DIAGNOSTIC REVIEW REPORT FOR HEMINGWAY M. B. LEE MIDDLE SCHOOL

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Hemingway, SC
29554

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Principal

April 10–13, 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.

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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

Hemingway M. B. Lee Middle School (HMBLMS) hosted a Diagnostic Review on April 10–13, 2016. The on-site review involved a six-member team that provided its 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 HMBLMS for the warm, southern hospitality that was evident throughout the Diagnostic Review. From the first email contact to the last in-school conversation, the principal, her leadership team, staff and students were hospitable in their interactions with the Team, candid in their interview responses and generous with a helpful, positive attitude.

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. Interactions with between the principal and Lead Evaluator began March 6, 2016 and continued through April 13, 2016, which was the last day of the Review. The principal and director of curriculum planned and conducted the Internal Review, providing available organized evidence by Indicator. The principal reported that because of time constraints, no other school personnel were involved in preparing the Self Assessment for the Diagnostic Review.

A total of 72 stakeholders were interviewed, and 10 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, school leaders, faculty and staff were forthright in their responses, pointing to some areas of growth while acknowledging that, based on state and federally mandated assessments, the school had not been successful for a number of years. Additionally, while it was encouraging that the school had adopted the slogan, "Achieving excellence without excuses," there were times when discussion of student demographics, comments about the age of the building, number and quality of teacher applicants and other issues seemed to border on excuses for students not succeeding. This is not to infer that the statements concerning the challenges HMBLMS personnel face were not true. Nevertheless, restating the obvious barriers sometimes took the focus off identifying and implementing strategies to overcome these barriers.

Stakeholder Interviewed	Number
Administrators	6
Instructional Staff	9
Support Staff	5
Students	46
Parents/Community/Business Leaders	6
TOTAL	72

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.	2.00
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.	1.83
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.33
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.	2.17
3.6	Teachers implement the school's instructional process in support of student learning.	1.00
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3.00
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.	1.50
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1.50
3.11	All staff members participate in a continuous program of professional learning.	2.67
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.67

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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.	3.00
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.	2.00
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.	1.83
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.	2.83

Student Performance Diagnostic

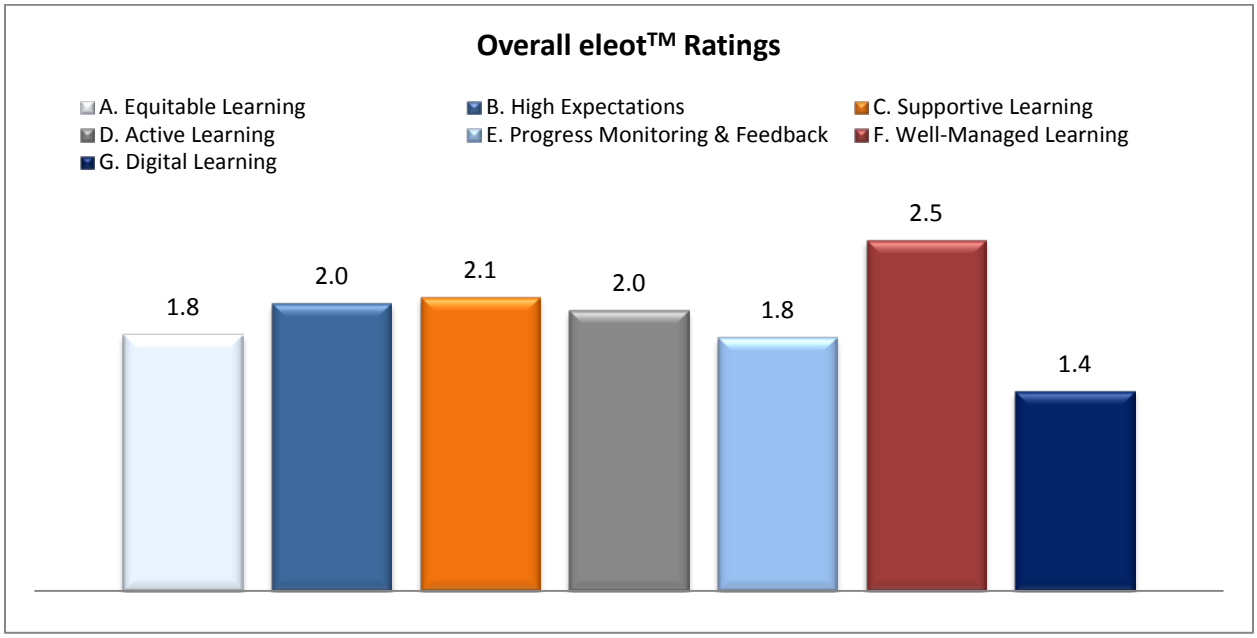
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	3.00
2. Test Administration	4.00
3. Quality of Learning	2.00
4. Equity of Learning	1.25

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

Time spent in classrooms observing teachers interact with students provided some of the richest data for the Diagnostic Review Team to consider. Rather than reflecting teacher and student perceptions found in the surveys and noted in interviews, the eleot™ data opened classroom doors and provided Team Members a front-row seat to teacher and student interactions, students' collaboration and the ebb and flow of instructional strategies.

Based on the eleot™ data in the 10 classrooms observed at HMBLMS, most students received whole-group instruction with little accommodation for the needs of individual students. With an overall average rating of 2.5 (on a four-point scale), the Well-Managed Learning Environment was the highest rated, followed by the Supportive Learning Environment at 2.1. Tied for third highest-rated Environment were High Expectations and Active Learning. With a rating of 1.4, the Digital Learning Environment was the lowest-rated Environment, reflecting classrooms with nearly zero students using technology to gather and use information, conduct research or use digital tools to communicate. Finally, with Team Members seldom observing students being quizzed about their learning or teachers providing feedback to improve student learning, the average rating of 1.8 placed Progress Monitoring and Feedback as the second lowest of the Environments.

eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
A.1	**1.2**	Has differentiated learning opportunities and activities that meet her/his needs	0%	10%	0%	90%
A.2	**2.4**	Has equal access to classroom discussions, activities, resources, technology, and support	0%	50%	40%	10%
A.3	**2.2**	Knows that rules and consequences are fair, clear, and consistently applied	10%	30%	30%	30%
A.4	**1.4**	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	0%	40%	60%
Overall rating on a four-point scale:		**1.8**				

Equitable Learning Environment

With an overall average rating of 1.8 on a four-point scale, most observed instructional strategies focused on whole-class lecture-driven instruction. In 10 percent of classrooms, it was evident/very evident students had "differentiated opportunities and activities to address individual needs" (A1). In half of the classrooms, it was evident/very evident that students had "equal access to classroom

discussions, activities, resources, technology and support" (A2). Less frequently students knew the "classroom rules and that they were consistently applied" (A3) as it was evident/very evident in 40 percent of the classrooms. Opportunities for students "to learn about their own or share others' backgrounds/culture/differences" were evident/very evident in zero percent of classrooms. In general, it appeared that teachers taught classrooms of students rather than individual students. The practice of differentiation or individualized learning was rare.

B. High Expectations Environment						
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
B.1	**2.2**	Knows and strives to meet the high expectations established by the teacher	10%	20%	50%	20%
B.2	**2.4**	Is tasked with activities and learning that are challenging but attainable	10%	40%	30%	20%
B.3	**1.5**	Is provided exemplars of high quality work	0%	20%	10%	70%
B.4	**2.0**	Is engaged in rigorous coursework, discussions, and/or tasks	0%	40%	20%	40%
B.5	**2.0**	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	30%	40%	30%
Overall rating on a four-point scale:		**2.0**				

High Expectations Learning Environment

Given the slogan "Achieving Excellence without Excuses" one would anticipate teachers setting high expectations for their students and teaching toward those expectations. However, with an overall rating of 2.0, the items found within the High Expectations Learning Environment were not reflective of teachers who expected excellence from all of their students. In 20 percent of classrooms, for example, the use of "exemplars of high-quality work" (B3) was evident/very evident. In only 40 percent of classrooms it was evident/very evident that students were engaged in "rigorous coursework, discussions and/or tasks" (B4). Further, students responding "to questions that require higher-order thinking" (B5) were evident/very evident in only 30 percent of classrooms.

C. Supporting Learning Environment						
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
C.1	**2.1**	Demonstrates or expresses that learning experiences are positive	0%	30%	50%	20%
C.2	**2.1**	Demonstrates positive attitude about the classroom and learning	0%	30%	50%	20%
C.3	**2.1**	Takes risks in learning (without fear of negative feedback)	10%	20%	40%	30%
C.4	**2.5**	Is provided support and assistance to understand content and accomplish tasks	10%	40%	40%	10%
C.5	**1.5**	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0%	20%	10%	70%
Overall rating on a four-point scale:		**2.1**				

Supportive Learning Environment

Instances in which students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5) were evident/very evident in 20 percent of classrooms. While observers noted that the majority of students demonstrated polite, compliant behavior in response to teacher instruction, students demonstrated or expressed that "learning experiences were positive" (C1) and demonstrated "positive attitudes about the classroom and learning" (C2) were both rated at 2.1 on a four-point scale and were evident/very evident in 30 percent of classrooms. Further, instances in which students took "risks in learning (without fear of negative feedback)" (C3) were evident/very evident in only 30 percent of classrooms. In half of the classrooms, it was evident/very evident that students were provided "support and assistance to understand content and accomplish tasks" (C4).

D. Active Learning Environment						
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
D.1	**2.1**	Has several opportunities to engage in discussions with teacher and other students	0%	40%	30%	30%
D.2	**1.7**	Makes connections from content to real-life experiences	0%	20%	30%	50%
D.3	**2.1**	Is actively engaged in the learning activities	10%	10%	60%	20%
Overall rating on a four-point scale:	**2.0**					

Active Learning Environment

With an overall average ranking of 2.0, this Learning Environment was reflective of non-engaging instructional practices. In only 20 percent of classrooms was it evident/very evident that students were "actively engaged in the learning process" (D3) or made "connections from content to real life experiences" (D2). While a bit more encouraging, but still evident/very evident in less than half (40 percent) of the classrooms, students had "several opportunities to engage in discussions with the teacher and other students" (D1).

E. Progress Monitoring and Feedback Environment						
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
E.1	**1.8**	Is asked and/or quizzed about individual progress/learning	0%	30%	20%	50%
E.2	**1.8**	Responds to teacher feedback to improve understanding	10%	10%	30%	50%
E.3	**1.9**	Demonstrates or verbalizes understanding of the lesson/content	0%	30%	30%	40%
E.4	**1.6**	Understands how her/his work is assessed	0%	20%	20%	60%
E.5	**1.8**	Has opportunities to revise/improve work based on feedback	10%	20%	10%	60%
Overall rating on a four-point scale:		**1.8**				

Progress Monitoring and Feedback Learning Environment

Perhaps one of the most critical aspects of teaching centers on formative assessments of students. Unless teachers continually determine student understanding or lack of understanding of content, they are left guessing appropriate instructional strategies. Yet, in only 30 percent of classrooms was it very evident/very evident that students were “asked and/or quizzed about individual progress/learning” (E1). In even a smaller number of classrooms, 20 percent, was it very evident/evident that students responded to “teacher feedback to improve understanding” (E2). Other opportunities for progress monitoring were largely lost as reflected in the fact that in 30 percent of classrooms it was evident/very evident that students demonstrated or verbalized “understanding of the lesson content” (E3), in 20 percent of classrooms it was evident/very evident that students seemed to “understand how their work is assessed” (E4) and in 30 percent of classrooms it was evident/very evident that students had “opportunities to revise or improve their work based on feedback” (E5).

F. Well-Managed Learning Environment						
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
F.1	**2.9**	Speaks and interacts respectfully with teacher(s) and peers	30%	30%	40%	0%
F.2	**2.6**	Follows classroom rules and works well with others	20%	20%	60%	0%
F.3	**2.5**	Transitions smoothly and efficiently to activities	20%	20%	50%	10%
F.4	**1.5**	Collaborates with other students during student-centered activities	0%	10%	30%	60%
F.5	**2.8**	Knows classroom routines, behavioral expectations and consequences	20%	40%	40%	0%
Overall rating on a four-point scale:		**2.5**				

Well-Managed Learning Environment

With some noted classroom exceptions, students were generally well-behaved at HMBLMS. The few areas where classroom management was an issue seemed to demand much of the principal's and behavior interventionist's time. In 60 percent of classrooms, it was evident/very evident that students spoke and interacted "respectfully with teacher(s) and peers," (F1) and knew "classroom routines, behavioral expectations and consequences." (F5). In 40 percent of classrooms, it was evident/very evident that students followed "classroom rules" and worked "well with others," (F2) and students transitioned "smoothly and efficiently to activities" (F3). Since the most often observed teaching strategy was whole group instruction, students "collaborating with one another during student-centered activities" was evident/very evident in 10 percent of classrooms (F4).

G. Digital Learning Environment						
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
G.1	**1.6**	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	30%	0%	70%
G.2	**1.4**	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	20%	0%	80%
G.3	**1.2**	Uses digital tools/technology to communicate and work collaboratively for learning	0%	10%	0%	90%
Overall rating on a four-point scale:	**1.4**					

Digital Learning Environment

The Digital Learning Environment received a rating of 1.4 on a four-point scale, the lowest rated of the seven Learning Environments. Student use of technology was rare. Observers noted few instances in which teachers asked students to use digital tools or technology as learning tools. If technology was being used in a classroom, it was primarily being used by the teacher. In 30 percent of the classrooms, it was evident/very evident that students used “digital tools/technology to gather, evaluate and/or use information for learning” (G1). Instances of students using “digital tools/technology to conduct research, solve problems and/or create original works for learning” (G2) were evident/very evident in 20 percent of the classrooms. Finally, in only 10 percent of the classrooms, students used “digital tools/technology to communicate and work collaboratively for learning” (G3).

Findings

Improvement Priority:

Establish a systematic process that integrates a research-based curriculum with validated instructional strategies using exemplars, rubrics and models to guide development of critical thinking skills. The process should include analyzing multiple sources of data, implementing formative and summative assessments and using findings to inform ongoing modification of instruction and curriculum revisions. Teachers should provide students with immediate and specific feedback, emphasizing individual learning needs to prepare all students for success at the next level. (Indicators 3.1 and 3.6)

Student Performance Data:

Student performance data, as detailed in the addendum to this report, did not reflect rigorous instruction or highly effective grading and reporting practices to ensure that all students were engaged in challenging and equitable learning experiences designed to prepare them for success at the next level. For example, the 2015 Palmetto Assessment of State Standards (PASS) scores showed that 56 percent of students did not meet the English language arts standard, 57 percent of students did not meet the math standard, 51 percent of students did not meet the science standard, 64 percent of students did not meet the social studies standard and 43 percent of students did not meet the writing standard. With a target of 632 required to show Adequate Yearly Progress for the Federal Accountability Rating System, in 2014, HMBLMS scores were ELA (595), math (597), science (598) and social studies (589). Next, the 2015–2016 Measures of Academic Progress (MAP) scores were similar to the PASS results with 74 percent of sixth graders scoring in the fortieth percentile or below in math and 70 percent scoring in the fortieth percentile or below in reading. The MAP scores of seventh graders showed 67 percent of students scored in the fortieth percentile or below in math, and 63 percent of students scored in the fortieth percentile or below in reading. For eighth grade students, MAP scores showed 58 percent of students scored in the fortieth percentile or below in math, and 37 percent scored in the fortieth percentile or below in reading. Finally, the school Elementary and Secondary Education Act overall score was an F.

Classroom Observation Data:

Classroom observation data, as previously detailed in the Teaching and Learning Impact section of this report, showed the overall rating using the eleot™ was 1.96 on a four-point scale. The item indicating "Understands how his/her work is assessed" was evident/very evident in 20 percent of classrooms, indicating students were not consistently receiving timely feedback on their learning and not provided exemplars, models, rubrics or other examples of quality work (E4). In 20 percent of the classrooms, teacher feedback and alternative instruction at the appropriate level of challenge was evident/very evident (C5). Differentiated learning opportunities and activities that met learners' needs were evident/very evident in 10 percent of the classrooms (A1). Exemplars of high-quality work were evident/very evident in 30 percent of the classrooms (B3). In 20 percent of the classrooms, it was evident/very evident that students were actively engaged in the learning activities (D3).

Stakeholder Survey Data:
Stakeholder survey data indicated a disparity among staff, parents and students regarding the belief that teachers monitor and adjust instructional strategies to meet students' individual learning needs. As an example, 80 percent of staff members agreed/strongly agreed teachers "personalized instructional strategies and interventions" while 66 percent of students agreed/strongly agreed that teachers "used a variety of teaching methods and activities." Forty percent of students felt teachers "changed their teaching to meet individual learning needs." Sixty-five percent of students indicated the school gave "multiple assessments to check understanding," 70 percent agreed/strongly agreed that "teachers explained their expectations for learning and behavior" and 69 percent agreed/strongly agreed that teachers "provided them with information about their learning and grades." On the other hand, 90 percent of the staff members agreed/strongly agreed that "teachers monitored and adjusted curriculum" based on student data. Eighty-two percent of parents agreed/strongly agreed that teachers meet their child's learning needs by individualizing instruction.

Documents and Artifacts:
A review of the 2015–2016 folder check memoranda from central office personnel indicated that English/language arts (ELA) teachers, "Must follow the pacing guides and syllabi that have been provided to them" and "Teachers must ensure that instruction and assessments are aligned." It further indicated that, "Overall rigor of the assessments found within the folders [were] not aligned to the state standards." Finally, it noted that in ELA, "Most folders have only one essay, many of the essays were not scored or graded" and in social studies "There were several assessments within the student folders; none were scored," which indicated students were not receiving feedback on their work in order to improve.

Improvement Priority

Develop and implement a systematic process to consistently monitor and support instructional strategies and practices of teachers through formal and informal observations with timely feedback to ensure student success. (Primary Indicator 3.3, Secondary Indicator 3.4)

Evidence for this Improvement Priority was mixed. What was reported in survey data was contrary to what was reported in stakeholder interviews and what was found by observers in classrooms. Student performance data tended to support stakeholder interview and classroom observation results. Instructional practices at HMBLMS need to be improved and adherence to the Improvement Priorities is a method whereby this can be accomplished.

Student Performance Data:

Student performance data, as detailed in the addendum to this report, showed students consistently scored well below the state average on state-mandated assessments, suggesting that best practice teaching strategies were not in place. For example, data included on the South Carolina State School Report Card revealed only 25 percent of eighth grade students scored at the "Ready" level on the ACT Aspire for 2014–2015 in the area of reading. Eighteen percent of seventh grade students and 15 percent of sixth grade students scored on the "Ready" level. In the area of math, 67 percent of sixth grade students, 17 percent of seventh grade students and 12 percent of eighth grade students scored at the "Ready" level on the ACT Aspire test. As noted in the Executive Summary, the ACT Aspire Test results for sixth grade students exceeded the state percentage of "Ready" in both math and writing.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, showed overall ratings ranged from a low of 1.4 for the Digital Learning Environment to a 2.5 for the Well-Managed Learning Environment. Classroom observations revealed teacher-centered, primarily whole-group instruction with little attention given to the needs of individual students. These data suggested infrequent monitoring with little expectation to implement validated, research-based instructional practices. Classroom observation data showed that in 40 percent of classrooms, it was evident/very evident that students were engaged in rigorous coursework, discussions or tasks (B4). Additionally, in 30 percent of classrooms, it was evident/very evident that students were asked and responded to questions that required higher-order thinking (B5). Therefore, these data suggested many teacher-posed questions and student responses were at the Depth of Knowledge Level one.

Stakeholder Survey Data:

Survey data suggested that school administration had not frequently or consistently monitored or evaluated instructional practices in all classrooms. Eighty-one percent of staff agreed/strongly agreed that "Our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning." Ninety-five percent of staff agreed/strongly agreed that "Our school leaders hold all staff members accountable for student learning."

Stakeholder Interviews:

Stakeholder interview data revealed that the principal infrequently conducted informal and formal evaluations. While teachers generally agreed that the principal was in their classrooms often, they also reported receiving little feedback concerning the effectiveness of instruction. The principal also acknowledged that she had spent too little time in classrooms both for informal evaluations and formal observations.

Documents and Artifacts:

A review of the evaluation instruments provided to the Team revealed instruments were mostly incomplete and provided no support that a fully functioning, comprehensive evaluation system was in place or fully implemented. Some of the documents were simple checklists with items that were only tangentially linked to instructional strategies. A review of evidence showed a lack of significant teacher-coaching or development of teacher improvement plans.

Results of the school Self Assessment were mixed with school-based personnel scoring “Leadership monitors and communicates comprehensive information about student learning” (Indicator 5.5) rated a 2. Yet, “Leadership and staff supervision and evaluation processes result in improved professional practice and student success” was rated at a 3.

Improvement Priority:
Design and implement a school-wide formal structure whereby each student is well known by at least one adult advocate in the school. Ensure that the structure includes school employee serving as advocates for student needs regarding learning skills, thinking skills and life skills. (Indicator 3.9)

Stakeholder Surveys:
Stakeholder survey data revealed a discrepancy related to students having an adult advocate in the building. Eighty-seven percent of parents, for example, indicated that they agreed/strongly agreed with the statement, "My child has at least one adult advocate in the school." Seventy-five percent of the staff agreed/strongly agreed with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience." Yet, only 55 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." These data showed that although parents and staff felt as though students had an adult advocate in the school building, almost half of the students believed that there was not a single adult who served as an advocate on their behalf.

Stakeholder Interviews:
Stakeholder interview data revealed that there was no system or process in place to ensure that students had an adult advocate or mentor in the building. During interviews, students were asked where they would go if they needed assistance or needed to speak to someone. Many students said different teachers and staff members were available to them. However, one student said, "Honestly, there is no one in the building that I feel comfortable speaking to." The students' responses were varied, which revealed that there was no formalized structure to foster this type of student-teacher relationship. Teachers and staff confirmed the lack of a process designed to meet every child's needs and also expressed that their students would benefit tremendously from more one-on-one interaction with adults.

When asked how many students would benefit from an adult advocate, one staff member said, "All students need someone to help them. Most of our students are raising themselves. It would help everyone." Members of the administrative team reiterated this issue explaining that many of the school families had parents who worked far away from home, often leaving students without adult support during the majority of the school week. An adult advocate in the building would know the individual needs of each student and be prepared to support them in their path to success.

Some stakeholders reported there was an advisor program during previous school years. Students were placed in advisor groups with a single teacher, and those groups met once a month. One teacher said, "I did not really understand the purpose of those groups. I just passed out the sheets that they asked me to."

Documents and Artifacts:

A review of documents and artifacts did not reveal evidence that a process was established to ensure each student had an adult advocate. Stakeholder interviews, however, showed that staff members and students felt a formal structure for adult advocates would be beneficial. Program description, goals and evaluation procedures were not available and would need to be created to demonstrate adoption of a formalized system of adult advocates.

In the Executive Summary, one area of improvement that the school was focused on achieving was to "change the culture using tools and opportunities to expose and to promote consistent and positive discipline and self-esteem for the middle school student."

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.	2.17
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.	1.83
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

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.	1.83
2.2	The governing body operates responsibly and functions effectively.	2.00
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.	2.17
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.83

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	2.00
2. Stakeholder Feedback Results and Analysis	3.00

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.	2.00
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.33
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.	1.83
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.50
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.33

Conclusion

During the course of the Diagnostic Review, there were some observable strengths of Hemingway M.B. Lee Middle School. First, when the current principal began her new job in July 2015, she quickly realized that many of the students had a rather negative self-image, doubting whether they could accomplish much beyond their present circumstances. Deciding to tackle this problem head-on, students returned to school in fall 2015, and quickly embraced Sean Covey's *Seven Habits of Happy Children*. Posters throughout the school remind students, “I want everyone to be a success” and “I get along well with others, even people who are different from me.” The school day begins each morning with students reciting one of the habits. Team Members experienced sixth, seventh and eighth graders enthusiastically recite, “I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom. I look for ways to be a good citizen.” While there was no baseline data readily available to measure the impact of this program, anecdotally teachers who had been at the school for a number of years cited decreased disciplinary problems. This program seemed to be having a positive impact on school culture and student behavior. This suggested the program may have affected student performance by instilling confidence in their students and giving them the internal tools to make themselves successful. Also, organizational effectiveness will be increased, because it gives the faculty and staff a common language to use with the students.

Second, parent communication and community involvement were an obvious strength. During parent and teacher interviews, parents reported they were notified of their child’s academic performance in various ways: emails, letters and phone calls. Also, school office personnel provided a variety of artifacts that showed a significant amount of communication occurred to keep families apprised of school events and information. In responding to the 2015 South Carolina Climate School Survey, while the number (15) of responses was small, 100 percent of the parents agreed/mostly agreed with the following statements, “Parents at my school know about school activities” and “Parents at my school are aware of school policies.” Effective institutional communication will be invaluable as they enhance their student performance and organizational effectiveness. As the school implements the Improvement Priorities found within this report, parent communication and community involvement are going to become increasingly important.

Finally, the Team recognized that there was an abundance of transition that had occurred over the past year at HMBLMS and the Williamsburg School District. The positive attitude of the leadership team, staff members and students was a strength and will provide the foundation that will drive the school toward future success.

The HMBLMS data room served as one of the work rooms for the Diagnostic Review Team. Its walls were filled with a variety of data from a variety of sources (e.g., Measures of Academic Progress, benchmarks, state and federal assessments). Red, yellow, green and blue markings indicated students’ scores on the assessments. Professional Learning Community minutes reflected discussion and some analysis of available data. Yet, given all the available data, the impact that any data analysis may have had on curriculum, scheduling, instructional practices and other areas of the school lacked clarity and

robustness. The results seemed to be considered in silos rather than as a part of a bigger system, as an entity to themselves as opposed to critical pieces of a larger puzzle.

There was considerable discussion among the Team about the variety of plans and reports associated with the school and the need to focus on what ties the reports together rather than what areas may separate them. The Improvement Priorities embedded within this Diagnostic Review Report need to be implemented with fidelity as do all existing programs in order to improve instructional capacity thereby increasing student ahievement.

Finally, given the extraordinary challenges facing HMBLMS and the lack of mentoring and coaching provided to the principal during this past year, any progress in student learning made this year should be celebrated. Members of the Diagnostic Review Team cannot express strongly enough the need to pair the principal with an experienced, successful principal who can provide much needed support, guidance and training.

The Team identified the following most strategic Improvement Priorities during the Diagnostic Review process:

1. Establish a systematic process that integrates a research-based curriculum with validated instructional strategies using exemplars, rubrics and models to guide development of critical thinking skills. The process should include analyzing multiple sources of data, implementing formative and summative assessments and using findings to inform ongoing modification of instruction and curriculum revisions. Teachers should provide students with immediate and specific feedback, emphasizing individual learning needs to prepare all students for success at the next level. (Indicators 3.1 and 3.6)
2. Develop and implement a systematic process to consistently monitor and support instructional strategies and practices of teachers through formal and informal observations with timely feedback to ensure student success. (Primary Indicator 3.3, Secondary Indicator 3.4)
3. Design and implement a school-wide formal structure whereby each student is well known by at least one adult advocate in the school. Ensure that the structure includes school employees serving as advocates for student needs regarding learning skills, thinking skills and life skills. (Indicator 3.9)

Team Roster

Lead Evaluator	Brief Biography
Dr. David Barnett Kentucky	Dr. Barnett currently serves as the Founding Dean for the Patton College of Education at the University of Pikeville in Pikeville, KY. Prior to accepting this position, Barnett worked 13 years as a faculty member at Morehead State University (MSU) in Morehead, KY. His responsibilities at MSU also included department chair, assistant dean and director of the doctoral program. Prior to moving to higher education, Barnett served in the public schools for 27 years. His P-12 experience spans a number of roles including middle school math teacher, P-12 instructional supervisor, federal programs coordinator, finance officer, assistant superintendent and school district superintendent. He holds a number of teaching and administrative certificates. He completed his Doctorate in Educational Leadership at the University of Kentucky in 1986. Barnett also serves as a founding board member for The Way, a Christian organization that financially supports an elementary school in Phnom Penh for children who live on or near the city dump. The Way also supports an orphanage located on the Meng Kong River about two hours north of Phnom Penh.
Team Members	
Glenda M. Brunson South Carolina	Ms. Brunson currently serves as an Assistant Principal in the Chester County School District. She has 19 years of progressive leadership experience as an administrator and teacher in secondary education spanning grades 6–12. She has extensive experience and knowledge of pedagogy and best practices in effective schools. She specializes in data-driven research to drive instruction, policies and procedures. Glenda M. Brunson holds a Bachelor of Science degree in Biology and a Master's degree in Educational Leadership and Administration.
Mr. Tracy D. Hamner South Carolina	Mr. Hamner holds a Bachelor of Arts in English with a minor in Secondary Education from the University of Richmond and an Master of Science from West Virginia University. He is certified in Secondary English and Administration and Supervision from the Virginia Department of Education. Currently, Mr. Hamner is the Principal of St. Anthony Catholic School in Florence, SC. Prior to joining St. Anthony, he was the Assistant Principal at St. Edward-Epiphany School in Midlothian, VA. Mr. Hamner spent eight years as an educator in the Virginia public school system serving as a high school English teacher at James River High School. Mr. Hamner has been involved in AdvancED accreditation and has served on accreditation committees.
Ms. Anita Latham South Carolina	Ms. Latham holds a B.A. in Elementary Education from the University of South Carolina, a M.Ed. in Secondary Guidance and Counseling from Winthrop University and an Ed.S. in Secondary Administration and Supervision from Converse College. Prior to joining SCVCS, Ms. Latham spent 30 years as an educator in the SC public school system serving as a middle school teacher and a middle and high school guidance counselor. She also has taught at the SC Department of Corrections. She has held the positions as Director of Guidance at Union High School and Assistant Principal and Principal of Birchwood School at the SC Department of Juvenile Justice. Ms. Latham has been involved in advanced accreditation and has served on accreditation committees.

Ms. Denise Savage	Ms. Savage began teaching in 1992 and has educated children from preschool through tenth grade. She has taught in Pennsylvania, Arizona, Texas and South Carolina. She is currently Academic Dean of a therapeutic boys' school in upstate South Carolina.
Ms. Pam Sims South Carolina	Ms. Sims currently serves as the Lead Transformation Coach for the South Carolina State Department of Education. She has teaching experience in grades K–8 in rural and urban settings. Sims' administrative experience includes being a Master Teacher for the South Carolina Teacher Advancement Program (SCTAP) specializing in analyzing school data as a basis for developing a school plan, Assistant Principal and Principal. She has extensive experience in providing instructional interventions with proven results, observing and evaluating teachers and providing individualized professional learning experiences for teachers and administrators. Sims holds a Bachelor of Science degree in Elementary Education and a Master's degree in Early Childhood Education and Educational Leadership.

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

I. 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	47.2	52.3	43.2	47.3	67.9
Reading	15.7	18.4	25.9	20.4	37.2
Math	47.1	17.0	12.3	25.0	46.7
Writing	25.4	17.5	25.4	22.9	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

Plus

- Reading seems to improve with each grade.
- Sixth and eighth grade writing scores are above the state average.

Delta

- The percent of students "Ready" in reading at all grade levels is extremely low.
- Whatever is happening in eighth grade math needs analysis and immediate attention.

II. **Percentages of Students Meeting Grade Level Standards at the School on the 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	59.7	44.4	N/A	51.2	63.1	N/A	65.1	65.3
ELA	N/A	41.9	37.8	N/A	33.7	63.2	N/A	57.4	50.0
Math	N/A	38.7	28.9	N/A	38.4	47.1	N/A	54.1	59.2
Science	28.6	43.8	40.0	46.2	46.5	64.7	30.9	60.0	43.8
Social Studies	61.4	50.0	44.4	38.5	30.2	42.6	38.3	43.8	36.0

Plus

- Sixth grade social studies scores are showing a positive trend over three years.
- All content areas in sixth grade improved between 2013 and 2014.

Delta

- There was a substantial drop in sixth grade science scores from 2014 to 2015.
- Comparison of cohort groups (i.e., 2013 sixth graders, 2014 seventh graders, 2015 eighth grades) reflect mixed results

III. **Percentages of Students Scoring at 70 or above on the End-of-Course Assessments at the School and in the State (2012–2013, 2013–2014, 2014–2015)**

Content Area	% School (14-15)	% State (14-15)	% School (13-14)	% State (13-14)	% School (12-13)	% State (12-13)
Algebra I	100	85.7	94.4	NA	94.4	NA
English I	94.1	75.1	93.3	NA	90.6	NA
Biology	N/A	77.8	N/A	NA	N/A	NA
U.S. History	N/A	69.1	N/A	NA	N/A	NA
All	97.1	77.3	93.9	NA	92.0	NA

Plus

- Percent of students passing EOC Assessment is increasing each year.
- School scores are above state scores in all categories.

Delta

- No Deltas apparent.

Stakeholder Feedback Plus/Delta

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

Teaching and Learning Impact

(Standards 3 and 5)

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

Parent Survey

1. 92 percent of parents agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."
2. 95 percent of parents agreed/strongly agreed with the statement, "My child knows the expectations for learning in all classes."

Staff Survey

3. 90 percent of staff agreed/strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice."
4. 95 percent of staff agreed/strongly agreed with the statement, "Our school purpose statement is based on shared values and beliefs that guide decision-making."
5. 95 percent of staff agreed/strongly agreed with the statement, "Our school leaders hold all staff members accountable for student learning."
6. 90 percent of staff 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."
7. 95 percent of staff agreed/strongly agreed with the statement, "Our school leaders monitor data related to student achievement."
8. 95 percent of staff agreed/strongly agreed with the statement, "Our school leaders monitor data related to school continuous improvement goals."

Δ Delta: (maximum of 60 percent agreed/strongly agreed)

Staff Survey

1. 55 percent of staff agreed/strongly agreed with the statement, "All teachers in our school use a variety of technologies as instructional resources."

Student Survey

2. 40 percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs.”
3. 53 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.”
4. 53 percent of students agreed/strongly agreed with the statement, “In my school, teachers work together to improve student learning.”
5. 51 percent of students agreed/strongly agreed with the statement, “All of my teachers keep my family informed of my academic progress.”
6. 55 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.”
7. 55 percent of students agreed/strongly agreed with the statement, “All of my teachers fairly grade and evaluate my work.”
8. 57 percent of students agreed/strongly agreed with the statement, “My school shares information about school success with my family and community members.”

Leadership Capacity

(Standards 1 and 2)

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

Parent Survey

1. 93 percent of parents agreed/strongly agreed with the statement, “Our school purpose statement is clearly focused on student success.”
2. 95 percent of parents agreed/strongly agreed with the statement, “Our school has established goals and a plan for improving student learning.”
3. 92 percent of parents agreed/strongly agreed with the statement, “Our school communicates effectively about the school goals and activities.”

Staff Survey

4. 95 percent of staff agreed/strongly agreed with the statement, “Our school purpose statement is clearly focused on student success.”
5. 90 percent of staff agreed/strongly agreed with the statement, “Our school purpose statement is formally reviewed and revised with involvement from stakeholders.”
6. 95 percent of staff agreed/strongly agreed with the statement, “Our school purpose statement is based on shared values and belief that guide decision-making.”
7. 90 percent of staff agreed/strongly agreed with the statement, “Our school purpose statement is supported by the policies and practices adopted by the school board or governing body.”
8. 90 percent of staff agreed/strongly agreed with the statement, “Our school has a continuous improvement process based on data, goals, actions and measures of growth.”
9. 95 percent of staff agreed/strongly agreed with the statement, “Our school leaders monitor data related to school continuous improvement goals.”
10. 95 percent of staff agreed/strongly agreed with the statement, “Our school leaders hold all staff members accountable for student learning.”

11. 90 percent of staff agreed/strongly agreed with the statement, "Our school leaders engage effectively with all stakeholders about the school purpose and direction."

Δ Delta: (maximum of 60 percent agreed/strongly agreed)

Student Survey

1. 53 percent of students agreed/strongly agreed with the statement, "In my school, teachers work together to improve student learning."
2. 40 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
3. 51 percent of students agreed/strongly agreed with the statement, "All of my teachers keep my family informed of my academic progress."
4. 57 percent of students agreed/strongly agreed with the statement, "My school shares information about school success with my family and community members."
5. 47 percent of students agreed/strongly agreed with the statement, "My school considers students' opinions when planning ways to improve the school."

Resource Utilization

(Standard 4)

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

1. 92 percent of parents agreed/strongly agreed with the statement, "Our school provides a safe learning environment."

Δ Delta: (maximum of 60 percent agreed/strongly agreed)

Student Survey

1. 53 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."
2. 35 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."

Diagnostic Review Schedule

Sunday – April 10, 2016

Time	Event	Where	Who
3:00 p.m.	The Inn at the Crossroads	Hotel	
4:00 p.m. – 6:30 p.m.	Team Work Session #1 Working dinner from 5:45 p.m. until 6:30 p.m.	Hotel Conference Room	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members
7:45 p.m. – 9:00 p.m.	Determine interview questions, review Monday's schedule, overview of eleot™ and discuss review logistics	Hotel Conference Room	Diagnostic Review Team Members

Monday – April 11, 2016

Time	Event	Where	Who
Breakfast – Eat early enough so that Team departure time allows Team to arrive at school no later than 7:30 a.m.			
7:30 a.m.	Diagnostic Review Team arrives at school	School office	Diagnostic Review Team Member
8:00 a.m. – 8:45 a.m.	Principal's Interview	Data Room	Diagnostic Review Team Member
8:30 a.m. – 9:00 a.m.	Sixth Grade Students	Parenting Center	Diagnostic Review Team Member
9:15 a.m. – 11:30 a.m.	Classroom observations (unless involved in interviews)	Throughout School	Diagnostic Review Team Member
9:15 a.m. – 10:15a.m.	Executive Director of Instruction	Data Room	Diagnostic Review Team Member
	WCSD Superintendent	Media Center	Diagnostic Review Team Member
10:20 a.m. – 10:50 a.m.	Guidance Counselor	Data Room	Diagnostic Review Team Member
11:30 a.m. – 12:15 p.m.	Lunch – Team Members eat when it fits into their individual schedules	Workroom	Diagnostic Review Team Member
11:45 a.m. – 12:15 p.m.	(Parent)	Media Center	Diagnostic Review Team Member
	Seventh Grade Students	Parenting Center	Diagnostic Review Team Member
12:15 p.m. – 3:00 p.m.	Classroom observations (unless involved in interviews)	Throughout School	Diagnostic Review Team Member
12:15 p.m. – 12:45 p.m.	(ELA)	Data Room	Diagnostic Review Team Member
	(Parent)	Media Center	Diagnostic Review Team Member
12:45 p.m. – 1:15 p.m.	Lunch	Media Center	Diagnostic Review Team Member
1:15 p.m. – 1:45 p.m.	Interviews, observations, document review	Data Room	Diagnostic Review

			Team Member
1:45 p.m. – 2:15 p.m.	(Parent)	Media Center	Diagnostic Review Team Member
2:00 p.m. – 2:30 p.m.	Eighth Grade Students	Parenting Center	Diagnostic Review Team Member
2:15 p.m. – 2:45 p.m.	Interviews, observations, document review	Data Room	Diagnostic Review Team Member
	Interviews, observations, document review	Media Center	Diagnostic Review Team Member
3:00 p.m. – 5:00 p.m.	Team returns to hotel and has dinner on its own. Team Members may opt to bring dinner to the evening work session.		
6:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel work room	Diagnostic Review Team

Tuesday – April 12, 2016

Time	Event	Where	Who
Breakfast – Eat early enough so that Team departure time allows Team to arrive at school no later than 7:30 a.m.			
7:30 a.m.	Team arrives at school		
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1	Media Center	Diagnostic Review Team
8:00 a.m. – 8:30 a.m.	Interviews, observations, document review	Media Center	Diagnostic Review Team Member
9:45 a.m. – 10:15 a.m.	Interviews, observations, document review	Parenting Center	Diagnostic Review Team Member
10:15 a.m. – 10:45 a.m.	Interviews, observations, document review	Media Center	Diagnostic Review Team Member
10:45 a.m. 11:15 a.m.	Interviews, observations, document review	Media Center	Diagnostic Review Team Member
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when fits into their individual schedules		
12:15 p.m. – 12:45 p.m.	Interviews, observations, document review	Data Room	Diagnostic Review Team Member
1:00 p.m. – 1:30 p.m.	Interviews, observations, document review	Media Center	Diagnostic Review Team Member
2:15 p.m. – 2:45 p.m.	Interviews, observations, document review	Data Room	Diagnostic Review Team Member
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on its own. Team Members may opt to bring dinner to the evening work session.		
6:00 p.m. – 9:00 p.m.	Team Work Session #3	Hotel Work Room	Diagnostic Review Team
During Evening Session	Plus/Delta Exercise	Hotel	Diagnostic Review Team

Wednesday – April 13, 2016

Time	Event	Where	Who
7:30 a.m.	Breakfast/Check out of hotel and departure for school	Hotel	Diagnostic Review Team
8:00 a.m. – 11:00 a.m.	Final Team Work Session Team Members review all components of the Diagnostic Review Team's findings.	Data Room	Diagnostic Review Team

11:00 a.m. – 12:00 p.m.	Working Lunch (Note: Team Members are invited, but not required to stay for Exit Meetings.)		
12:00 p.m.	BRIEF Principal's Exit Meeting		Lead Evaluator
Written Report	The Team's written report will be provided to the school or DOE within 30 days following the on-site Diagnostic Review.		