

DIAGNOSTIC REVIEW REPORT FOR LEE COUNTY SCHOOL DISTRICT

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Bishopville, SC
29010

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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

Lee County School District hosted a Diagnostic Review on April 2-5, 2017. The 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 Lee County School District for their hospitality and receptivity throughout the visit. The district was prepared for the review and responded professionally and promptly to Team requests for information.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through emails to complete the initial intensive study, review and analysis of various documents provided by the district. The Lead Evaluator conducted conference calls with the key leaders of the district. District leaders planned and conducted the Internal Review within the parameters of the review process. Evidence and documentation to support the district Self Assessment and other diagnostics were made available electronically and were organized by Standards.

A total of 41 stakeholders were interviewed, as detailed in the chart below, and 67 core classrooms were observed during the Diagnostic Review. The administrator category included interviews with all seven board members (two by phone) as well as five principals. Throughout the Diagnostic Review, district leaders were candid and open in discussing their continuous improvement efforts in Lee County School District.

Stakeholder Interviewed	Number
Administrators	22
Instructional Staff	0
Support Staff	0
Students	0
Parents/Community/Business Leaders	19
TOTAL	41

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.	1.25
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.	1.75
3.3	Teachers throughout the school system engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.25
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.50
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	1.25
3.6	Teachers implement the system's instructional process in support of student learning.	1.00
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	1.00
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.	1.25
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.	1.00
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.	1.00
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.	1.00

Standard 5 - Using Results for Continuous Improvement

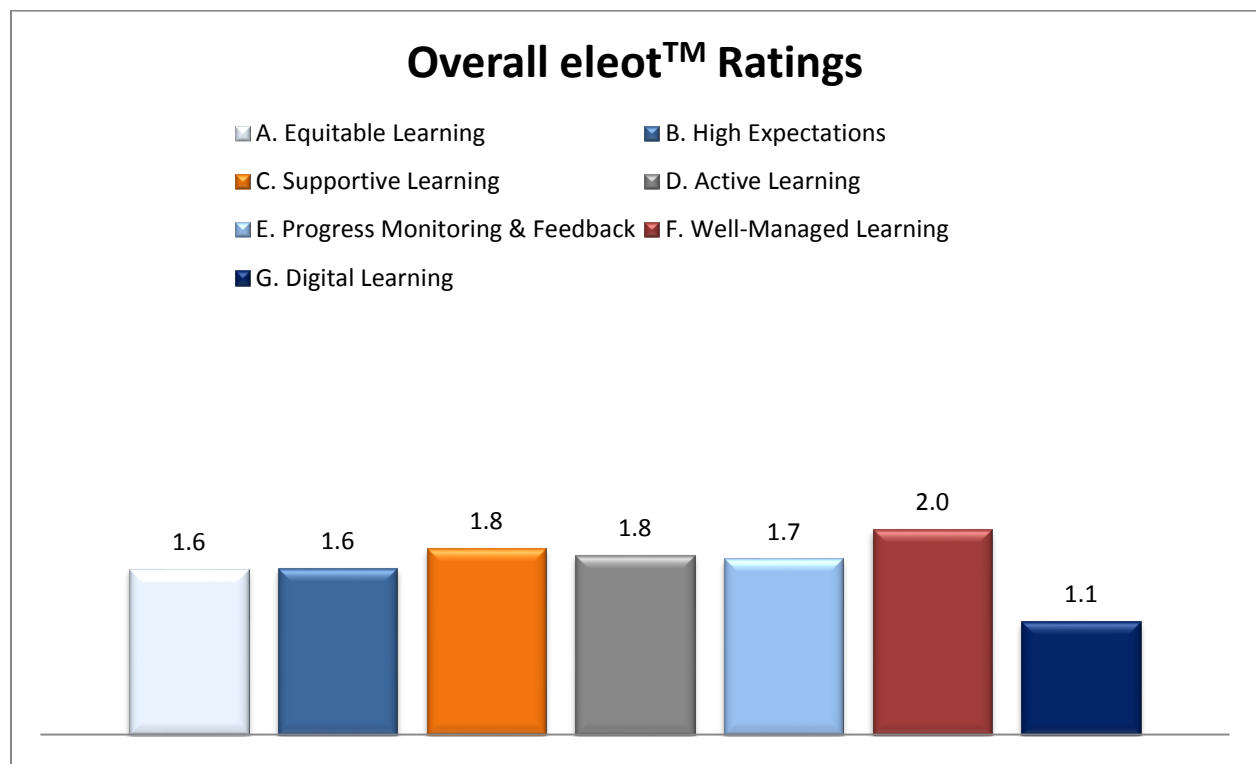
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Average Team Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	1.75
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.	1.00
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.	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.	1.25

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

The Diagnostic Review Teams conducted 67 classroom observations in five schools (all available core content classes) using the eleot classroom observation tool. The overall ratings ranged from 1.6 to 2.0 on a four-point scale. The highest rated was the Well-Managed Learning Environment at 2.0 and the lowest rated was the Digital Learning Environment at 1.1. The ratings for each of the other five learning environments ranged from 1.6 to 1.8. Collectively, the ratings provided compelling evidence that the variety of learning opportunities available to students was minimal. The primary mode of instruction was teacher-led with students working on tasks that required information acquisition. Few students were challenged to develop critical-thinking skills. Items that typically rated the lowest in the seven Learning Environments strongly correlated with curriculum, instructional practices and the effective use of data to modify classroom instruction.

eleot Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.3	Has differentiated learning opportunities and activities that meet her/his needs	0%	4%	19%	76%
A.2	1.9	Has equal access to classroom discussions, activities, resources, technology, and support	0%	25%	40%	34%
A.3	2.3	Knows that rules and consequences are fair, clear, and consistently applied	4%	39%	36%	21%
A.4	1.0	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	0%	3%	97%
Overall rating on a four-point scale:		1.6				

Equitable Learning Environment:

It was evident/very evident in zero percent of classrooms that students had “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” (A4). It was evident/very evident in four percent of classrooms that students were engaged in “differentiated learning opportunities and activities that meet his/her needs” (A1). It was evident/very evident in 25 percent of the classrooms that students had “equal access to classroom discussions, activities, resources, technology and support” (A2). Observation data from this Learning Environment indicated the primary method of instruction was teacher-led. The frequency of interactions between teachers and students varied in many classrooms.

B. High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	1.9	Knows and strives to meet the high expectations established by the teacher	3%	24%	28%	45%
B.2	1.7	Is tasked with activities and learning that are challenging but attainable	1%	16%	36%	46%
B.3	1.3	Is provided exemplars of high quality work	0%	7%	16%	76%
B.4	1.6	Is engaged in rigorous coursework, discussions, and/or tasks	0%	12%	37%	51%
B.5	1.7	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	1%	13%	34%	51%
Overall rating on a four-point scale:		1.6				

High Expectations Learning Environment:

Observation data revealed that “exemplars of high quality work” were evident/very evident in seven percent of classrooms (B3). It was evident/very evident in 12 percent of classrooms that students were engaged in “rigorous coursework, discussions, and/or tasks” (B4). It was evident/very evident in 17 percent of classrooms that students were tasked with “activities and learning that are challenging but attainable” (B2). Observers noted few examples of high quality work (e.g., wall posters, rubrics, finished models, examples of exemplary student work) to guide student learning. Many students worked on activities (e.g., work sheets) that required them to seek information. Observers noted few examples of activities that required students to use and develop their higher-order thinking skills.

C. Supportive Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	1.9	Demonstrates or expresses that learning experiences are positive	4%	19%	33%	43%
C.2	1.9	Demonstrates positive attitude about the classroom and learning	4%	19%	36%	40%
C.3	1.8	Takes risks in learning (without fear of negative feedback)	4%	18%	31%	46%
C.4	2.0	Is provided support and assistance to understand content and accomplish tasks	4%	18%	49%	28%
C.5	1.6	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0%	16%	30%	54%
Overall rating on a four-point scale:		1.8				

Supportive Learning Environment:

It was evident/very evident in 16 percent of classrooms that students received “additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs” (C5). This observation correlated with Item A4 in the Equitable Learning Environment that few students had “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences.” It was evident/very evident in 23 percent of classrooms that “students demonstrate or express that learning experiences are positive” (C1). It was also evident/very evident in 23 percent of classrooms that students had “a positive attitude about the classroom and learning” (C2). The observations supported the need for teacher training in individualizing instruction as well developing activities that motivate and engage students in their learning.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	1.9	Has several opportunities to engage in discussions with teacher and other students	4%	19%	40%	36%
D.2	1.5	Makes connections from content to real-life experiences	1%	10%	27%	61%
D.3	1.8	Is actively engaged in the learning activities	1%	15%	49%	34%
Overall rating on a four-point scale:		1.8				

Active Learning Environment:

It was evident/very evident in 11 percent of classrooms that students made “connections from content to real life experiences” (D2). This item correlated with Item A4 regarding students who had “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences.” The lack of connection from classroom activities to the lives and cultures of students was notable. Expanding on this could significantly improve student enthusiasm and motivation for learning. It was evident/very evident in just 16 percent of the classrooms that students were “actively engaged in the learning activities” (D3). Student engagement is the cornerstone of learning and requires student-centered instructional lessons that involve hands-on learning activities.

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	1.9	Is asked and/or quizzed about individual progress/learning	3%	12%	54%	31%
E.2	1.9	Responds to teacher feedback to improve understanding	1%	15%	52%	31%
E.3	1.7	Demonstrates or verbalizes understanding of the lesson/content	3%	7%	49%	40%
E.4	1.5	Understands how her/his work is assessed	1%	4%	37%	57%
E.5	1.7	Has opportunities to revise/improve work based on feedback	1%	7%	46%	45%
Overall rating on a four-point scale:		1.7				

Progress Monitoring and Feedback Learning Environment:

It was evident/very evident in 5 percent of classrooms that students understood “how her/his work is assessed” (E4). Instances in which students had “opportunities to revise/improve work based on feedback” (E5) were evident/very evident in eight percent of the classrooms. It was evident/very evident in 15 percent of classrooms that students were asked “about individual progress/learning” (E1). The low scores on all five items supported the need for significantly increased progress monitoring activities. Monitoring is an integral part of effective instruction and is addressed in the Improvement Priorities developed for all three Priority schools within Lee County School District in 2015-2016.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.2	Speaks and interacts respectfully with teacher(s) and peers	10%	28%	34%	27%
F.2	2.2	Follows classroom rules and works well with others	10%	33%	25%	31%
F.3	1.7	Transitions smoothly and efficiently to activities	6%	12%	33%	49%
F.4	1.6	Collaborates with other students during student-centered activities	3%	12%	22%	63%
F.5	2.3	Knows classroom routines, behavioral expectations and consequences	10%	34%	33%	22%
Overall rating on a four-point scale:		2.0				

Well-Managed Learning Environment:

It was evident/very evident in 15 percent of classrooms that students collaborated "with other students during student-centered activities" (F4). The lack of student-centered instruction may be a prime reason the overall scores for this Learning Environment were low. Student discipline issues were a frequent topic of staff member discussions during the Diagnostic Review. The district is encouraged to focus on developing instructional strategies that lead to much higher student engagement in their learning as a way of improving student discipline.

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	1.2	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	4%	7%	88%
G.2	1.1	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	4%	3%	93%
G.3	1.0	Uses digital tools/technology to communicate and work collaboratively for learning	0%	1%	1%	97%
Overall rating on a four-point scale:		1.1				

Digital Learning Environment:

It was evident/very evident in four percent of classrooms that students used "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G1) or to "conduct research, solve problems, and/or create original works for learning" (G2). District administrators cited unavailable infrastructure (bandwidth) as a hindrance; however, the Team did not observe students using technology at any of the schools. Interview data revealed the availability of iPads and computers in the schools despite their lack of use. The district reported that it was currently involved in purchasing hundreds of Chromebooks; however, the Team found no instructional plan for their use. The district is encouraged to develop an instructional plan before deploying any additional hardware to the schools.

Findings

Improvement Priority

Note: Two Improvement Priorities were developed from this Diagnostic Review and are detailed in the Leadership Capacity section of this report. The first Improvement Priority addressed many of the Indicators in the Teaching and Learning Domain (Standards 3 and 5); however, due to the systemic need for a comprehensive approach to improving curriculum and instruction in all the district's schools, it was linked to Indicator 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.*)

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.	1.75
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.	1.25
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.	1.25

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.	1.75
2.2	The governing body operates responsibly and functions effectively.	1.50
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.	1.50
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	1.75
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

Findings

Improvement Priority 1

Develop and implement a district-wide plan and process to address the Improvement Priorities in the 2016 Diagnostic Review Reports for Bishopville Primary School, Lee Central Middle School and Lower Lee Elementary School. These Improvement Priorities were all focused on curriculum and instructional processes and strategies. Expand the process and plan to include West Lee Elementary School and Lee Central High School. Ensure that the following components of the original school Improvement Priorities are addressed and satisfactorily implemented in all five schools:

1) The district curriculum is aligned with the South Carolina College and Career Readiness Standards and aligned vertically and horizontally from kindergarten through twelfth grade. Evaluate and modify the curriculum for rigor to ensure that it supports the development of higher-order thinking skills in all students. **(Indicator 3.1)**

2) The district instructional process incorporates short- and long-range lesson plans, focuses on active student engagement strategies, informs students of learning expectations, uses exemplars, requires multiple measures to inform the on-going modification of instruction and provides data for curriculum revision activities. The process shall include individualized and immediate feedback for students and the use of instructional strategies that require student collaboration, self-reflection and the development of critical-thinking skills. **(Indicator 3.6)**

3) The district professional development plan focuses on instructional strategies and evaluation, interpretation and use of data to modify instruction. These instructional practices shall promote student engagement, collaboration, self-reflection and development of critical-thinking skills. Professional development activities shall be evaluated for effectiveness and adjusted annually, at minimum. **(Primary Indicator 3.11, Secondary Indicators 3.3, 5.2, 5.3)**

4) The district supervision and evaluation plan incorporates a walk-through process using the elect. Ensure teachers receive useful and timely feedback on instructional strategies and practices. **(Primary Indicator 2.6, Secondary Indicator 3.4)**

(Primary Indicator 1.4. Secondary Indicators 2.6, 3.1, 3.3, 3.4, 3.6, 3.11, 5.2, 5.3)

Student Performance Data:

Student performance data, as detailed in the Addenda to this report, show the percentage of students meeting the benchmark of "Meets and Exceeds" on the South Carolina Ready (SC READY) assessment in 2015-2016 was significantly below state averages for grades 3-8 in both English/language arts (ELA) and math. For example, 20.1 percent of the district's third grades met ELA benchmarks, while the state average for third grade was 43.7 percent. The district's third grade math average was 22.3 percent but the state average was 53.6 percent. The district's eighth grade ELA average was 13.8 percent while the state average 44.7 percent. The district's eighth grade math average was 15.3 percent but the state average was 32.4 percent.

The percentage of students meeting grade-level standards on the South Carolina Palmetto Assessment of State Standards (SCPASS) was significantly lower than state averages for grades 4-8 in social studies and science for three consecutive school years: 2013-14, 2014-15 and 2015-16. For example, the district's fourth grade science averages for those three school years were 24.3 percent, 25.5 percent and 27.0 percent, consecutively, while the state averages for the same years were 69.9 percent, 69.9 percent and 65.0 percent, consecutively. The district's eighth grade science averages were 27.5 percent in 2013-14, 25.9 percent in 2014-15 and 26.5 percent in 2015-16, while the state averages for the same years were 69.2 percent, 65.2 percent and 66.2 percent, consecutively.

The percentages of students scoring 70 or above on End-of-Course Assessments were well below state averages in all subjects (Algebra I, English I, Biology and U.S. History) for 2013-14, 2014-15 and 2015-16. In the most recent year of 2015-16, for example, 61.6 percent of district students met benchmarks in Algebra compared to 82.4 percent of students in the state; 50.6 percent of district students met benchmarks in English I compared to 78.9 percent of students in the state; 52.0 percent of students in the district met benchmarks in Biology compared to 75.9 percent of students in the state; and finally 32.6 percent of students in the district met benchmarks in U.S. History compared to 71.2 statewide.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, showed it was evident/very evident in four percent of classrooms that students were engaged in "differentiated learning opportunities and activities that meet his/her needs" (A1). Observation data revealed that "exemplars of high quality work" were evident/very evident in seven percent of the classrooms (B3). It was evident/very evident in 11 percent of the classrooms that students made "connections from content to real life experiences" (D2). It was evident/very evident in five percent of classrooms that students understood "how her/his work is assessed" (E4).

Stakeholder Survey Data:

Survey data showed 65 percent of teachers agreed/strongly agreed with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills." Fifty percent of parents agreed/strongly agreed with the statement, "All of my child's teachers give work that challenges my child." Fifty percent of middle school/high school students agreed with the statement, "All of my teachers change their teaching to meet my learning needs." Forty 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."

Stakeholder Interviews:

Interview data indicated a written curriculum for the district was in its beginning stages. Several staff members reported that only the curriculum director had the task of writing the curriculum and putting systems in place for the entire district. Several staff members commented that "unification at and with the district office" was needed. Administrators noted there were high turnover rates in staff. One interviewee commented, "There are always vacancies. Lee County will be on its way if we can prevent

turnovers." Another noted that "Trust has been broken" related to the relationship between the district office and school staffs. Interview data indicated Board members had little knowledge of the Diagnostic Review reports from the previous year at three Priority schools. Most Board members expressed satisfaction that student test scores were actually improving. When informed by Team members that this was not true they expressed surprise. Several suggested the Board should look in to the scores at a "deeper level."

Documents and Artifacts:

A review of documents and artifacts revealed there was no existence of continuous improvement plans. SC CASE Pacing Guides were presented as evidence of curriculum alignment and rigor, but it was not clear how these documents were used. An instructional lesson plan template was provided, but the Team was provided few samples of actual lesson plans. A classroom walkthrough observation template was offered as evidence of a supervisory process. The Office of Instruction provided six monthly newsletters describing professional development activities. Samples of benchmark assessment reports at the various schools were reviewed.

Improvement Priority 2

Develop and implement a two-part School Board training process and plan to assist the Board in accurately monitoring and evaluating district progress in two areas:

1) Addressing the curriculum and instructional needs described in Improvement Priority 1. The Board's training shall provide members the knowledge and skills to monitor district-wide improvements in curriculum rigor and alignment, classroom instructional processes and strategies, professional development activities targeted at improved classroom instruction and supervision and evaluation processes that address classroom instructional practices.

2) Prioritizing resource needs (e.g., fiscal, staffing, instructional materials, technology, maintenance and repair) so that resources are allocated equitably to all schools, involve individual school stakeholders in the process and are based on identified instructional needs.

(Primary Indicator 2.2, Secondary Indicators 4.1, 4.2, 4.3)

Student Performance Data:

Student performance data, as detailed in the Addenda to this report, was significantly below state averages in all content areas and generally unchanged over the past three years. Specific examples were provided in the Student Performance Data section of Improvement Priority 1. These data supported that the district had not effectively established a targeted instructional process or used formative data to monitor student progress or cultivate a culture of continuous improvement. Student performance data further underscored that the School Board had not consistently monitored its instructional programs and student outcomes.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed few learning opportunities for students to engage in rigorous coursework. It was evident/very evident that students had access to "differentiated learning opportunities and activities" in four percent of classrooms (A1). It was evident/very evident that students were "provided additional/alternative instruction and feedback at the appropriate level of challenge" in 16 percent of classrooms (C5). It was evident/very evident that students were "tasked with activities and learning that are challenging but attainable" in 17 percent of classrooms (B2). It was evident/very evident that students were "engaged in rigorous coursework, discussions, and/or tasks" in 12 percent of classrooms (B4).

Stakeholder Survey Data:

Survey data indicated that 42 percent of parents agreed/strongly agreed with the statement, "Our school's governing body operates responsibly and functions effectively," suggesting that a significant percentage of the parents could not confirm these important practices. Similarly, 43 percent of parents agreed/strongly agreed with the statement, "Our schools governing body does not interfere with the operation or leadership of our school." Sixty-five percent of staff members agreed/strongly agreed with the statement, "Our schools governing body or school board maintain a distinction between its roles and responsibilities and those of school leadership."

Stakeholder Interviews:

Interview data revealed district-level leaders, including Board members, were consistently unable to define or explain the instructional improvement aims/goals/processes for the district. Board members consistently indicated a lack of understanding and insight into the district data trends. Members were unable to articulate elements of student performance data, survey data or vital facets of the instructional program. Interview data indicated a disconnect between the actual data and an understanding of the implications of historical and ongoing underperformance as evidenced by comments such as, "Everything is going well," "I am unaware of any issues" and "I don't know what our kids have a hard time with." Interview data indicated that student achievement and survey data were only accessible by select district officials and not to the Board for review. One administrator commented, "I'm not certain the Board wants success for this district."

Documents and Artifacts:

A review of documents and artifacts that addressed the instructional improvement process for the district were limited to a generalized PowerPoint presentation from the Department of Teaching and Learning, which contained non-specific information for school-level professional development. This document did not appear to inform Board policy discussions or decision-making.

A specific plan for Board member cooperation and participation in the advancement of instructional improvement in the district was not provided. The Team found no evidence that the Board had access to, knowledge of or experience with Priority school data for developing effective connections between Board policies and instructional improvement initiatives that focused on the needs of all district schools.

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.	1.25
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.	1.25
4.3	The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.00
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1.25
4.5	The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	1.75
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs.	1.00
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.	1.50

Conclusion

Strengths:

The district had four new principals (out of five) this year. Each principal was upbeat and focused on improving their respective schools. A district office position was redefined and a new assistant superintendent for instruction was brought on board just over a year ago, resulting in some significant focus on the many student learning needs in the district.

Continuous Improvement Planning Process:

The district had developed mission and vision statements; however the Team found no connection between these statements and actual instructional processes occurring in the schools. The Team uncovered no evidence that indicated the culture of the district was based on shared values and beliefs about teaching and learning. School-level educational programs and classroom practices appeared to challenge few students. Learning experiences for students were rarely equitable. Instructional practices seldom included active student engagement, a focus on depth of understanding and an application of knowledge and skills. There was little evidence of commitment to high expectations for professional practice, nor were there signs of a continuous improvement process that provided clear direction for improving conditions that supported student learning.

Little connection existed between policies and practices of the Board and the purpose, direction and effective operation of the district. Board practices seldom addressed conditions that supported student learning or effective instruction. Few policies and practices existed regarding professional growth of staff. The Board did not ensure that significant decisions and actions focused on student outcomes. Board members rarely participated in professional development about curriculum and instruction to provide appropriate and needed oversight of student learning needs in the district. The Board supported the autonomy of district and school leadership to manage day-to-day operations of the district and its schools.

District leadership decisions and actions seldom supported continuous improvement. It was unclear whether district leadership expected personnel to maintain standards or for students to learn. The Team found no evidence of or desire for collective accountability for student learning. Leaders did not support innovation, collaboration, shared leadership or professional growth. The culture was characterized by a minimal degree of collaboration with little to no sense of community. District leaders sometimes communicated effectively with stakeholder groups; however, they rarely provided opportunities for stakeholders to shape decisions. A review of documents and artifacts revealed no criteria or processes of supervision and evaluation that focused on improving professional practice or student success. Supervision and evaluation processes were haphazardly implemented. District leaders rarely monitored instructional practices through supervision or evaluation procedures to ensure that teachers taught the approved curriculum, directly engaged with all students in the oversight of their learning and used content-specific standards of professional practice.

In most courses and classes across the district, the curriculum and learning experiences provided few students with challenging or equitable opportunities to develop learning, thinking and life skills. No evidence was found that indicated the degree to which students would be successful at the next level. Few individualized learning activities for students were evident in any schools across the district. Personnel rarely monitored or adjusted curriculum, instruction and assessment to ensure alignment vertically and horizontally and with state standards. The district was in the beginning stages of implementing a district-wide instructional process. No process existed to ensure alignment when curriculum, instruction and/or assessments were reviewed or revised. Little evidence was found that the continuous improvement process was connected or aligned vertically and horizontally.

Teachers rarely used instructional strategies that required student collaboration, self-reflection and development of critical-thinking skills. Teachers seldom personalized instructional strategies. Teachers rarely used instructional strategies that required students to apply knowledge and skills, integrate content and skills with other disciplines or use technologies as instructional resources and learning tools. Professional learning communities (PLCs) had been introduced to school leaders and teachers. One administrator described this as 'Being in an infancy stage.' The Team found no district-wide instructional process that informed students of learning expectations or standards of performance. Exemplars were rarely provided to guide or inform students. Few teachers across the district used common grading and reporting policies, processes and procedures. District-wide grading policies, processes and procedures were rarely implemented across grade levels or courses and were not well understood by stakeholders. The system had not established a process for the evaluation of grading and reporting practices.

The district reported significant difficulties in hiring and retaining qualified staff. They reported frequently having to enlist a private agency to hire teachers from other countries to meet their staffing needs. Sustained fiscal resources were not available to fund positions critical to achieving the purpose and direction of the district, individual schools and educational programs. District leaders had not prioritized available material or fiscal resources to meet the needs of students. The district office and schools were clean, safe and well-maintained. The district did not have clear policies or practices related to strategic resource management and long-range strategic planning. The Team found no technology plan, and interview data showed the technology infrastructure was inadequate.

The district's use of data for program planning and evaluation was non-existent. The district had not established a process to use student performance data to enhance and modify classroom instructional practices. The district did not use data from multiple sources to gain a comprehensive understanding of student learning, instruction, the effectiveness of programs or the conditions that supported learning. District and school personnel rarely used data to design and implement improvement plans to increase student learning and improve classroom instruction. Teachers were not adequately trained in the use of data to impact classroom instructional practices.

The Diagnostic Review Indicator Ratings were low in all three domains (Teaching and Learning, Leadership Capacity and Resource Use) and supported the need for significant leadership intervention throughout the district. All Learning Environments received low overall average ratings, suggesting a

dearth of quality learning opportunities for students in all district schools. Three of the district's five schools are Priority schools. All five schools are chronically low-performing. The Diagnostic Review Team concluded that the best strategy the district could implement was to revisit the Improvement Priorities for the three Priority schools and use them as the basis for developing a well-organized plan of action to use district-wide (at all five schools).

Improvement Priorities:

Improvement Priority 1

Develop and implement a district-wide plan and process to address the Improvement Priorities in the 2016 Diagnostic Review Reports for Bishopville Primary School, Lee Central Middle School and Lower Lee Elementary School. These Improvement Priorities were all focused on curriculum and instructional processes and strategies. Expand the process and plan to include West Lee Elementary School and Lee Central High School. Ensure that the following components of the original school Improvement Priorities are addressed and satisfactorily implemented in all five schools:

1) The district curriculum is aligned with the South Carolina College and Career Readiness Standards and aligned vertically and horizontally from kindergarten through twelfth grade. Evaluate and modify the curriculum for rigor to ensure that it supports the development of higher-order thinking skills in all students. **(Indicator 3.1)**

2) The district instructional process incorporates short- and long-range lesson plans, focuses on active student engagement strategies, informs students of learning expectations, uses exemplars, requires multiple measures to inform the on-going modification of instruction and provides data for curriculum revision activities. The process shall include individualized and immediate feedback for students and the use of instructional strategies that require student collaboration, self-reflection and the development of critical-thinking skills. **(Indicator 3.6)**

3) The district professional development plan focuses on instructional strategies and evaluation, interpretation and use of data to modify instruction. These instructional practices shall promote student engagement, collaboration, self-reflection and development of critical-thinking skills. Professional development activities shall be evaluated for effectiveness and adjusted annually, at minimum. **(Primary Indicator 3.11, Secondary Indicators 3.3, 5.2, 5.3)**

4) The district supervision and evaluation plan incorporates a walk-through process using the elect. Ensure teachers receive useful and timely feedback on instructional strategies and practices. **(Primary Indicator 2.6, Secondary Indicator 3.4)**

(Primary Indicator 1.4, Secondary Indicators 2.6, 3.1, 3.3, 3.4, 3.6, 3.11, 5.2, 5.3)

Improvement Priority 2

Develop and implement a two-part School Board training process and plan to assist the Board in accurately monitoring and evaluating district progress in two areas:

1) Addressing the curriculum and instructional needs described in Improvement Priority 1. The Board's training shall provide members the knowledge and skills to monitor district-wide improvements in curriculum rigor and alignment, classroom instructional processes and strategies, professional development activities targeted at improved classroom instruction and supervision and evaluation processes that address classroom instructional practices.

2) Prioritizing resource needs (e.g., fiscal, staffing, instructional materials, technology, maintenance and repair) so that resources are allocated equitably to all schools, involve individual school stakeholders in the process and are based on identified instructional needs.

(Primary Indicator 2.2, Secondary Indicators 4.1, 4.2, 4.3)

Addenda

Team Roster

Lead Evaluator	Brief Biography
Dr. George Griffin, North Carolina	Dr. Griffin holds Bachelor of Arts and Master of Education degrees from Duke University. He received his doctorate in Special Education from The University of North Carolina at Chapel Hill. His primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He has extensive experience in alternative school programming, having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals. Dr. Griffin serves as a Lead Evaluator with AdvancED and has lead reviews in numerous schools and school districts throughout the United States and in the Middle East.
Team Members	
John Cobb, South Carolina	John is a native of Charleston, SC. He has 25 years of experience in elementary education. As an administrator, he was a middle school assistant principal and enjoyed 16 years as elementary principal at two different schools. He is serving his second year as Executive Director of Elementary Schools with the Charleston County School District.
Sarah Evanson, South Carolina	A classroom teacher of 16 years, Ms. Evanson has recently been named as the Instructional Coach at Ralph Chandler Middle School. She holds professional teaching credentials in Florida and South Carolina in the areas of English 6-12 and ESOL K-12. She completed undergraduate and post-graduate work in English and Secondary Education at Stetson University and completed 36 hours of graduate work in the Humanities at California State University. She holds National Board Certification in Early Adolescent English/Language Arts. She has served in a variety of leadership and mentoring positions at several educational facilities, and has been named Teacher of the Year at two different learning institutions and a Top Ten candidate for District Teacher of the Year in 2010. She serves as the President-Elect of the South Carolina Association for Middle Level Education.
Tina Jamison,	Tina Jamison currently works at the South Carolina Department of Education in

South Carolina	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.
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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*	20.1		19.1		15.9		12.7		11.0		13.8		15.3	43.0
Math	22.3		12.7		8.6		7.0		14.6		15.3		14.2	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

Delta

- ELA scores for all grade levels were well below state averages.
- Math scores for all grade levels were well below state averages.

Percentages of Students Meeting Grade Level Standards at the School 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	27.0	25.5	24.3	21.7	20.4	32.0	19.9	29.0	31.3	44.5	43.8	28.5	26.5	25.9	27.5
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	42.9	56.9	53.6	39.1	27.7	33.3	44.6	43.5	23.8	39.4	39.6	19.2	31.8	32.7	21.3
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 school year.

Delta

- Science scores for all grades for all three school years were well below state averages.
- Social studies scores for all grades for all three school years were well below state averages.

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	61.6	82.4	48.7	85.7	60.8	85.5
English I	50.6	78.9	33.3	75.1	41.0	77
Biology	52.0	75.9	46.8	77.8	63.0	78.7
U.S. History	32.6	71.2	33.8	69.1	15.2	65.3

Plus

- Algebra I, English I and Biology scores improved from 2014-2015 to 2015-2016.

Delta

- All subjects for all three school years were well below state averages.

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	0.0	18.2	0.00	17.9
English	4.4	16.8	10.6	38.7
Math	0.0	18.4	0.00	21.6
Reading	5.3	18.6	04.1	25.8
Science	0.0	18.6	1.60	17.9

Delta

- The percentage of students scoring "Ready" was below state averages for both school years.

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	35.0	72.4	49.1	71.2
Reading for Information	82.8	93.9	89.5	93.2
Locating Information	51.7	76.8	77.5	87.7

Delta

- All scores in all three areas were below state averages for both school years.

Graduation Rates for the School and 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)	91.3	82.6	87.7	80.3	71.6	80
Graduation Rate (for 5-year adjusted cohort)	89.0	83.9	70.3	82	76.3	80.2

Plus

- The 4-year cohort graduation rates for 2015 and 2016 were above state averages.
- The 5-year cohort graduation rate was above the state average for 2016.

Delta

- Although graduation rates improved over the three school years, high school test data in all areas remained below state averages.

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. 100 percent of students agreed/strongly agreed with the statement, "My teachers use different activities to help me learn."

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

1. 40 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
2. 50 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."

Leadership Capacity

(Standards 1 and 2)

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

1. 90 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."

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

1. 55 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."
2. 60 percent of staff members agreed/strongly agreed with the statement, "Our school has a systematic process for collecting, analyzing, and using data."

Resource Utilization

(Standard 4)

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

1. 100 percent of elementary students agreed/strongly agreed with the statement, "My school has many places I can learn, such as a library."

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

1. 50 percent of staff members agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs."

2. 35 percent of parents agreed/strongly agreed with the statement, "Our school ensures the effective use of financial resources."

Diagnostic Review Schedule

Sunday – April 2, 2017

Time	Event	Where	Who
3:30 p.m.	Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:15 p.m.	Superintendent Overview	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m. – 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Monday – April 3, 2017

Time	Event	Where	Who
7:45 a.m.	Team arrives at central office	District office	Diagnostic Review Team Members
8:00 a.m. – 9:00 a.m.	Superintendent's Interview	District	Diagnostic Review Team Members
9:00 a.m. – 4:00 p.m.	Stakeholder interviews (see individual schedules)	District	Diagnostic Review Team Members
11:30 a.m.- 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule	District	
4:00 p.m. –	Return to hotel		
6:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel conference room	Diagnostic Review Team Members

Tuesday – April 4, 2017

Time	Event	Where	Who
8:00 a.m. - 12:00 p.m.	Team arrives at schools, principal interviews , informal classroom walkthroughs	Schools	Diagnostic Review Team Members
12:30 p.m. – 4:00 p.m.	Team meets/works at central office	District	Diagnostic Review Team Members
4:00 p.m. –	Team returns to hotel		
6:00 p.m. – 9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – April 5, 2017

Time	Event	Where	Who
8:00 a.m. – 11:00 a.m.	Final Team Work Session	District	Diagnostic Review Team Members