through the National Forum to Accelerate Middle Grades.</p>
<p>Dr. Annette Melton South Carolina</p>	<p>Dr. Melton began her career as a second grade and kindergarten teacher. She has also served as an elementary counselor, assistant principal and principal. She has supported continuous improvement in several ways, including serving on the South Carolina Council for AdvancED and participating in numerous system reviews in South Carolina and other states. She has a bachelor's degree in Early Childhood Education, an Educational Specialist degree in Elementary Counseling and a Ph.D. in Educational Leadership. Dr. Melton is passionate about the future of South Carolina's children. After 34 years, she recently retired from the public-school system and currently serves as the Director of South Carolina for AdvancED.</p>
<p>Dr. Veronica Perkins Arkansas</p>	<p>Veronica Perkins is currently the Chief Academic Officer for Little Rock School District in Arkansas. During her 23 years in education she has served as a teacher, an assistant principal, a principal and an English Arts Coordinator. Dr. Perkin's goal as a transformational leader is to model, mentor and motivate.</p>

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 District 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 District	% Ready State
	E	M	E	M	E	M	E	M	E	M	E	M		
ELA*	15.9		9.6		8.7		7.0		7.5		11.0		10.2	67.9
Math	22.1		12.6		10.9		9.9		4.0		2.9		10.6	46.7
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 N/A

Delta

- Based on data for 2016 SC READY, the percentage of students meeting benchmarks rank significantly below the percent Ready State in all content areas and grades.

Percentages of Students Meeting Grade-Level Standards at the District on the South Carolina Palmetto Assessment of State Standards (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	13.6	23.0		22.8	18.8		16.4	21.5		23.7	27.4		30.6	20.9	
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	45.5	47.1		26.1	24.7		36.8	48.9		20.8	27.2		26.2	33.5	
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 2013-14 school year

Plus

- Based on data from SCPASS for the years 2014-2015 and 2015-2016, the percentage of grade five students meeting grade-level standards improved in science by 4 percent and the percentage of eighth grade students improved by 9.7 percent.
- Based on data from SCPASS for the years 2014-2015, 2015-2016, the percentage of fifth grade students meeting grade-level standards improved in social studies by 1.4 percent.

Delta

- Based on the data from SCPASS for the 2014-2015, 2015-2016, the percentage of students meeting grade-level standards in science and social studies ranked significantly below the state average.

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	% District (15-16)	% State (15-16)	% District (14-15)	% State (14-15)	% District (13-14)	% State (13-14)
Algebra I	45.9	81.9	67.6	85.7	55.8	85.5
English I	52.0	78.5	52.1	75.1	50.0	77
Biology	48.5	75.7	47.6	77.8	50.0	78.7
U.S. History	53.0	71.1	52.6	69.1	39.8	65.3

Plus N/A

Delta

- Percentage of students scoring "Ready" on ACT was significantly below state averages for both years reported.

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

Content Area	Composite District (15-16)	Composite State (15-16)	Composite District (14-15)	Composite State (14-15)
Composite Avg. Scale Score	14.1	18.2	14.8	17.9
English	12.4	39.8	13.1	38.7
Math	14.3	23.5	15.5	21.6
Reading	14.4	29.5	15.3	25.8
Science	14.7	21.2	15.1	17.9

Plus N/A

Delta

- Percentage of students scoring "Ready" on ACT was significantly below state averages for both years reported.

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

	Percentage District 2015-16	Percentage State 2015-16	Percentage District 2014-15	Percentage State 2014-15
Applied Mathematics	45.7	72.4	58.6	71.2
Reading for Information	86.2	93.9	90.1	93.2
Locating Information	52.0	76.8	85.8	87.7

Plus N/A

Delta

- Percentage of students meeting Platinum, Gold or Silver threshold on ACT WorkKeys was below state averages in all three areas for both years.

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

	District 2016	State 2016	District 2015	State 2015	District 2014	State 2014
Graduation Rate (for 4-year adjusted cohort)	80.4	82.6	75.0	80.3	68.5	80.0
Graduation Rate (for 5-year adjusted cohort)	75.4	83.9	70.7	82.0	70.2	80.2

Plus

- The graduation rate (for four-year adjusted cohort) increased every year.
- The graduation rate (for four-year adjusted cohort) in 2015 was 2.2 percent lower than the state.

Delta

- The graduation rate (for five-year adjusted cohort) was significantly lower than the state every year.

Stakeholder Feedback Plus/Delta

The Survey Plus/Delta is the Team's brief analysis of all stakeholder survey data which is intended to highlight areas of strength (+) that were identified through the survey process as well as leverage points for improvement (Δ). 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. 93 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, "My teachers help me learn things I will need in the future."

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

1. 37 percent of high- and middle-school students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
2. 61 percent of staff members agreed/strongly agreed with the statement, "All teachers regularly use instructional strategies and interventions that require student collaboration, self-reflection, and development of thinking skills."
3. 69 percent of staff members agreed/strongly agreed with the statement, "Our school ensured all staff members are trained in the evaluation, interpretation, and use of data."

Leadership Capacity

(Standards 1 and 2)

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

1. 93 percent of elementary students agreed/strongly agreed with the statement, "In my school my principal and teachers want every student to learn."
2. 96 percent of elementary students agreed/strongly agreed with the statement, "In my school my teachers want me to do my best work."

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

1. 50 percent of high- and middle-school students agreed/strongly agreed with the statement, "In my school, teachers work together to improve their student learning."
2. 69 percent of parents agreed/strongly agreed with the statement, "Our school communicates effectively about the school's goals and activities."

Resource Utilization

(Standard 4)

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

N/A

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

1. 31 percent of high- and middle-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."
2. 56 percent of parents agreed/strongly agreed with the statement, "Our school ensures the effective use of financial resources."

Diagnostic Review Schedule

Sunday – April 9, 2017

Time	Event	Where	Who
4:00 p.m.	Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:15 p.m.	Superintendent Overview	Hyatt Place Savannah Airport 4 Stephen S. Green Drive	Diagnostic Review Team Members
5:30 p.m. – 8:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Monday – April 10, 2017

Time	Event	Where	Who
8:00 a.m.	Team arrives at central office	District	Diagnostic Review Team Members
8:00a.m. – 9:00 a.m.	Superintendent's Interview	District	Diagnostic Review Team Members
9:00 a.m. – 11:45 a.m.	Stakeholder interviews (see attachment)	District	Diagnostic Review Team Members
11:45 a.m. – 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedules	District	
11:45 a.m. – 4:00 p.m.	Continued interviews (see attachment)	Schools/District	Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m. – 5:00 p.m.	Team returns to hotel and has dinner on their own		
5:30 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Tuesday – April 11, 2017

Time	Event	Where	Who
8:00 a.m.	Team arrives at central office	District	Diagnostic Review Team Members
8:00 a.m. – 11:00 p.m.	Continue interviews and artifact reviews, school observations	District	Diagnostic Review Team Members
12:00 non	Team arrives at schools	Schools	Diagnostic Review Team Members
3:30 p.m. – 4:30 p.m.	Team returns to hotel		
5:00 p.m. – 8:00 p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator)	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – April 12, 2017

Time	Event	Where	Who
8:00 a.m. – 10:30 a.m.	Final Team Work Session	District	Diagnostic Review Team Members