

DIAGNOSTIC REVIEW REPORT FOR ESTILL MIDDLE SCHOOL

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May 1-4, 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

Estill Middle School hosted a Diagnostic Review on May 1-4, 2016. The on-site review involved a three-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 Estill Middle School for the warm welcome and consistent responsiveness throughout the visit.

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 school/district. The Lead Evaluator conducted conference calls with the key leaders of the school. School leaders planned and conducted the Internal Review and engaged a range of stakeholder groups. The School's Internal Review was completed and submitted for review by the Diagnostic Review Team. Evidence and documentation to support the Self Assessment and other diagnostics were easily accessible, and documents were housed in a spacious data room.

Team Members met on Sunday, May 1 to review the schedule and discuss questions for interviews with stakeholders. During the meeting, the principal presented information about the school. Team Members worked on-site May 2-4 to conduct interviews, review artifacts and documents and to observe classrooms. Each evening, the Team examined acquired evidence that related to each of the *AdvancED Standards for Quality*, reviewed eleot™ results, individually rated each Item and held discussions regarding recommended areas for improvement efforts. The complete schedule of the Diagnostic Review Team's activities is attached as an addendum to this report.

A total of 51 stakeholders were interviewed and six classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the school leaders, faculty, students and staff welcomed the Review Team and were open when discussing their thoughts about and hopes for Estill Middle School. The feedback gained from interviews with stakeholders was considered with other evidence and data to support the findings of the Diagnostic Review. The following chart depicts the number of persons interviewed as representatives of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	12
Instructional Staff	7
Support Staff	3
Students	23
Parents/Community/Business Leaders	6
TOTAL	51

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.	1.00
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.67
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.33
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.33
3.6	Teachers implement the school's instructional process in support of student learning.	1.67
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.33
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.	1.00
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	1.33
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.00

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.	2.00
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	1.67
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	2.00
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.33
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	1.33

Student Performance Diagnostic

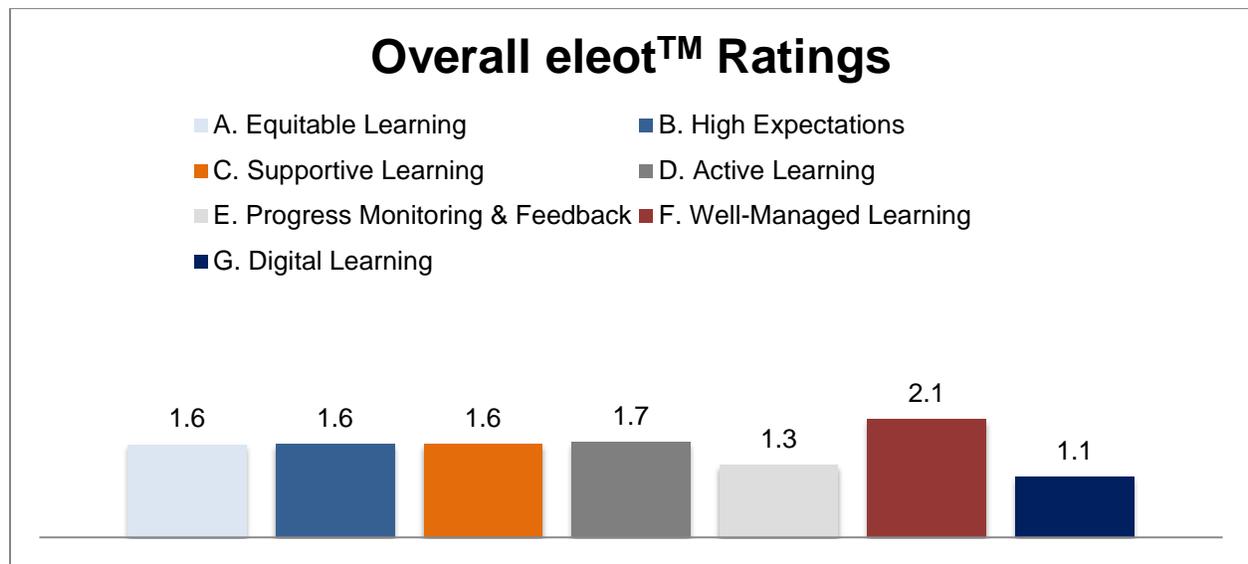
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

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

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 six classroom observations using the eleot classroom observation tool, which included all core content classes. The overall eleot ratings ranged from 1.1 to 2.1 on a four-point scale. The highest rated was the Well-Managed Learning Environment and the lowest rated was the Digital Learning Environment. Classroom observation data reflected a heavy reliance on traditional, teacher-centered learning environments in which students were primarily passive listeners or observers. Instances in which students were exposed to differentiated learning opportunities, high expectations or rigorous course work occurred infrequently. The Team found few instances in which students used differentiated learning tasks or had ongoing activities to connect classwork with their own and others' backgrounds and real-life experiences. Observation data showed few engaging and collaborative student learning tasks and minimal opportunities for students to understand how schoolwork connected to their lives. Students rarely demonstrated an understanding of how their work would be assessed. In most classrooms, the Team observed a lack of formative assessment strategies and exemplars of high quality work provided to guide student learning.

For all Learning Environments, observation data suggested levels of instructional effectiveness varied across the school. The Team specifically noted that in most classrooms the following learning conditions occurred infrequently or inconsistently: 1) differentiated instruction that met the needs of all students, 2) authentic student engagement, 3) opportunities for students to learn about their own and others' background/cultures/differences, 4) limited use of exemplars of high quality work, 5) opportunities for students to work collaboratively on learning activities, 6) students' lack of understanding on how their work is assessed and 7) use of technology by students as a learning tool.

eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.3	Has differentiated learning opportunities and activities that meet her/his needs	0%	0%	33%	67%
A.2	2.2	Has equal access to classroom discussions, activities, resources, technology, and support	0%	17%	83%	0%
A.3	2.0	Knows that rules and consequences are fair, clear, and consistently applied	0%	33%	33%	33%
A.4	1.0	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	0%	0%	100%
Overall rating on a four-point scale:		1.6				

Equitable Learning Environment

The Equitable Learning Environment received an overall rating of 1.6 on a four-point scale. It was evident/very evident in 17 percent of the classrooms that students had “equal access to classroom discussions, activities, resources, technology, and support” (A2) and evident/very evident in 33 percent of classrooms that students knew that “rules and consequences are fair, clear, and consistently applied” (A3). A leverage point for improvement may be increasing opportunities for students to learn about their own and others' backgrounds/cultures/differences (A4) through classroom content. This item was evident/very evident in zero percent of the classrooms. Observers detected no opportunities for students to engage in discussion, share life experiences or learn about various cultures and differences. Additionally, the Team noted the lack of “differentiated learning opportunities and activities that meet his/her needs,” (A1) which was evident/very evident in zero percent of the classrooms. Most teachers used direct instruction as their primary form of classroom teaching, and students generally listened and completed in-seat work. Implementing a variety of high-yield instructional approaches, including individualized learning, appeared to be a significant leverage point for improvement in student performance.

B. High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	1.8	Knows and strives to meet the high expectations established by the teacher	0%	17%	50%	33%
B.2	1.8	Is tasked with activities and learning that are challenging but attainable	0%	17%	50%	33%
B.3	1.2	Is provided exemplars of high quality work	0%	0%	17%	83%
B.4	1.7	Is engaged in rigorous coursework, discussions, and/or tasks	0%	0%	67%	33%
B.5	1.7	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	0%	67%	33%
Overall rating on a four-point scale:		1.6				

High Expectations Learning Environment

The High Expectations Learning Environment received an overall rating of 1.6 on a four-point scale, suggesting a need for staff to further examine, define and implement instructional strategies requiring rigor and high expectations. It was evident/very evident in 17 percent of classrooms that students knew and strived “to meet the high expectations established by the teacher” (B1) and were “tasked with activities and learning that are challenging but attainable” (B2). Instances of students being “provided exemplars of high quality work” (B3) and “engaged in rigorous coursework, discussions, and/or tasks” were evident/very evident in zero percent of classrooms.

C. Supportive Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.0	Demonstrates or expresses that learning experiences are positive	0%	17%	67%	17%
C.2	1.7	Demonstrates positive attitude about the classroom and learning	0%	17%	33%	50%
C.3	1.5	Takes risks in learning (without fear of negative feedback)	0%	0%	50%	50%
C.4	1.7	Is provided support and assistance to understand content and accomplish tasks	0%	0%	67%	33%
C.5	1.3	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0%	0%	33%	67%
Overall rating on a four-point scale:		1.6				

Supportive Learning Environment

The Supportive Learning Environment received an overall rating of 1.6 on a four-point scale. It was evident/very evident in 17 percent of classrooms that students demonstrated “a positive attitude about the classroom and learning” (C2) and expressed that learning experiences were positive (C1). Instances in which students received “support and assistance to understand content and accomplish tasks,” (C4) and were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5) were evident/very evident in zero percent of classrooms. Instruction was generally whole group and teacher-centered (e.g., lecture). More consistent use of varied learning activities, including small group and individual instruction, could significantly and positively impact student performance and success.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	1.7	Has several opportunities to engage in discussions with teacher and other students	0%	17%	33%	50%
D.2	1.7	Makes connections from content to real-life experiences	0%	0%	67%	33%
D.3	1.7	Is actively engaged in the learning activities	0%	17%	33%	50%
Overall rating on a four-point scale:		1.7				

Active Learning Environment

The Active Learning Environment received an overall rating of 1.7 on a four-point scale. It was evident/very evident in zero percent of the classrooms that students made “connections from content to real-life experiences” (D2). It was evident/very evident in 17 percent of the classrooms that students were “actively engaged in the learning activities” (D3). It was also evident/very evident in 17 percent of classrooms that students had “several opportunities to engage in discussions with teacher and other students” (D1), which suggested a heavy reliance on teacher-centered instruction as the norm across the school. These results suggested student engagement and active learning are two areas of instruction that could be leveraged to significantly impact student achievement.

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	1.3	Is asked and/or quizzed about individual progress/learning	0%	0%	33%	67%
E.2	1.2	Responds to teacher feedback to improve understanding	0%	0%	17%	83%
E.3	1.7	Demonstrates or verbalizes understanding of the lesson/content	0%	0%	67%	33%
E.4	1.0	Understands how her/his work is assessed	0%	0%	0%	100%
E.5	1.2	Has opportunities to revise/improve work based on feedback	0%	0%	17%	83%
Overall rating on a four-point scale:		1.3				

Progress Monitoring and Feedback Learning Environment

The Progress Monitoring and Feedback Learning Environment received an overall rating of 1.3 on a four-point scale. Instances of students being "asked and/or quizzed about individual progress/learning" (E1) were evident/very evident in zero percent of the classrooms. Opportunities in which students responded to "teacher feedback to improve understanding" (E2) and demonstrated or verbalized "understanding of the lesson/content" (E3) were evident/very evident in zero percent of the classrooms. In addition, instances of students having "opportunities to revise/improve work based on feedback" (E5) were evident/very evident in zero percent of the classrooms. Instances in which students understood how their work was assessed (E4) were not observed in classrooms, suggesting that observers were unable to detect the effective use of or observe students being provided with information about the grading and evaluation of their work. Frequent opportunities for students to express their depth of understanding about content and skills typically provides information about the effectiveness of instructional activities and helps guide future lesson planning. Providing opportunities for teachers to share strategies and best practices about formative assessments, rubrics and exemplars and to engage students in self-monitoring could be a leverage point by which to improve student performance.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.5	Speaks and interacts respectfully with teacher(s) and peers	0%	50%	50%	0%
F.2	2.3	Follows classroom rules and works well with others	0%	33%	67%	0%
F.3	1.7	Transitions smoothly and efficiently to activities	0%	17%	33%	50%
F.4	1.5	Collaborates with other students during student-centered activities	0%	17%	17%	67%
F.5	2.3	Knows classroom routines, behavioral expectations and consequences	0%	33%	67%	0%
Overall rating on a four-point scale:		2.1				

Well-Managed Learning Environment

The Well-Managed Learning Environment received the highest overall rating of the seven environments with a rating of 2.1 on a four-point scale. In 50 percent of classrooms, observers noted students spoke and interacted “respectfully with teacher(s) and peers” (F1). It was evident/very evident in 17 percent of classrooms that students transitioned “smoothly and efficiently to activities” (F3) and had the opportunity to “collaborate with other students during student-centered activities” (F4). It was evident/very evident in 33 percent of the classrooms that students followed classroom rules (F2) and knew “classroom routines, behavioral expectations and consequences” (F5).

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%	0%	17%	83%
G.2	1.0	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	0%	0%	100%
G.3	1.0	Uses digital tools/technology to communicate and work collaboratively for learning	0%	0%	0%	100%
Overall rating on a four-point scale:		1.1				

Digital Learning Environment

The Digital Learning Environment received the lowest overall rating of the seven environments with a 1.1 on a four-point scale. It was evident/very evident in zero percent of the classrooms that students used digital tools/technology to “gather, evaluate, and/or use information for learning” (G1). Instances in which students used digital tools/technology to “communicate and work collaboratively for learning” (G3) and “conduct research, solve problems, and/or create original works for learning” were also evident/very evident in zero percent of the classrooms, suggesting available technology was not maximized to authentically engage students in their learning.

Findings**Improvement Priority**

Develop, implement and monitor a school wide, systematic, comprehensive and continuous professional development plan that targets student engagement, the use of instructional technology, classroom management and the analysis and use of data to inform instruction. (Indicator 3.11)

Stakeholder Survey Data:

Stakeholder feedback indicated 85 percent of staff members agreed/strongly agreed with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school." Seventy percent of staff members agreed/strongly agreed with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members," indicating a significant portion of stakeholders could not confirm a consistent or systematic application of focused professional learning occurred across the school.

Stakeholder Interview Data:

Interview data revealed that "Tech Tuesdays," a weekly professional learning experience designed to advance teachers to the next level of tech-readiness, was led each week by the Media Information Technology Specialist. According to district personnel, this series was designed to prepare teachers for the upcoming roll out of the one-to-one student technology initiative.

Documents and Artifacts:

A review of Professional Learning agendas indicated professional development activities and team meetings occurred sporadically rather than adhered to a schedule. The Team found no evidence of a focused, comprehensive or continuous professional learning plan. Although administrators and teachers referenced the weekly Wednesday meetings as professional development sessions, agendas and minutes revealed the time frequently was used for general faculty meetings (e.g., administrative and housekeeping duties) and occasionally for professional learning activities. Additionally, a review of documents related to individual professional learning among teachers using the Edvocate PD 360 program indicated the "average minutes viewed per user" over a four month period was 15 minutes; over the same four month period, seven out of 12 staff members used the program.

Leadership Capacity

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

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

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

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

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

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

Standard 1 Purpose and Direction

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

Indicator	Description	Average Team Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.00
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.	1.67
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.00

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.	2.00
2.2	The governing body operates responsibly and functions effectively.	2.33
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.	2.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	1.67
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.67

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.67
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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	3.00
2. Stakeholder Feedback Results and Analysis	2.00

Findings

Improvement Priority

Develop, implement and monitor a collaborative process, involving a wide-range of stakeholders, to identify shared values and beliefs about teaching and learning. Ensure teachers actively engage students in challenging learning tasks at the appropriate depth of knowledge levels, and ask students to apply knowledge and critical-thinking skills and use a wide variety of research based instructional strategies (e.g., differentiation, student collaboration, self-reflection, connect learning to real-life experiences, student-centered technology) to address the varying needs of students. Personalize instructional strategies and interventions to address the individual learning needs of each student. (Primary Indicator 1.2, Secondary Indicator 3.3)

Student Performance Data:

Student performance data, as detailed in the attachments of this report, suggested instructional practices had not resulted in high levels of student achievement. The school did not meet state student performance goals in 2012-2013, 2013-2014 or 2014-2015. In addition, 2014-2015 student performance showed students scored significantly below state averages in all tested areas. School performance on the ACT Aspire assessment revealed few students met the “Ready” benchmark: English - 41.3 percent, reading - 14.6 percent, writing - 15.8 percent and math - 14 percent. Additionally, the 2013-2014, South Carolina Palmetto Assessment of State Standards (SCPASS) math and science student performance data revealed declining percentages of students “Meeting” benchmarks each year in cohort and non-cohort groups.

Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, revealed in most classrooms instruction primarily was teacher directed. Also in most classrooms, instruction reflected a lack of high academic expectations. Observation data showed individualized instruction rarely occurred. In many classrooms, student engagement was limited. It was evident/very evident in only 17 percent of the classrooms, for example, that students were “actively engaged in the learning activities” (D3), “tasked with activities and learning that are challenging but attainable” (B2) and held to “high expectations established by the teacher” (B1).

It was evident/very evident in zero percent of the classrooms that students were “engaged in rigorous coursework, discussions, and/or tasks” (B4) and “asked and responded to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” (B5). It was also evident/very evident in zero percent of the classrooms that students were provided “additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5) and “support and assistance to understand content and accomplish tasks” (C4).

Data showed in zero percent of the classrooms was it evident/very evident students used “digital tools/technology to gather, evaluate, and/or use information for learning” (G1) and “conduct research, solve problems, and/or create original works for learning” (G2). Classroom observation data also revealed the absence of student digital communication and collaboration for learning (G3).

Stakeholder Survey Data:

Stakeholder feedback data indicated 62 percent of parents and 60 percent of students agreed/strongly agreed that “teachers use a variety of teaching strategies and learning activities.” Fifty-one percent of parents agreed/strongly agreed with the statement, “All of my child's teachers meet his/her learning needs by individualizing instruction.” Furthermore, 42 percent of students agreed/strongly agreed that all of their teachers modify their practices to meet student learning needs, suggesting approximately one-half of the students and parents could not confirm instruction was differentiated.

Sixty-six percent of parents agreed/strongly agreed that “All of my child’s teachers give work that challenges my child,” and 50 percent of students agreed/strongly agreed that “My school provides me with challenging curriculum and learning experiences.” In addition, 65 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, thinking, and life skills,” which may suggest the level of challenge and rigor was not consistent across all classrooms.

Stakeholder feedback data from the 2015 South Carolina Department of Education School Climate Survey revealed that 77 percent of parents agreed with the statement, “My child's school has high expectations for student learning” and 57 percent of parents agreed with the statement, “I am satisfied with the learning environment at my child’s school.”

Stakeholder Interviews:

Interview data revealed teachers and administrators generally could not articulate a clear understanding of differentiated practices or provide examples of implementation. Interview data revealed instructional expectations for every class included an Opening Meeting, a Work Session and a Closing Meeting. Student interview data also indicated teachers did not consistently provide challenging, engaging activities for learning. Students also reported teachers did not modify or personalize instruction based on student needs.

Documents and Artifacts:

A review of meeting agendas and minutes, lesson plans, assessments and classroom walkthrough observation data did not reveal the use of research-based, high-yield instructional strategies (e.g., differentiated instruction and student learning tasks, student-centered use of technology). The use of technology typically occurred as students used computer lab resources to complete Classworks lessons.

Resource Utilization

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

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

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

Standard 4 Resource and Support System

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

Indicator	Description	Average Team Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	2.00
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.33
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.67

4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.00
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2.00
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	1.00
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	1.67

Findings

Improvement Priority

Develop, implement and evaluate a school wide discipline plan and behavioral system that clarifies expectations for maintaining a safe, positive learning environment that meets the physical, social and emotional needs of the student population. (Indicator 4.6)

Student Performance Data:

Student performance data, as detailed in the attachment to this report, revealed data gathered from the PowerSchool program showed over the last two years the school had suspended students (i.e., Out of School) a total of 766 days. The total number of disciplinary incidents recorded was 1090, including 117 fights. Of the 1090 incidents, 559 occurred in the classroom, which suggested an opportunity for the school to leverage by addressing student behavior and ensuring instruction actively and authentically engages students in learning.

Stakeholder Survey Data:

Stakeholder feedback data indicated 53 percent of students agreed/strongly agreed that “In my school, programs and services are available to help me succeed.” Sixty-three percent of parents agreed/strongly agreed with the statement, “Our school ensures that instructional time is protected and interruptions are minimized” and 67 percent of parents agreed/strongly agreed with the statement, “Our school provides a safe learning environment,” indicating a significant portion of stakeholders could not confirm a consistent or systematic application of a positive behavioral support system that ensured a safe and effective learning environment.

The 2015 South Carolina Department of Education School Climate Survey data revealed that 27 percent of students and 25 percent of teachers agreed with the statement, “Students at my school behave well in class.” Twenty-eight percent of students and 25 percent of teachers agreed with the statement, “Students at my school behave well in the hallways, in the lunchroom, and on school grounds.” Eighteen percent of parents agreed with the statement, “Students at my child's school are well-behaved.” Conversely, 88 percent of staff members agreed with the statements, “Rules and consequences for behavior are clear to students” and “The rules for behavior are enforced at my school,” indicating a leverage point for implementing a consistent, school-wide positive behavior management system.

Stakeholder Interviews:

Interview data revealed stakeholders, including students, parents, teachers and administrators, considered student “discipline” as one of the primary factors responsible for low academic achievement among students. Interview data revealed student discipline as one of the greatest challenges facing Estill Middle School. Students reported that misbehavior among their peers within classrooms prevented them from learning and cited disrespect among students and between teachers and students as the norm. Interview data revealed that although there were meetings with teachers, parents and students, and even a video was created to introduce a Positive Behavioral Interventions and Supports (PBIS) plan for the school, the initiative was not fully implemented.

Documents and Artifacts:

A review of documents showed the school had a partially developed Positive Behavioral Interventions and Supports (PBIS) plan for the school. Observation data and meeting agendas and minutes showed no evidence of the plan being implemented across the school. The Team found no documents or artifacts with detailed information about student discipline infractions (e.g., grade level, date of the incident, number of students referred or suspended), suggesting school leaders and staff members may not routinely analyze these data.

Conclusion

The principal of Estill Middle School simultaneously served as principal of Estill High School. The middle and high schools shared one campus. Although housed in separate buildings, the two schools shared several common areas, such as the cafeteria. In the history of the school, this was only the second time one individual had served as principal of both the middle and high schools at the same time. In order to prepare for the Diagnostic Review, teachers participated in vertical articulation of curriculum by content area in professional learning community (PLC) meetings. Eighth and ninth grade social studies teachers, for example, collaboratively worked together. The principal understood teachers needed to participate in PLCs on a consistent basis. As a result, the principal shared that the middle school would use a block schedule that mirrored the high school block schedule beginning next school year, which would provide common planning for content teachers. In order for PLC time to impact student outcomes in a positive way, teachers should participate in professional learning to guide them in the use of effective meeting protocols. Furthermore, school administrators need to fully participate in these meetings.

During the upcoming Problem-Based Learning (PBL) training scheduled for all teachers in June, it is imperative that the teachers be trained to incorporate PBL into a block schedule. The expectations for planning and instruction need to have more detail than the current instructional framework of “Opening Meeting, Work Session and Closing Meeting.” The Team noted the consistency of this instructional framework in each of the middle school classrooms, posted on the board and practiced in action. As indicated in stakeholder interview data and from a review of documents and artifacts, the “Work Session” is supposed to make up the bulk of the learning and teaching time in each class period. This is the time students should be engaged in meaningful work. Based on classroom observation data, the Team is hopeful that the upcoming PBL training will focus on instructional strategies that will help teachers provide engaging learning opportunities for students during class “Work Sessions.” Ideally, the PBL training will also include ways to incorporate technology into instruction that gives students the opportunity to create, solve problems and think critically. The Team noted an abundance of available technology resources banked up in the data room, not being utilized by students or teachers.

Although in this current position less than one year, the principal had initiated beginning pieces of shared decision-making and shared instructional leadership. For example, the Focused Instructional Team, consisting of the high school department chairpersons and the middle school grade level chairpersons began instructional leadership discussions by asking, “What does ‘ready to learn’ look like?” While the principal indicated the Focused Instructional Team tried to meet once a month, to yield significant improvement in student achievement outcomes teams must meet regularly and consistently. Furthermore, the organizational effectiveness of the school could benefit from scheduled weekly and monthly collaborative meetings. This schedule would provide needed structure as the staff implemented the Positive Behavioral Interventions and Supports (PBIS) and PBL. The Team noted the strong beginning of a PBIS plan. In order for PBIS to be fully implemented, however, all stakeholders must implement it with fidelity and consistency. Ideally, the work of PBIS would be led by a teacher team, including one teacher “champion” who would train teachers and administrators in the best practices of PBIS implementation.

The Diagnostic Review Team has identified the following Improvement Priorities as actions that will facilitate the growth processes at Estill Middle School:

1. Develop, implement and monitor a school-wide, systematic, comprehensive and continuous professional development plan that targets student engagement, the use of instructional technology, classroom management and the analysis and use of data to inform instruction. (Indicator 3.11)
2. Develop, implement and monitor a collaborative process, involving a wide-range of stakeholders, to identify shared values and beliefs about teaching and learning. Ensure teachers actively engage students in challenging learning tasks at the appropriate depth of knowledge levels, and ask students to apply knowledge and critical-thinking skills and use a wide variety of research based instructional strategies (e.g., differentiation, student collaboration, self-reflection, connect learning to real-life experiences, student-centered technology) to address the varying needs of students. Personalize instructional strategies and interventions to address the individual learning needs of each student. (Primary Indicator 1.2, Secondary Indicator 3.3)
3. Develop, implement and evaluate a school-wide discipline plan and behavioral system that clarifies expectations for maintaining a safe, positive learning environment that meets the physical, social and emotional needs of the student population. (Indicator 4.6)

Team Roster

Lead Evaluator	Brief Biography
Lisa Haste Louisiana	Lisa Haste served as a social studies teacher for 10 years in Virginia and Georgia, grades 7-12; a middle school assistant principal for five years; and a middle school principal for five years in the Fulton County School System in Georgia. After receiving her B.A. in Government from the College of William and Mary, she served as a staff member in the U.S. Senate for six years. Ms. Haste received an M.A. in Secondary Education from the George Washington University and is certified in both leadership and gifted education.
Team Members	
Debbie Courtney South Carolina	Debbie Courtney currently serves as Principal at Johnston-Edgefield-Trenton Middle School in South Carolina. She taught special education, math, and science and has served as a master teacher and assistant principal.
Tina Jamison South Carolina	Tina Jamison currently works at the South Carolina Department of Education in the role of External Review Team Coordinator. Prior to this position, she served as the Program Manager for State Priority Schools, the state coordinator for High Schools that Work and Making Middle Grades Work improvement frameworks, and a high school English teacher. She is also co-director for South Carolina's Schools to Watch program through the National Forum to Accelerate Middle Grades.

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 “Ready” on ACT Aspire (Grades 3-8) at the School and in the State (2014-2015)

Content Area by Grade Level	% Ready Grade 6	% Ready Grade 7	% Ready Grade 8	Total School	% Ready State
English	52.1	39.3	34.9	41.3	67.9
Reading	12.5	14.8	15.9	14.6	37.2
Math	39.6	6.5	1.6	14.0	46.7
Writing	31.0	15.0	6.3	15.8	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

Plus

- 31 percent of sixth grade students scored at the “Ready” benchmark for writing, which was above state average

Delta

- Students in all grades scored below state averages in all content areas except sixth grade writing
- 6.5 percent of seventh grade students scored “Ready” in math
- 1.6 percent of eighth grade students scored “Ready” in math
- 6.3 of eighth grade students scored percent “Ready” in writing

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

	Grade 6			Grade 7			Grade 8		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
Writing	N/A	53.1	41.9	N/A	42.9	52.1	N/A	48.5	47.6
ELA	N/A	29.2	37.3	N/A	30.0	48.6	N/A	29.9	31.7
Math	N/A	33.8	29.3	N/A	25.7	18.9	N/A	26.9	29.3
Science	50.0	65.6	43.2	37.7	27.1	28.4	14.3	14.3	7.3
Social Studies	47.9	36.4	57.9	23.0	8.6	29.7	34.9	41.2	46.3

Delta

- Declining percentages “Meeting” benchmarks each year in cohort and non-cohort groups in science and social studies from 2013-2015

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

(Standards 3 and 5)

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

1. 83 percent of parents agreed/strongly agreed with the statement, "My child knows the expectations for learning in all classes."
2. 89 percent of parents agreed/strongly agreed with the statement, "My child has at least one adult advocate in the school."
3. 79 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
4. 100 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."
5. 100 percent of staff members agreed/strongly agreed with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."
6. 100 percent of staff members agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."

Δ Delta:

1. 66 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
2. 62 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers work as a team to help my child learn."
3. 66 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."
4. 64 percent of staff members agreed/strongly agreed with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."
5. 55 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."
6. 60 percent of staff members agreed/strongly agreed with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."
7. 42 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
8. 42 percent of students agreed/strongly agreed with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."
9. 34 percent of students agreed/strongly agreed with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."

10. 51 percent of students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences."

Leadership Capacity

(Standards 1 and 2)

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

1. 81 percent of parents agreed/strongly agreed with the statement, "Our school communicates effectively about the school's goals and activities."
2. 81 percent of parents agreed/strongly agreed with the statement, "Our school has high expectations for students in all classes."
3. 79 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
4. 100 percent of staff members agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions and measures of growth."
5. 100 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
6. 91 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

Δ Delta:

1. 68 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. 68 percent of parents agreed/strongly agreed with the statement, "Our school's governing body operates responsibly and functions effectively."
3. 69 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers give work that challenges my child."
4. 67 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."
5. 55 percent of staff agreed/strongly agreed with the statement, "Our school's governing body or school board complies with all policies, procedures, laws and regulations."
6. 55 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."
7. 39 percent of students agreed/strongly agreed with the statement, "In my school, a high quality education is offered."
8. 34 percent of students agreed/strongly agreed with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
9. 57 percent of students agreed/strongly agreed with the statement, "In my school, the principal and teachers have high expectations of me."

Resource Utilization

(Standard 4)

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

1. 77 percent of parents agreed/strongly agreed with the statement, "Our school provides students with access to a variety of information resources to support their learning."
2. 77 percent of parents agreed/strongly agreed with the statement, "Our school provides a safe learning environment."
3. 77 percent of parents agreed/strongly agreed with the statement, "Our school provides students with access to a variety of information resources to support their learning."
4. 100 percent of staff members agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
5. 80 percent of staff members agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs."
6. 80 percent of staff members agreed/strongly agreed with the statement, "Our school maintains facilities that support student learning."

Δ Delta:

1. 27 percent of students on the 2015 South Carolina School Climate Survey agreed/mostly agree with the statement, "Students at my school behave well in class."
2. 18 percent of parents on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Students at my child's school are well-behaved."
3. 47 percent of parents agreed/strongly agreed with the statement, "Our school ensures the effective use of financial resources."
4. 62 percent of parents agreed/strongly agreed with the statement, "Our school ensures that instructional time is protected and interruptions are minimized."
5. 70 percent of parents agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
6. 60 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."
7. 60 percent of staff members agreed/strongly agreed with the statement, "Our school maintains facilities that contribute to a safe environment."
8. 70 percent of staff members agreed/strongly agreed with the statement, "Our school provides protected instructional time."
9. 37 percent of students agreed/strongly agreed with the statement, "In my school, the building and grounds are safe, clean and provide a healthy place for learning."
10. 54 percent of students agreed/strongly agreed with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."
11. 45 percent of students agreed/strongly agreed with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school."

Diagnostic Review Schedule

Sunday – May 1, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	
3:30 p.m. – 6:15 p.m.	Orientation/Team Work Session #1	Hotel Conf. Room	Diagnostic Review Team
6:30 p.m. – 7:30 p.m.	Principal's Overview	Hotel Conf. Room	Diagnostic Review Team
7:30 p.m. – 9:00 p.m.	Team Work Session #1 (cont.)	Hotel Conf. Room	Diagnostic Review Team

Monday – May 2, 2016

Time	Event	Where	Who
6:45 a.m.	Team Departs for School		
7:45 a.m.	Team Arrives at School (Team Settles In)	School Office	Diagnostic Review Team
8:00 – 8:45 a.m.	Interview: Principal	Conf. Room	Diagnostic Review Team
8:23-9:23a.m.	Classroom Observations; Stakeholder Interviews; Individual interviews	Conf. Room	Diagnostic Review Team
9:26-11:10 a.m.	Classroom Observations; Stakeholder Interviews; Individual Interviews; Artifact Review Interview: 6 th grade Students, 10-10:20am Interview: 7 th /8 th grade Students, 10:30-10:50am		Diagnostic Review Team
11:13 a.m.-12:13 p.m.	Classroom Observations; Stakeholder Interviews; Individual Interviews; Artifact Review		Diagnostic Review Team
12:00 – 12:30 p.m.	Working Lunch	Conf. Room	Diagnostic Review Team
12:16-2:19 p.m.	Classroom Observations; Stakeholder Interviews; Individual Interviews; Artifact Review		

2:00 – 3:30 p.m.	Classroom Observations; Stakeholder Interview; Individual Interviews Interview: District Staff, 2pm Interview: Parents, 3-3:30pm		Diagnostic Review Team
5:30 – 8:30 p.m. 6:00 p.m.	Team Work Session #2 Working Dinner (Hotel Conference Room)	Hotel Conf. Room	Diagnostic Review Team

Tuesday – May 3, 2016

Time	Event	Where	Who
7:00 a.m.	Team Departs for School		Diagnostic Review Team
8:00 a.m.	Team Arrives at School; Team Settles In		Diagnostic Review Team
8:30 – 11:53 a.m.	Continue interviews, artifact review, and classroom observations; Draft Action Statements/Narratives	Conf. Room	Diagnostic Review Team
12:00 a.m. – 12:30 p.m.	Working Lunch	Conf. Room	Diagnostic Review Team
12:30 p.m. – 3:30 p.m.	Continue interviews, artifact review, and classroom observations; Draft Action Statements/Narratives	Conf. Room	Diagnostic Review Team
3:30 p.m.	Team Returns to Hotel	Conf. Room	Diagnostic Review Team
5:00 p.m. – 7:00 p.m. 7:00 p.m.	Team Work Session #3 (Dinner On Your Own)	Hotel Conf. Rm.	Diagnostic Review Team

Wednesday – May 4, 2016

Time	Event	Where	Who
8:30 – 10:30 a.m.	Final Team Work Session	Conf. Room	Diagnostic Review Team