

DIAGNOSTIC REVIEW REPORT FOR ALLENDALE ELEMENTARY SCHOOL

3505 ALLENDALE-FAIRFAX HIGHWAY
FAIRFAX, SC
29827

April 5-8, 2016



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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

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

Powerful Practices

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

Improvement Priorities

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

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

The Review

Allendale Elementary School hosted a Diagnostic Review on April 5-8, 2016. The on-site review involved a five-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 Allendale Elementary School for their attention to the review process throughout the visit. The principal and her team are commended for their assistance with scheduling stakeholder interviews, logistics involving the scheduling of rooms for Team interviews and their overall prompt response to the Team's varied requests. Evidence and documentation to support the school's Self Assessment and other diagnostics were well organized and easily accessible to the Team. The evidence was in file folders organized by Indicator.

Prior to the start of the Diagnostic Review, the Team engaged in a conference call on March 24, 2016 and also communicated through email and telephone calls to complete the initial intensive study, review and analysis of various documents provided by the school. The Lead Evaluator and the school principal engaged in three telephone calls and several email communications prior to the visit. The Allendale Elementary School principal and school leadership team planned and conducted the Internal Review thoughtfully and with transparency. The comprehensive Internal Review engaged school administration, parents, students, central office staff, teachers and support staff.

A total of 73 stakeholders were interviewed, including central office staff, and 15 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, school leaders, faculty and staff members were thoughtful in their reflections and open in discussing their continuous improvement efforts at Allendale Elementary School.

Stakeholder Interviewed	Number
Administrators	6
Instructional Staff	9
Support Staff	4
Students	49
Parents/Community/Business Leaders	5
TOTAL	73

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

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Average Team Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.60
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.20
3.6	Teachers implement the school's instructional process in support of student learning.	1.80
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.60
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1.80
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	1.80
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.80

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Average Team Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.80
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	2.00
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.40
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	2.00
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	2.00

Student Performance Diagnostic

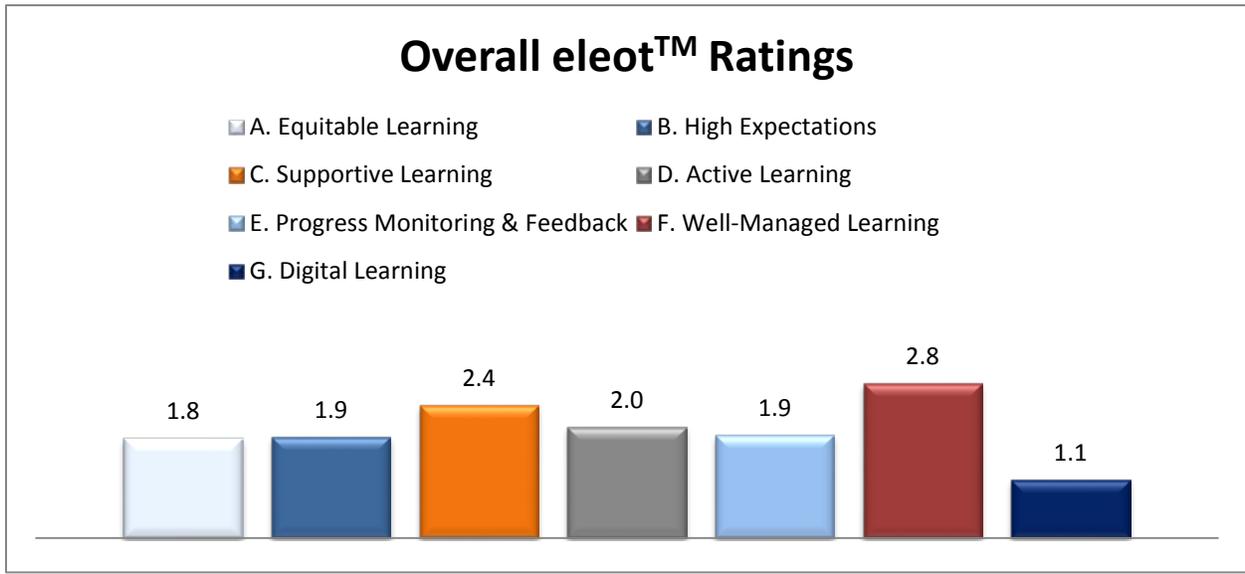
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	2.20
2. Test Administration	3.80
3. Quality of Learning	2.20
4. Equity of Learning	2.20

Effective Learning Environments Observation Tool (eleot™)

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

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



eleot™ Summary Statement

The Diagnostic Review Team conducted 15 classroom observations including all core content classes, using the eleot™ classroom observation tool. The overall eleot ratings ranged from 1.1 to 2.8 on a four-point scale. The highest rating was in the Well-Managed Learning Environment, and the lowest rated was the Digital Learning Environment. Regarding the Well-Managed Learning Environment, observers reported teachers and students speaking and interacting respectfully (F1), students following rules and routines (F2) as well as transitioning smoothly to activities (F3). Observers noted few instances of “collaboration during student-centered activities” (F4). The Team found very few instances in which students were provided differentiated learning tasks (A1); most students were engaged in whole group activities. Few activities were observed in which students were connecting classwork with their own and others’ backgrounds (A4) and real-life experiences (D2). Instances of positive attitudes about the classroom (C2) and active engagement on the part of students (D3) were observed in many classrooms. The Team observed a small number of students engaged in rigorous tasks (B4) and responding to questions involving higher order thinking skills (B5). Regarding the lowest-rated environment, Digital Learning, observers noted the presence of many new computers in classrooms, but these computers were not used to gather, evaluate and/or use information (G1). Use of digital tools/technology to communicate and work collaboratively for learning was not observed in most classrooms (G3).

eleot™ Analysis by Learning Environment

Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.1	Has differentiated learning opportunities and activities that meet her/his needs	0%	0%	13%	87%
A.2	2.5	Has equal access to classroom discussions, activities, resources, technology, and support	20%	40%	7%	33%
A.3	2.6	Knows that rules and consequences are fair, clear, and consistently applied	20%	33%	33%	13%
A.4	1.1	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	0%	13%	87%
Overall rating on a four-point scale:		1.8				

Equitable Learning Environment

The Equitable Learning Environment received an overall rating of 1.8 on a four-point scale. Only the Digital Learning Environment received a lower overall rating. Equitable student access “to classroom discussions, activities, resources, technology, and support” (A2) was evident/very evident in 60 percent of the classrooms. It was also evident/very evident in 53 percent of the classrooms that the students knew that “rules and consequences are fair, clear and consistently applied” (A3). These may be leverage points for expanding the use of school-wide effective instructional strategies. When student-learning needs are effectively addressed, fewer classroom disruptions and discipline issues emerge, providing opportunities to engage students in meaningful ways.

It was evident/very evident in zero classrooms that students had “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” (A4) or had “differentiated opportunities and activities that meet his/her needs” (A1). Both areas emerged as areas that could be leveraged for significant improvements.

High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	2.6	Knows and strives to meet the high expectations established by the teacher	7%	60%	20%	13%
B.2	1.9	Is tasked with activities and learning that are challenging but attainable	0%	20%	53%	27%
B.3	1.2	Is provided exemplars of high quality work	0%	7%	7%	87%
B.4	1.8	Is engaged in rigorous coursework, discussions, and/or tasks	0%	20%	40%	40%
B.5	1.8	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	13%	53%	33%
Overall rating on a four-point scale:		1.9				

High Expectations Learning Environment

The High Expectations Learning Environment received an overall rating of 1.9 on a four-point scale. Students who knew and strived “to meet high expectations” (B1) was the highest rated in this environment (2.8 on a four-point scale) and evident/very evident in 67 percent of classrooms. In stakeholder surveys, 89 percent of staff members agreed/strongly agreed with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, think, and life skills,” and 81 percent of parents agreed/strongly agreed with the statement, “All my child’s teachers give work that challenges my child.”

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.9	Demonstrates or expresses that learning experiences are positive	20%	53%	20%	7%
C.2	2.8	Demonstrates positive attitude about the classroom and learning	13%	60%	20%	7%
C.3	2.6	Takes risks in learning (without fear of negative feedback)	13%	47%	27%	13%
C.4	2.4	Is provided support and assistance to understand content and accomplish tasks	13%	27%	47%	13%
C.5	1.5	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0%	20%	13%	67%
Overall rating on a four-point scale:		2.4				

Supportive Learning Environment

The Supportive Learning Environment received an overall rating of 2.4 on a four-point scale, which was the second highest overall rated of the seven Learning Environments. Instances of students demonstrating and expressing “that learning experiences are positive” (C1) were evident/very evident in 73 percent of the classrooms and earned a rating of 2.9 on a four-point scale. Also evident/very evident in 73 percent of classrooms were students demonstrating a “positive attitude about the classroom and learning” (C2).

Similarly, survey data revealed that 82 percent of staff members agreed/strongly agreed with the statement, “In our school, related learning support services are provided for all students based on their needs.” These data provide an opportunity to further improve an environment that engages and supports learning.

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	20%	20%	40%	20%
D.2	1.3	Makes connections from content to real-life experiences	0%	7%	13%	80%
D.3	2.5	Is actively engaged in the learning activities	13%	40%	27%	20%
Overall rating on a four-point scale:		2.0				

Active Learning Environment

The Active Learning Environment received an overall rating of 2.0 on a four-point scale. Students “actively engaged in learning activities” (D3) were evident/very evident in 53 percent of classrooms. In seven percent of the classrooms, it was evident/very evident students made “connections from content to real-life experiences” (D2). This observation was consistent with findings in the Equitable Learning Environment showing that in zero classrooms was it evident/very evident that students had “ongoing opportunities to learn about their own or other’s background/cultures/differences” (A4).

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	1.7	Is asked and/or quizzed about individual progress/learning	0%	13%	47%	40%
E.2	2.1	Responds to teacher feedback to improve understanding	0%	27%	53%	20%
E.3	2.3	Demonstrates or verbalizes understanding of the lesson/content	0%	47%	33%	20%
E.4	1.6	Understands how her/his work is assessed	0%	27%	7%	67%
E.5	1.8	Has opportunities to revise/improve work based on feedback	0%	27%	27%	47%
Overall rating on a four-point scale:		1.9				

Progress Monitoring and Feedback Learning Environment

The Progress Monitoring Learning Environment received an overall rating of 1.9 on a four-point scale. Instances of students demonstrating or verbalizing “understanding of the lesson/content” (E3) was evident/very evident in 47 percent of the classrooms and was the highest-rated item in this learning environment, with a 2.3 on a four-point scale. In 13 percent of the classrooms it was evident/very evident that students were “asked and/or quizzed about individual progress/learning” (E1). Instances of students demonstrating “understanding of how her/his work was assessed” (E4) were evident/very evident in 27 percent of the classrooms. Conversely, survey data revealed 83 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.”

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	3.3	Speaks and interacts respectfully with teacher(s) and peers	53%	27%	13%	7%
F.2	3.0	Follows classroom rules and works well with others	40%	27%	27%	7%
F.3	3.0	Transitions smoothly and efficiently to activities	33%	40%	20%	7%
F.4	1.9	Collaborates with other students during student-centered activities	13%	20%	13%	53%
F.5	3.0	Knows classroom routines, behavioral expectations and consequences	40%	27%	27%	7%
Overall rating on a four-point scale:		2.8				

Well-Managed Learning Environment

The Well-Managed Learning Environment received an overall rating of 2.8 on a four-point scale and was rated the highest overall of the seven Learning Environments. In 80 percent of classrooms, it was evident/very evident students spoke and interacted “respectfully with teacher(s) and peers,” rating 3.3 on a four-point scale. Instances of students who collaborated “with other students during student-centered activities” were evident/very evident in 33 percent of classrooms and rated a 1.9 on a four-point scale. Conversely, survey results did not support observation data, as data showed 83 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	1.0	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	0%	0%	100%
G.2	1.1	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	0%	7%	93%
G.3	1.1	Uses digital tools/technology to communicate and work collaboratively for learning	0%	7%	0%	93%
Overall rating on a four-point scale:		1.1				

Digital Learning Environment

The Digital Learning Environment received an overall rating of 1.1 on a four-point scale, which was the lowest overall rating of all seven Learning Environments. In no classes was it evident/very evident that students were using "...digital tools/technology to gather, evaluate, and/or use information" (G1). Likewise, in no classes was it evident/very evident that students were using "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2). Use of "digital tools/technology to communicate and work collaboratively for learning" (G3) was evident/very evident in only seven percent of classrooms.

The Team observed a great deal of technology in classrooms. Interview data showed there were 114 computers available for student use. Sixty-seven new Apple computers were divided between two labs, the media center and the multipurpose room, and 46 computers were located in classrooms. Interview data also revealed that an upcoming Apple initiative was set for April 12, 2016 to provide each teacher and para-professional an iPad mini and a MacBook Air. All teachers will participate in training in July 2016. Also as part of the Apple initiative, all students will receive iPad minis after Labor Day, 2016. In the elementary student survey, 96 percent of elementary students agreed with the statement, "My school has computers to help me learn." Survey data showed 95 percent of staff members agreed/strongly agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."

The amount of technology currently in the school coupled with new technology scheduled to arrive in summer 2016 provides an opportunity to increase student use of technology for learning as a way to motivate and engage students.

Findings

Improvement Priority

Design, implement and monitor a rigorous process to collaboratively articulate and routinely revisit and revise a vertical and horizontally aligned curriculum that provides equitable and challenging learning experiences to ensure all students have sufficient opportunities that lead to success at the next level.

(Indicator 3.1)

Student Performance Data:

Student performance data, as detailed in an attachment to this report, showed school assessment results had been consistently well below the state average for the past three years. For example, the 2014 school report card indicated 48 percent of Allendale Elementary students were rated “not met” in English/language compared to the state average of 23 percent. Fifty-four percent of students were rated “not met” in mathematics, and over 60 percent fell in the same category in science. Data indicated the school had not been successful in increasing student achievement. Consistent and effective use of instructional strategies (e.g., differentiation, intervention) can increase student learning.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, indicated few teachers used differentiated learning opportunities. Data also revealed in over half of the observations that students were striving to meet the expectations of the teacher; however, in only 20 percent of the classes were learning tasks rigorous and challenging. In addition, in over one-third of the classrooms, students were not asked to respond to higher order thinking questions (B5). It was evident/very evident in 20 percent of classrooms that students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5).

Stakeholder Survey Data:

Survey data revealed parents, students and staff members generally are satisfied with learning experiences and challenging curricula. Over 90 percent of students agreed/strongly agreed their teachers helped them learn things they will need in the future and use different activities to do so. Eighty-two percent of parents agreed/strongly agreed teachers provided an equitable curriculum, give challenging work and report on their child’s progress. Likewise, over 89 percent of the staff agreed/strongly agreed that they provided equitable learning experiences with challenging curriculum to all students to help them in the development of learning, thinking and life skills. Sixty-nine percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”

Stakeholder Interviews:

Stakeholder interview data revealed that teachers’ and administrators’ articulated benchmark data were being analyzed and team meetings occurred weekly to discuss student progress. While the school employed a literacy and a math coach, some teachers could not give specific details of how these coaches assist them with daily classroom instruction. The math coach gave weekly math tests and meetings, along with helping teachers understand the math standards; the literacy coach demonstrated

lessons for a new teacher. Stakeholder interviews revealed coaches are pulled in non-academic areas and “cannot do their jobs effectively because of extraneous things they are asked to do.” The district employed two consultants to assist with instructional needs. Interview data revealed consultants have shifting roles and their job responsibilities are not always clearly delineated. The district has not employed a Director of Curriculum and Instruction for nearly two years. Interview data indicated many teachers were not receptive to professional learning if they have to travel outside of the district. Administrators and teachers talked about weekly lesson plan reviews; however, reviewed lesson plans often were returned to teachers as late as Monday mornings, leaving little time for teachers to revise their plans before beginning instruction. One teacher shared that feedback from lesson plan reviews was to be “taken under advisement,” but this teacher also shared that they are not required to adjust lesson plans. Interview data showed teachers, students and the principal concurred that behavior consumed some teachers’ instructional time, and these findings were validated by observation data.

Documents and Artifacts:

Meeting agendas and coaching documents verified that little time was spent discussing individual students’ instructional needs. The Team found no artifacts or documents that showed the school ensured like courses/classes had the same high learning expectations.

Improvement Priority

Develop, implement and evaluate a professional development plan to ensure teachers and support staff are fully trained to evaluate, interpret and effectively use findings from data analysis. School leaders should monitor to ensure these practices are fully and routinely implemented to drive next instructional steps, including differentiated instruction. **(Indicator 5.3)**

Student Performance Data:

Student performance data, as detailed in the addendum of this report, showed a need for intensive training on the analysis and effective use of data. Only 5.5 percent of fourth grade students scored “Ready” or “Exceeding” on the ACT Aspire reading assessment. Total school scores were significantly below the state average in English, reading and math. Overall, less than 20 percent of students scored “Ready” or “Exceeding” in writing. Longitudinal data for students who transitioned from fourth grade in 2014 to fifth grade in 2015 showed a dramatic decrease in performance. In science, the percentage of students meeting the standard decreased from 44.3 to 33.3 percent from 2014 to 2015. Likewise in social studies, the percentage of students meeting the standard decreased from 73.8 to 45.6 percent. Less than 45 percent of students met state standards in science in 2013, 2014 and 2015 in fourth and fifth grades. Only 18.2 percent of fourth graders met state standards in science in 2015. A subgroup analysis revealed females outperformed males in most tested areas and subjects. The Measures of Academic Progress (MAP) growth data also revealed a significant percentage of students had not met their growth targets.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, showed that in spite of low student achievement, most teachers were not providing differentiated instruction to meet student needs. Differentiation, for example, was evident/very evident in none of the observed classrooms (A1). In addition, in 20 percent of classrooms it was evident/very evident that students were provided additional and alternative instruction and feedback at the appropriate level of challenge for her or his needs (C5). In 7 percent of classrooms it was evident/very evident students were provided exemplars of high quality work (B3). Additionally, in 20 percent of classes it was evident/very evident students were provided with rigorous or challenging tasks (B4). Higher order thinking questions were evident/very evident in 13 percent of classrooms (B5). The school used the Classworks software program to provide intervention by using MAP data to generate a learning path for students. However, during classroom observations few students were observed using technology. Observation data revealed students used technology in zero classrooms to gather, evaluate and/or use information for learning (G1). Students were observed using technology to research, solve problems or communicate and work collaboratively in a hand full of classes (G3).

Stakeholder Survey Data:

In contrast to what was observed, as well as stakeholder interviews, 86 percent of staff members agreed/strongly agreed with the statement “The school ensures that all staff members are in trained in the evaluation, interpretation and use of data.”

Stakeholder Interviews:

Interview data revealed in January 2016, an outside consultant facilitated professional training and development for faculty about data analysis. Principals and coaches across the district participated in the training, which focused on the analysis of MAP data to group students. Stakeholder Interview data revealed more training is needed for the MAP assessment program because some teachers were unfamiliar with the use of DesCartes to inform future instruction. Stakeholder interviews revealed that Enrich is only used to run student progress reports on special education students, which is appropriate to track progress of all students. Interviews with teachers revealed that data team meetings are not held consistently throughout the year and the focus of those meetings may vary. Some teachers at one grade level noted data were not always the focus of discussions. Meetings often were used as “venting” sessions to discuss general frustrations and complaints. These findings illustrate that software programs such as Classworks often were not used with consistency.

Documents and Artifacts:

A review of the Self Assessment indicated “most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.” The data plan description showed that after principals and coaches were trained, a data discussion was held with the administrative team on February 5, 2016. A training session for teachers was held on February 8 where the data wall was discussed.

Leadership Capacity

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

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

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

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

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

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

Standard 1 Purpose and Direction

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

Indicator	Description	Average Team Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.20
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	1.60
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.60

Standard 2 Governance and Leadership

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

Indicator	Description	Average Team Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	2.40
2.2	The governing body operates responsibly and functions effectively.	2.40
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.20
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	1.60
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.80
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.80

Stakeholder Feedback Diagnostic

The AdvancED surveys (student, parent, and staff) are directly correlated to the AdvancED Standards and Indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the Diagnostic Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the Diagnostic Review Team for review. The Diagnostic Review Team evaluates the quality of the administration of the surveys by institution and the degree to which the institution analyzed and acted on the results. Results of that evaluation are reported below.

Evaluative Criteria	Average Team Rating
1. Questionnaire Administration	3.60
2. Stakeholder Feedback Results and Analysis	2.40

Findings

Improvement Priority

Develop and implement a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose that is consistent with the school's values and beliefs about teaching and learning for student success. Mentoring, coaching and induction programs supporting instructional improvement should align with the school purpose. **(Primary Indicator 1.1, Secondary Indicator 3.7)**

Stakeholder Interviews:

Interview data reflected the lack of a systematic, inclusive and comprehensive process to review, revise and communicate the school's purpose. Facility issues were an overriding priority during the summer of 2015 when there was a consolidation of two schools and two staffs. Interview data revealed the principal foresees work on the mission statement and school goals as a "July project" (2016). Interview data showed the superintendent viewed the "development of mission and goal is a priority for this school." Interview data showed parents were not involved in the creation of the current mission or vision statements. One parent's sentiments echoed many when the parent reported, "No, I don't know the mission and vision for this school, and I didn't have anything to do with it." During their interview sessions, students shared that the mission of the school was, "to teach children, prepare kids for the next grade, and the world, so that they could grow up to be something." Interview data revealed students had no voice in creation of the school's mission and vision statements. Data from interviews showed teachers also had not been involved in the creation of the mission and vision statements. One teacher expressed her role related to the mission and vision statements were "to endorse the mission, provide a safe environment for students and to be fair."

Stakeholder Survey Data:

Survey results revealed 95 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success." Additionally, 80 percent of parents agreed/strongly agreed with the statement that "Our school's purpose statement is clearly focused on student success." Survey results revealed 76 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders." Further, 84 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."

Documents and Artifacts:

A review of artifacts showed a one-page sample of the school's current mission and vision statements, school belief statements and the school motto. The Team, however, found little evidence to support that the school engaged in a systematic, inclusive and comprehensive process to review, revise and communicate a purpose for student success.

The school also provided the Team with a blank copy of Allendale County Promising Coaching Practices, which included various practices (e.g., classroom visits, coaching, mentoring, modeling, team collaboration, data analysis, lesson study, one-on-one discussion, professional development). No

completed examples of the Allendale County Promising Coaching Practices were provided to the Team for review.

Information included in the Self Assessment identified the need to have more than one meeting during the school year and to involve stakeholders and communicate the school's mission, purpose and direction. It was noted, "It is extremely important the school includes additional stakeholders in creating and fostering the school's mission, vision, and student group plans. Meetings must be held to focus on student achievement and growth of the school."

The Team reviewed a professional learning calendar that showed activities for the instructional support of new staff. Examples of professional development offered included MAP data workshops (analyzing data using new Descartes, and workshops focused on writing and analyzing data and academic planning for special education students). The district website had a professional development calendar for 2014-2015 school year.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources; the equity of resource distribution to need; the ability of the institution to ensure appropriate levels of funding and sustainability of resources; as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith- Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the 32,000 institutions in the AdvancED network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 Resource and Support System

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator	Description	Average Team Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	3.00
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.60
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.20
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.60
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2.40
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.00
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.00

Conclusion

The principal of Allendale Elementary School has served as the leader of the school for less than one year. In July 2015, the school board and superintendent decided to combine two elementary schools from the two adjoining towns of Fairfax and Allendale. Prior to this reconfiguration, Fairfax Elementary School consisted of pre-K through sixth grade students from Fairfax, and Allendale Elementary School had pre-kindergarten through sixth grade students from Allendale. The aging Allendale Elementary School building was closed, and the student populations from the two schools were combined and moved into the renovated and remodeled Allendale Middle School. Some teachers from Fairfax Elementary were transferred to Allendale Elementary School. Recently passed school board policies mandated that students attending the newly configured school were required to adhere to a school uniform policy. Additionally, as a part of the reconfiguration, the two principals switched positions.

Stakeholder interview data confirmed the summer of 2015 was spent preparing the facility for the approximately 350 students who would begin in August 2015. Thus, a formal process for reviewing and revising the school's statement of purpose and direction did not occur. The principal acknowledged the need to have established mission and vision statements prior to this transition, but the preparation of the physical facility was the overriding priority. Interview data revealed little agreement regarding the existence of a formal process to review and revise the existing mission and vision statements. Survey data indicate that 84 percent of parents agreed/strongly agreed that the school's purpose statement was formally reviewed and revised with involvement from parents. Seventy-six percent of staff agreed/strongly agreed that the "purpose statement was formally reviewed and revised with involvement from stakeholders." The principal and superintendent expressed their plan to begin the process of establishing new vision and mission statements as part of their July 2016 project. The Diagnostic Review Team identified this area as an Improvement Priority for the school.

As a School of L.I.T.E. (Leadership, Inquiry, Technology, Enrichment), several programs (e.g., Girls with Pearls, Boys to Gents, Project Based Learning) had been implemented. The school had an infusion of technology with new Apple computers in two labs as well as the multipurpose room and the media center. In addition, each student will receive an iPad mini after Labor Day. The principal has established a system of communication with stakeholders, e.g. sent folders home, individual agendas for every child, Parent Portal and automated messages. The principal was committed to improving the school and is recognized for having an open door policy.

Discipline was an issue at the former Allendale Elementary School with 114 incidents involving physical aggression in 2014 – 2015. While the Positive Behavior Intervention Supports (PBIS) program was implemented four years ago at the former Allendale Elementary, interview data revealed many staff members were unclear regarding the current framework and expectations. Moreover, the assistant principal indicated that PBIS was not being implemented with fidelity. Due to the high rate of annual teacher turnover and many administrative changes, a great number of staff members were not present for the initial PBIS training. Stakeholder interview data and a review of discipline data collectively confirmed initial issues related to student physical aggression. Interview and observation data and a review of documents revealed a marked reduction in the number of fights that occurred at the

beginning of the school year until now. Stakeholder interviews revealed the existence of a school uniform policy has helped overall school climate. Also cited as contributing to the reduction in physical aggression was the presence of a School Resource Officer. Finally, an in-school suspension time-out room run by staff members has helped decrease disruptive behavior.

The school's curriculum did not provide all students with equitable and challenging learning experiences with sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. While staff and parent survey data indicated agreement that the school provides challenging curriculum and learning experiences that are equitable for all students, classroom observation data did not support their survey results. Classroom observation data showed teachers seldom differentiated instruction or provided activities that required students to use higher order thinking skills. While weekly time was designated for grade-level Professional Learning Community (PLC) data meetings and meetings with instructional coaches, meetings were not regularly occurring. Stakeholder interviews revealed PLC meetings sometimes were "gripe sessions". Stakeholder interviews also revealed some confusion regarding the role and purpose of instructional coaches and district curriculum consultant assigned to the school. Furthermore, interview data showed staff members believed school coaches were often pulled in many directions, impeding their ability to fulfill their duties. One stakeholder summed it up this way, "Coaches cannot do their jobs effectively because of extraneous things they are asked to do." The minutes of School Improvement Council meetings indicated non-educational issues were the focus of several meetings. Measures of Academic Progress (MAP) assessments occurred three times each school year (i.e., fall, winter, spring), and weekly grade level data meetings were scheduled. Lesson plans were submitted each week electronically, but stakeholder interviews revealed some confusion regarding the exact date these lesson plans were due. The staff handbook showed lesson plans were due, "by Friday at 11:59 pm," but some staff members indicated they had until Sunday, which left little time for needed revisions. Copies of assessments also were required to be submitted with lesson plans according to the staff handbook. Lesson plans were "to be available for viewing at all times during the school day," but when members of the Diagnostic Review Team asked about lesson plans, some teachers could not readily access them. Learning objectives were not posted consistently in all classrooms.

Allendale Elementary School had begun using PLC protocols that included the analysis, interpretation and use of data to inform and improve instruction. Weekly planning time had been built into the schedule for meetings with coaches and to review grade level data. An online format had been established via On Course as a lesson plan template. With over 75 percent of Allendale Elementary students reading below grade level, intensive monitoring and comprehensive tracking of student data is needed. The principal and other stakeholders noted the high rate of staff member turnover. Allendale Elementary School had 15 teachers who did not return at the end of the 2014-2015 school year. The Diagnostic Review Team noted a need for a solid induction program for new staff.

Based on these conclusions and the evidence provided within this Diagnostic Review Report, the following Improvement Priorities are considered essential for school improvement.

1. Develop and implement a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose that is consistent with the school's values and beliefs about

teaching and learning for student success. Mentoring, coaching and induction programs supporting instructional improvement should align with the school purpose.

Indicators 1.1 and 3.7

2. Design, implement and monitor a rigorous process to collaboratively articulate and routinely revisit and revise a vertical and horizontally aligned curriculum that provides equitable and challenging learning experiences to ensure all students have sufficient opportunities that lead to success at the next level.

Indicator 3.1

3. Develop, implement and evaluate a professional development plan to ensure teachers and support staff are fully trained to evaluate, interpret and effectively use findings from data analysis. School leaders should monitor to ensure these practices are fully and routinely implemented to drive next instructional steps, including differentiated instruction.

Indicator 5.3

Team Roster

Lead Evaluator	Brief Biography
Scott Bouranis New Hampshire	<p>Scott Bouranis works as a Lead Evaluator for AdvancED, following a 38-year career in public education as a teacher and administrator. Graduating from Salem State College in Salem, Massachusetts in 1977, he began his career in education in North Dakota, teaching on an Indian Reservation for six years. His first position as principal was at a K-6 school in Surrey, North Dakota. From 1987-2015 he served as an elementary principal in three New Hampshire districts in schools ranging in size from 85 - 450. In two districts he has been part of consolidation efforts where aging facilities were closed, and children were moved to newer schools. Scott earned an M.Ed. in Educational Leadership at the University of North Dakota. He continued his graduate coursework at U Mass Lowell.</p>
Team Members	
Michelle Zee South Carolina	<p>Michele Zee is an assistant principal at Pleasant Hill Middle School in Lexington School District One in Lexington, South Carolina. Michele has served as an assistant principal for 10 years and helped open her current school in 2006. Prior to becoming an assistant principal, Michele was a middle-level math teacher for 15 years. She previously taught at Lexington Middle in Lexington School District One, Sandhills Middle/Monroe Pinckney Middle School in Lexington School District Four, Clark Middle School in Orangeburg School District Five and Denmark-Olar Middle School in Bamberg School District Two. Michele received her Bachelor of Arts in Elementary Education from Clemson University and her Masters of Education in Elementary Administration and Supervision from the University of South Carolina. She is member of NASSP, NAESP, SCASA, SC Education Policy Fellowship Program Alumnus, Institute for Educational Leadership Alumnus and was the 2014 South Carolina Assistant Principal of the Year.</p>
Tina Jamison South Carolina	<p>Tina Jamison currently works at the South Carolina Department of Education as 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 as 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>

Rechel Anderson South Carolina	Dr. Rechel M. Anderson is a professional educator with nineteen years of experience in the field of education. Dr. Anderson has taught elementary school and has served as an Assistant to the Principal, Assistant Principal, and Principal. Dr. Anderson has educational experience at the elementary, middle and high school levels. She currently serves on the Center for Educator Recruitment, Retention, and Advancement (CERRA) Board of Directors and the Coker College Alumni Board. More specifically, Dr. Anderson is successful in turning around low-performing schools. She currently serves as a middle school principal, and under her leadership the school recently was recognized by the state of South Carolina as a Palmetto Silver Award School.
Wanda McMichael South Carolina	Wanda McMichael is currently Executive Director of Testing, Accountability, and Research at Orangeburg Consolidated School District 5. She is an educator with 20 years of experience as both a teacher and an administrator.

About AdvancED

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

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

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

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Student Performance Data Table

Percentage of Students Meeting Benchmark of “Ready” on ACT Aspire (Grades 3-6) at the School and in the State (2014-2015)

Content Area by Grade Level	% Ready Grade 3	% Ready Grade 4	% Ready Grade 5	% Ready Grade 6	Total School	% Ready State
English	46.3	35.2	45.6	41.5	42.5	67.9
Reading	20.4	5.5	24.5	10.8	15.0	37.2
Math	44.4	21.8	31.5	18.5	29.0	46.7
Writing	5.9	4.1	14.0	34.9	15.3	24.4
ACT Readiness	N/A	N/A	N/A	N/A	76.0	N/A

Plus

- English is the content area with highest student achievement for all grade levels.
- In the area of Mathematics, 44.4 percent of third grade students scored *Ready and Exceeding*.

Delta

- Writing was the weakest content area for all grades on ACT Aspire.
- 5.5 percent of fourth grade students scored *Ready and Exceeding* on Reading.
- School scores are significantly below the state average in English, Reading and Math.

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

	Grade 4			Grade 5		
	2015	2014	2013	2015	2014	2013
Writing	N/A	74.6	47.4	N/A	66.2	60.6
ELA	N/A	55.7	39.7	N/A	52.9	63.4
Math	N/A	54.1	44.9	N/A	41.8	47.9
Science	18.2	44.3	39.7	33.3	37.1	34.3
Social Studies	49.1	73.8	61.5	45.6	29.4	41.7

Plus

- Longitudinally students increased from 2013 to 2014 in the areas of writing and ELA.
- From 2013-2014 fourth grade scores increased in every subject. In fifth grade there were increases in writing and science.
- In 2014, nearly 75 percent of fourth grade students met the state standards in writing and social studies.

Delta

- Longitudinally students declined significantly in the areas of science (44.3 to 33.3 percent) and social studies (73.8 to 45.6 percent).
- Fifth grade science performance has been consistently lower than 40 percent over the past three years.
- Fourth grade science performance decreased dramatically from 2014 to 2015 (33.3 to 18.2 percent).

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

(Standards 3 and 5)

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

1. Ninety-one percent of teachers agreed/strongly agreed with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."
2. Ninety-four percent of staff agreed/strongly agreed with the statement, "Our school's leaders support an innovative and collaborative culture."
3. One hundred percent of teachers agreed/strongly agreed with the statements, "Teachers at my school focus instruction on understanding, not just memorizing facts," and "Teachers at my school have high expectations for learning."
4. Eighty-five percent of parents agreed/strongly agreed with the statement, "My child's school has high expectations for student learning." Ninety-three percent of parents agreed/strongly agreed with the statement, "My child's teachers encourage my child to learn."
5. Ninety-eight percent of students agreed/strongly agreed with the statement, "My teachers expect students to learn."

Δ Delta:

1. Fifty-one percent of students agreed/strongly agreed with the statement, "My teachers ask my family to come to school activities."
2. Sixty-nine percent of students agreed/strongly agreed with the statement, "My teachers listen to me." The same percentage of parents agreed/strongly agreed with the statement, "All my child's teachers meet his/her learning needs by individualizing instruction."
3. Thirty-eight percent of parents agreed/strongly agreed with the statement, "Students at my child's school are well-behaved."

Leadership Capacity

(Standards 1 and 2)

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

1. Ninety-five percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. Ninety-five percent of staff agreed/strongly agreed with the statement, "Our school leaders monitor data related to student achievement."

3. Eighty-five percent of parents agreed/strongly agreed with the statement, "My child's school includes me in decision making."

Δ Delta:

1. Sixty-seven percent of parents agreed/strongly agreed with the statement, "Our school's governing body does not interfere with the operation or leadership of our school."
2. Forty-two percent of students agreed/strongly agreed with the statement, "In my school students treat adults with respect."
3. Seventy percent of staff agreed/strongly agreed with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."

Resource Utilization

(Standard 4)

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

1. Ninety-seven percent of staff agreed/strongly agreed with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."
2. Ninety-six percent of students agreed/strongly agreed with the statement, "My school has computers to help me learn."
3. Ninety-five percent of staff agreed/strongly agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."

Δ Delta:

1. Seventy percent of parents agreed/strongly agreed with the statement, "Our school ensures the effective use of financial resources."
2. Sixty-three percent of staff agreed/strongly agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."
3. Twenty-six percent of students on the 2015 South Carolina School Climate survey agreed/strongly agreed with the statement, "The bathrooms at my school are kept clean."
Thirty-three percent of students on the 2015 South Carolina School Climate survey agreed/mostly agreed with the statement, "The grounds around my school are kept clean."
4. Sixty-two percent of teachers on the 2015 South Carolina School Climate survey agreed/mostly agreed with the statement, "The bathrooms at my school are kept clean."

Diagnostic Review Team Schedule

Tuesday, April 5, 2016

Time	Event	Where	Who
5:30 - 7:00 PM	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team
7:00 – 8:00 PM	Principal's Overview	Hotel Conference Room	Diagnostic Review Team Principal
8:00 – 9:00 PM	Team Work Session #1 (Continued)	Hotel Conference	Diagnostic Review

Wednesday, April 6, 2015

Time	Event	Where	Who
6:40 AM	Team Departs for School		Diagnostic Review
7:40 AM	Team Arrives at School	School Office	Diagnostic Review
7:40 – 8:30 AM	Team Settles In/Artifact Review/Check schedules/School Map	Media Center	Diagnostic Review Team
8:30 – 9:30 AM	INTERVIEW – Principal	Media Center	Diagnostic Review Team
9:30 – 11:45 AM	Classroom Observations Individual Teacher		Diagnostic Review Team
10:00 – 10:30	Interviews INTERVIEW- Instructional Support Staff -	Media Center	Team members
10:00 – 10:30	INTERVIEW – Superintendent	Media Center	Team members
10:30 – 11:00			
11:45 – 12:30 AM	LUNCH (Working)	Media Center	Diagnostic Review
12:30 – 1:00 PM	INTERVIEW – 6 th Grade students	Media Center	Team members
1:00 – 2:40 PM	Classroom Observations/Artifact Review/Individual Teacher	Classrooms and Media Center	Diagnostic Review Team
2:40 – 3:15 PM	Artifact Review	Media Center	Diagnostic Review Team
3:15 PM	Team Returns to Hotel		Diagnostic Review
5:30 – 8:30 PM	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team

Thursday, April 7, 2016

Time	Event	Where	Who
	Breakfast	Hotel Lobby Area	Diagnostic Review Team
6:40 AM	Team Departs for School		Diagnostic Review Team
7:40 AM	Team Arrives at School/Artifact Review	Media Center	Diagnostic Review Team
8:00 – 11:30 AM 11:00 11:00 – 11:30	Continue interviews, artifact review, and classroom observations INTERVIEW Assistant Principal INTERVIEW 3 rd , 4 th , 5 th Grade students	Classrooms/Media Center AP's Office Media Center	Diagnostic Review Team Team Members Team Members
11:30 AM – 12:15 PM	LUNCH (Working)	Media Center	Diagnostic Review Team
12:30 – 1:00 PM 12:30 – 2:45	INTERVIEW – Parents Continue interviews, artifact review, and classroom observations	Media Center	Team Members
2:45 – 3:15 PM	Team Debriefs	Media Center	Diagnostic Review Team
3:15 PM	Team Returns to Hotel		
5:00 – 8:30 PM	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team

Friday, April 7, 2016

Time	Event	Where	Who
7:00 AM	Team Departs for School		Diagnostic Review Team
8:00– 11:00 AM	Team Arrives at School/Artifact Review Final Team Work Session #4	Media Center	Diagnostic Review Team
11:15 AM	Diagnostic Review Team exits the School The Team's written report will be provided to the school or DOE within 30 days of the onsite Diagnostic		