DIAGNOSTIC REVIEW REPORT FOR NORTH CHARLESTON HIGH SCHOOL

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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 2 Indicator rating, an Improvement Priority has been 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

North Charleston High School (NCHS) hosted a Diagnostic Review on March 20-23, 2016. The on-site review involved a six 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 North Charleston High School for their hospitality and contributions in preparing for the Diagnostic Review Process.

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. The Lead Evaluator held an initial planning meeting with the Principal and Assistant Principal on March 7, 2016. Additional emails and calls with school leaders were conducted by the Lead Evaluator to finalize the observation and interview schedule and to assist the school in its preparation of the Diagnostic Review visit. School leaders planned and conducted the Internal Review in a timely manner. The comprehensive Internal Review engaged stakeholder groups and was completed and submitted for review by the Diagnostic Review Team. Evidence and documentation to support the school's Self Assessment and other diagnostics were organized and provided in both electronic and hardcopy format.

A total of 88 stakeholders were interviewed and 22 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, district and school leaders, faculty and staff were open and willing to share their experiences and insights with respect to North Charleston High School's improvement efforts.

Stakeholder Interviewed	Number
Administrators	6
Instructional Staff	29
Support Staff	8
Students	43
Parents/Community/Business Leaders	2
TOTAL	**88**

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.	1.50
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.83
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.83
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.67
3.6	Teachers implement the school's instructional process in support of student learning.	2.00
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.67
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.50
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.	1.67
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.83

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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.	1.50
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.	1.33
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.67
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.	1.83

Student Performance Diagnostic

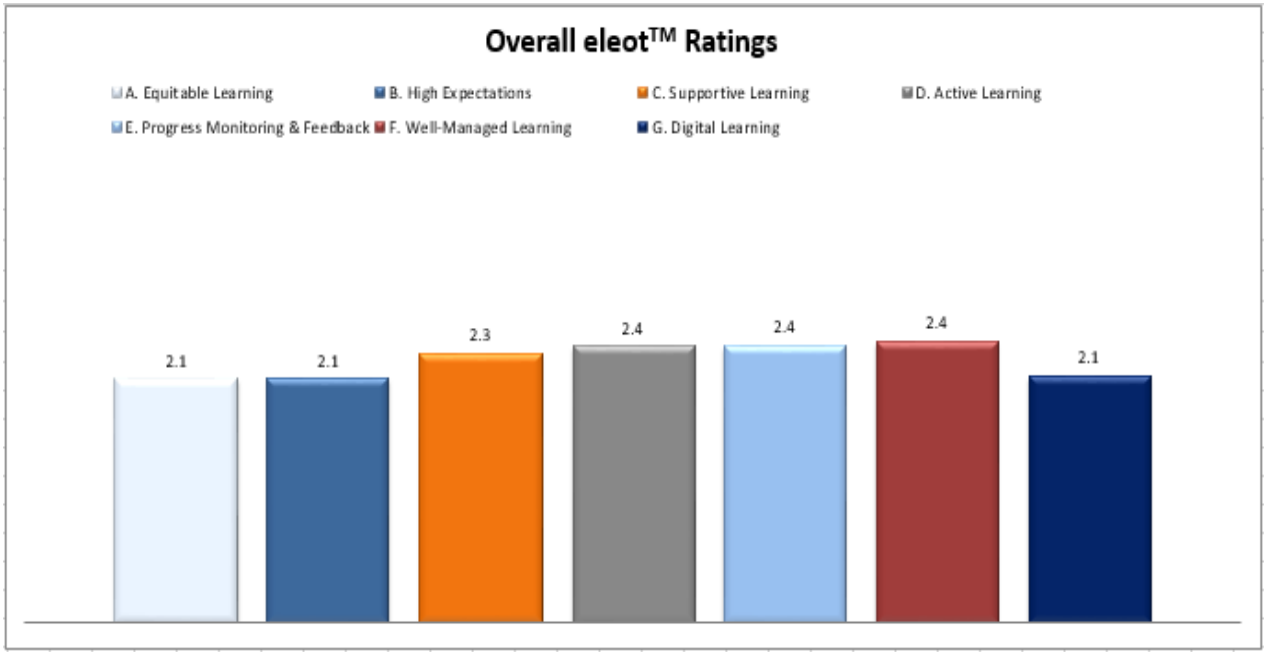
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	1.00
2. Test Administration	2.33
3. Quality of Learning	1.00
4. Equity of Learning	1.00

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

Using the eleot™ classroom observation tool, the Diagnostic Review Team conducted 22 classroom observations, including all core content classes and self-contained special education classes with ten or more students. The overall eleot™ ratings ranged from 2.1 to 2.4 on a four-point scale. Three learning environments received the highest score of 2.4 on a four-point scale, including the Active Learning Environment, Progress Monitoring and Feedback and Well-Managed Learning. The lowest rated learning environments were Equitable Learning, High Expectations and Digital Learning, which all received a score of 2.1 on a four-point scale. Classroom observation data revealed a high number of teacher-centered learning environments. Even when digital tools or collaborative learning groups were observed, direct instruction by the classroom teacher remained the dominant instructional approach. The Team found few instances of differentiated instruction. Self-contained special education classrooms effectively differentiated instruction to meet individual student learning needs. The Team found teachers in all classrooms provided some level of assistance and support to students. While teacher feedback was observed, the Team identified few instances of students being provided activities to connect classwork with their own and others' backgrounds and real-life experiences. Also apparent was a lack of formative assessment data used by teachers to diagnose student learning and adjust instructional practice to meet individual learning needs.

eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.8	Has differentiated learning opportunities and activities that meet her/his needs	14%	9%	18%	59%
A.2	2.8	Has equal access to classroom discussions, activities, resources, technology, and support	18%	45%	36%	0%
A.3	2.4	Knows that rules and consequences are fair, clear, and consistently applied	14%	41%	18%	27%
A.4	1.5	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	9%	5%	9%	77%
Overall rating on a four-point scale:	2.1					

Equitable Learning Environment

The Equitable Learning Environment received a score of 2.1 on a four-point scale and was among three learning environments tied for the lowest overall rating. "Has equal access to classroom discussions, activities, resources, technology and support" (A2) was the highest rated item in this environment at 2.8 on a four-point scale. In 23 percent of the classrooms, "differentiated learning opportunities and activities that meet her/his needs" (A1) were evident/very evident. In 14 percent of the classrooms, it was evident/very evident that students had "ongoing opportunities to learn about their own and other's backgrounds/cultures/differences" (A4). Direct instruction was the primary teaching method observed, and students were largely observed to be passive learners. Observers reported a significant amount of differentiation and varied teaching methods occurring in self-contained special education classrooms.

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	5%	27%	55%	14%
B.2	2.2	Is tasked with activities and learning that are challenging but attainable	9%	32%	32%	27%
B.3	1.7	Is provided exemplars of high quality work	5%	18%	23%	55%
B.4	2.1	Is engaged in rigorous coursework, discussions, and/or tasks	5%	36%	27%	32%
B.5	2.2	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	9%	41%	14%	36%
Overall rating on a four-point scale:		2.1				

High Expectations Learning Environment

The High Expectations Learning Environment received a score of 2.1 on a four-point scale and was among three learning environments tied for the lowest overall rating. Three items "knows and strives to meet high expectations established by the teacher" (B1), "is tasked with activities that are challenging but attainable" (B2) and "is asked and responds to questions that require higher order thinking" (B5) received the highest rating of 2.2 on a four-point scale. Of concern to the Team was the narrow instructional focus observed around test preparation as a method for engaging students in higher order thinking. In 23 percent of classrooms, it was evident/very evident that teachers provided "exemplars of high quality work" (B3). This item received the lowest rating of 1.7 on a four-point scale.

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.3	Demonstrates or expresses that learning experiences are positive	5%	36%	41%	18%
C.2	2.4	Demonstrates positive attitude about the classroom and learning	5%	41%	45%	9%
C.3	2.2	Takes risks in learning (without fear of negative feedback)	9%	27%	36%	27%
C.4	2.8	Is provided support and assistance to understand content and accomplish tasks	23%	32%	45%	0%
C.5	2.0	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	9%	23%	32%	36%
Overall rating on a four-point scale:		2.3				

Supportive Learning Environment

The Supportive Learning Environment received a score of 2.3 on a four-point scale. The item "is provided support and assistance to understand content and accomplish tasks" (C4) was rated the highest at 2.8 on a four-point scale. Some level of support was observed in 100 percent of classrooms, and the Team observed strong evidence of collaborative teaching between regular education and special education teachers. In 32 percent of the classrooms "additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5) was evident/very evident. This item was the lowest rated in the Supportive Learning Environment at 2.0 on a four-point scale.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.6	Has several opportunities to engage in discussions with teacher and other students	18%	36%	36%	9%
D.2	2.1	Makes connections from content to real-life experiences	14%	18%	36%	32%
D.3	2.4	Is actively engaged in the learning activities	9%	36%	41%	14%
Overall rating on a four-point scale:	2.4					

Active Learning Environment

The Active Learning Environment received a score of 2.4 on a four-point scale and was one of three environments tied for the highest score. In 45 percent of classrooms, it was evident/very evident students were "actively engaged in the learning activities" (D1). This item was the highest rated in the Active Learning Environment at 2.6 on a four-point scale. In 32 percent of classrooms, "making connection from content to real-life experiences" was evident/very evident (D2). This item was the lowest rated of the Active Learning Environment. Team members observed respectful classroom discussion, but much discussion was unrelated to lesson content. In 45 percent of classrooms, students were "actively engaged in the learning activities" (D3). Of concern to the Team was the passive learning environment and the large number of students who slept or rested their head on desks.

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	2.5	Is asked and/or quizzed about individual progress/learning	14%	27%	55%	5%
E.2	2.6	Responds to teacher feedback to improve understanding	9%	45%	45%	0%
E.3	2.5	Demonstrates or verbalizes understanding of the lesson/content	9%	36%	50%	5%
E.4	2.1	Understands how her/his work is assessed	5%	36%	23%	36%
E.5	2.3	Has opportunities to revise/improve work based on feedback	9%	41%	23%	27%
Overall rating on a four-point scale:		2.4				

Progress Monitoring Learning Environment

The Progress Monitoring Learning Environment received a score of 2.4 on a four-point scale and was one of three environments tied for having the highest score. In 54 percent of the classrooms, it was evident/very evident that students responded “to teacher feedback to improve understanding” (E2). This item was the highest rated at 2.6 on a four-point scale. In 41 percent of the classrooms it was evident/very evident that students understood “how her/his work is assessed” (E4). This item was the lowest rated at 2.1 on a four-point scale. In 50 percent of the classrooms it was evident/very evident that students had “opportunities to revise/improve work based on feedback” (E5). In 27 percent of the classrooms, “opportunities to revise/improve work based on feedback” were not observed.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.8	Speaks and interacts respectfully with teacher(s) and peers	27%	36%	27%	9%
F.2	2.6	Follows classroom rules and works well with others	32%	18%	27%	23%
F.3	2.2	Transitions smoothly and efficiently to activities	27%	9%	23%	41%
F.4	2.0	Collaborates with other students during student-centered activities	18%	9%	23%	50%
F.5	2.6	Knows classroom routines, behavioral expectations and consequences	27%	32%	14%	27%
Overall rating on a four-point scale:		2.4				

Well-Managed Learning Environment

The Well-Managed Learning Environment received a score of 2.4 of a four-point scale and was one of three environments tied with the highest score. In 63 percent of classrooms, it was evident/very evident that students spoke and interacted "respectfully with teacher(s) and peers" (F1). This item received the highest rating of 2.8 on a four-point scale. In 27 percent of the classrooms, it was evident/very evident that students collaborated "with other students during student-centered activities" (F4). This item received the lowest rating of 2.0 on a four-point scale. Team members observed limited collaboration and significant amounts of direct instruction (i.e., even when technology was being incorporated to increase student engagement). Similarly, the Team noted a heavy reliance on one instructional activity or methodology for the majority of the class period (e.g., contributing to several students being off task, disengaged or asleep as noted in the Active Learning Environment).

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	2.3	Uses digital tools/technology to gather, evaluate, and/or use information for learning	18%	27%	23%	32%
G.2	2.1	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	18%	18%	23%	41%
G.3	2.0	Uses digital tools/technology to communicate and work collaboratively for learning	14%	14%	27%	45%
Overall rating on a four-point scale:		2.1				

Digital Learning Environment

The Digital Learning Environment received a score of 2.1 on a four-point scale and was one of three receiving the lowest rating among all learning environments. The item "uses digital tools/technology to gather, evaluate, and/or use information" (G1) was the highest rated at 2.3 on a four-point scale. In 28 percent of the classrooms, it was evident/very evident that students used "digitial tools/technology to communicate and work collaboratively for learning" (G2). This item was the lowest rated at 2.0 on a four-point scale. Moreover, the limited amount of student collaboration in conjunction with the use of digital tools parrelled those classrooms where technology was not used, suggesting direct instruction was the dominant instructional approach throughout the school.

Findings

Improvement Priority

Develop and implement a systematic process to monitor and adjust instruction based on multiple assessments of student learning and an examination of professional practice. **(Indicator 3.2**)

Student Performance Data:

Student performance data, as detailed in an attachment to this report, suggested while students were demonstrating growth as measured by End of Course (EOC) assessments in Biology, Algebra I and U.S. History, the percentage of students meeting benchmarks on the American College Testing (ACT) assessment in grade eleven remained significantly below the state average. English EOC scores did not substantiate growth, and the percentage of students meeting benchmarks on the ACT grade eleven in English, Reading and Writing were more than five points below the state average.

Classroom Observation Data:

Classroom observation data, as detailed previously in the Teaching and Learning Impact section of this report, suggested the school had yet to develop a systematic process to monitor and adjust instruction based on multiple assessments. Moreover, observation data indicated the majority of classrooms had an instructional process focused almost entirely on test readiness, with little or no evidence of instruction being adjusted based on the diagnostic use of multiple assessments. In 23 percent of the classrooms observed, "differentiated learning opportunities and activities that meet her/his needs" (A1) were evident/very evident. In 41 percent of the classrooms observed, it was evident/very evident that students demonstrated or verbalized "understanding of the lesson/content" (E3). In 41 percent of the classrooms, it was evident/very evident that students were "asked and/or quizzed about individual progress/learning" (E1). Of concern to the Team was the lack of progress monitoring based on multiple assessments. Classroom teacher interactions with students regarding progress and learning were observed as evaluative in nature rather than diagnostic.

Stakeholder Survey Data:

Stakeholder survey data suggested a lack of consistency in how multiple assessments were used to monitor and adjust instruction. Seventy-three percent of teachers agreed/strongly agreed with the statement, "Our school employs consistent assessment measures across classrooms and courses." Seventy-three percent of teachers agreed/strong agreed with the statement, "Our school ensures that staff members are trained in the evaluation, interpretation, and use of data." Fifty-five percent of students agreed/strongly agreed, "All of my teachers change their teaching to meet my learning needs."

Stakeholder Interviews:

Stakeholder interviews revealed a schoolwide focus on test readiness. Teachers interviewed attributed EOC growth in biology, math, and U.S. history with an instructional priority established five years ago by the current principal to "remove fluff" and focus exclusively on preparing students to successfully pass instructional content associated with End of Course assessments. Interview data showed that parents, teachers and students were able to provide numerous examples of a supportive school culture where students are provided opportunities for remediation and individualized assistance. While stakeholder

responses related to student assistance were consistent with classroom observations conducted by Team members, stakeholder responses did not reveal an effort to diagnose and adjust instructional practices to meet the needs of individual learners. It was clear from stakeholder interviews, the school maintained a strong focus on test readiness, and direct instruction was the dominant instructional methodology in core content areas.

Documents and Artifacts: A comprehensive review of documents and artifacts provided suggest that instructional focus relied almost entirely on alignment of classroom instruction to curriculum calendars. There was no evidence demonstrating how formative assessments were used in the school to diagnose and adjust instructional practice. A review of documents and artifacts suggested an instructional focus on curriculum alignment to summative forms of measures. Among those documents and artifacts reviewed by Team members were sample teacher lesson plans, curriculum guides from content areas, curriculum calendars, Teacher Collaboration Time (TCT) agendas, classroom agendas, sample Curriculum Based Management (CBM) progress monitoring tables, and Charleston County School District Student Learning Outcomes (CCSD SLO) examples.

Findings

Improvement Priority

Develop, implement and monitor a formal process that ensures school personnel engage in long-term interactions with individual students and allows staff members to build strong relationships over time with students and related adults. **(Indicator 3.9)**

Student Performance Data:

As detailed in an attachment to this report, student performance data revealed the percentages of students meeting benchmarks for English I EOC Assessments and ACTs were significantly below state averages. Data suggested the school had yet to establish a formal structure for school personnel to have long-term interaction with individual students. Of particular concern to the Diagnostic Review Team was the 2015 graduation rate of 65.5 percent, which is 14.5 percent below the state average.

Classroom Observation Data:

Observation data, as detailed previously in the Teaching and Learning Impact section of this report, showed instances in which students had "ongoing opportunities to learn about their own and other's backgrounds/culture/differences" (A4) were evident/very evident in 14 percent of the classrooms. In 23 percent of the classrooms, "differentiated learning opportunities and activities that meet her/his needs'" (??) were evident/very evident. Classroom data did not suggest a process exists to ensure school personnel interact with individual students and build long-term relationships.

Stakeholder Survey Data:

Survey data indicated 67 percent of students agreed/strongly agreed, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future." Eighty-five percent of teachers 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." There was insufficient parent participation to successfully quantify parent perceptions with respect to the statement, "My child has at least one adult advocate in the school."

Stakeholder Interviews:

Stakeholder interviews reflected a shared commitment to student success. Many expressed this as, "We do what we have to do." Interviews with administrators and teachers revealed a desire to encourage students to have a strong commitment to their own success. When stakeholders were asked specifically about formal structures to support student learning and growth, interview responses revealed teachers, administrators, students and parents consistently were unable to define or explain a formal structure whereby all students are well-known by at least one adult advocate in the school. A concern of Team members emerged related to meaningful parent involvement in the school. Responses of parents interviewed revealed a desire by parents to advocate for students, but the Team found little to no evidence of a defined process for parents to support students academically and help their child learn important thinking, life and learning skills.

Documents and Artifacts:

A review of the documents and artifacts included examination of the Communities in Schools Quarterly Report, formal adult advocate structures format and the Communities in Schools Charleston Program Report. A review of provided documents and artifacts did not provide evidence of a formal structure whereby all students are well known by at least one adult advocate in the school.

Findings

Improvement Priority

Establish and maintain a clearly defined and comprehensive student assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance, to guide continuous improvement. Regularly and systematically evaluate the student assessment system for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.

(Indicator 5.1)

Student Performance Data:

Student performance data, as detailed in an attachment to this report, revealed mixed results. The percentage of students who scored a 70 or better on the Algebra 1 End of Course (EOC) assessment increased by 25 percent in three years. The percentage of students who scored a 70 or better on the U.S. History EOC increased by 25.6 percent in three years. The percentage of students who scored a 70 or better on the English EOC decreased by 0.8 percent. EOC improvement percentages increased consistently since 2009 with the exception of English I; however, the overall percentage of students scoring at 70 or above on the EOC assessment is still below 70 percent and well below the state average of 77.3 percent.

Classroom Observation Data:

As detailed previously in the Teaching and Learning Impact section of this report, classroom observation data, suggested in the absence of a comprehensive student assessment system, teachers were not using assessment data to inform their instructional approaches. For example, in only 23 percent of classrooms, it was evident/very evident that students have "differentiated learning opportunities and activities that meet her/his needs"(A1). Furthermore, these data also revealed it was evident/very evident only 32 percent of students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5). Because the students had varying levels of achievement, locally developed assessments on students' level of understanding would enhance learning opportunities. Classroom observation data further indicated only 41 percent of students "understand how her/his work is assessed." A clearly defined and comprehensive student assessment system would ensure that not only are students provided alternative instruction and feedback appropriate for his/her needs, but also students would understand how her/his work would be assessed.

Stakeholder Survey Data:

Survey data indicated that 73 percent of staff agreed/strongly agreed, "Our school employs consistent assessment measures across classrooms and courses," suggesting more than one quarter of the staff recognize the need for a clearly defined and comprehensive student assessment system. Likewise, 85 percent of the staff agreed/strongly agreed, "Our school uses multiple assessment measures to determine student learning and school performance." However, when interviewed, faculty could not

articulate how the multiple assessment measures were used to inform their classroom instructional practices to determine student learning.

Stakeholder Interviews:

Stakeholder Interview data indicated that faculty and staff continuously reviewed a variety of standardized assessments about student learning and school performance, including EOC assessments in Algebra I, English I, Biology, and U.S. History; the ACT; and ACT WorkKeys. However, during stakeholder interviews, faculty and staff did not indicate how these standardized assessment results were used to guide continuous improvement. Interview responses did not provide evidence of differentiated instructional practices aligned to the achievement level of students. Administrator interview data revealed the student assessment system only included standardized assessments about student learning. When questioned about staff and faculty professional development to analyze student data (which would be the first step in establishing a clearly defined and comprehensive student assessment system), the administration responded that training was not necessary.

Documents and Artifacts:

A review of documents and artifacts, including several technical assistance documents related to the use and administration of the EOC assessment program, NWEA MAP program reflected little evidence of how data from multiple assessments were used to diagnose student learning and effectively adjust instructional practices. A review of one content area assessment included a World War II pre-assessment and a World War II test, suggesting that some staff at the school were using formative assessment as a means to engage students in learning. But interview data indicated that administrators and staff reported few formative assessments were used, explaining the lack of documents and artifacts to support the school having a clearly defined and comprehensive student assessment system that utilizes formative assessment as a strategy to increase student learning.

Other

During the Principal's presentation to the Diagnostic Review Team on Sunday, March 20, 2016, the principal explained that an Opportunity for Growth for the school was found in Standard 5: "Teachers do not work with other teachers to write common assessments." The Diagnostic Review Team agreed with the principal that an opportunity for growth existed when the faculty was provided the opportunity to create common assessments as part of an overall comprehensive student assessment system.

Findings

Improvement Priority

Provide training for all professional and support staff in the analysis and use of data to ensure staff members engage in productive discussions about student learning and use data to improve student achievement. **(Indicator 5.3)**

Student Performance Data:

Student performance data, as detailed in an attachment to this report, indicated significant growth in some areas while other areas remained stagnant. Data revealed gains in EOC assessments for Algebra I, U.S. History and Biology. However, Algebra I was the only area in which results were above the state average. English I scores were significantly below the state average. While ACT scores improved, all areas were below the state average. Furthermore, only 50 percent of students met the platinum, gold or silver threshold on the ACT WorkKeys Applied Mathematics.

Classroom Observation Data:

Observation data, as detailed previously in the Teaching and Learning Impact section of this report, revealed instruction was not routinely differentiated or modified based on student data. In 23 percent of the classrooms, "differentiated learning opportunities and activities that meet her/his needs" (A1) were evident/very evident. In 32 percent of the classrooms "additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5) was evident/very evident.

Stakeholder Survey Data:

Survey data revealed that 55 percent of students agreed/strongly agreed "all of my teachers change their teaching to meet my learning needs," suggesting that almost half of the students may not be receiving the help they need to be successful. Conversely, 88 percent of teachers reported they 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." However, data revealed that 73 percent of staff agreed/strongly agreed that "our school ensures all staff members are trained in the evaluation, interpretation and use of data."

Stakeholder Interviews:

Interview data revealed that school leaders analyzed data and shared information with staff. According to interviews with teachers and support staff, however, no on-going training in the use of data or formal procedures for staff to have discussions on instructional strategies based on student data has occurred. Interview data revealed teachers lacked training in analyzing data. Although data, such as Measurement of Academic Progress (MAP) scores, were provided to staff members, the administration believed data were self-explanatory and required no on-going training. Interview data revealed teachers rarely engaged in collaborative meetings to discuss data. According to interview information, the Multi-Tier Systems of Support (MTSS) team met weekly to review teacher referrals that sometimes led to interventions such as afterschool tutoring. One interviewee stated, "good teaching is good teaching" and does not require differentiation based on the analysis of data.

Rationale

Providing training in the analysis of data for all staff along with the opportunity to discuss possible instructional strategies based on this data will result in more effective teaching methods and learning activities to meet the needs of each 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.	1.67
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.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.83

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.	2.17
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.50
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

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	1.00
2. Stakeholder Feedback Results and Analysis	1.00

Findings

Improvement Priority

Identify and engage with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and support meaningful leadership roles for stakeholders. Ensure the process is proactive and persistent to result in measurable, active stakeholder participation, positive engagement in the school and that develops a strong sense of community and ownership. **(Indicator 2.5)**

Stakeholder Survey Data:

Survey data indicated that 45 percent of students agreed/strongly agreed, "My school offers opportunities for my family to become involved in school activities and my learning." Sixty-eight percent of teachers reported they agreed/strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress." Additionally, survey data indicated 41 percent of students agreed/strongly agreed, "My school shares information about school success with my family and community members." Survey data showed that 80 percent of teachers reported they agreed/strongly agreed, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction." Parent survey data was invalid due to the low number of responses from this stakeholder group.

Stakeholder Interviews:

Interview data revealed teachers consistently were unable to identify specific programs or interactions to involve stakeholder groups other than "ballgames and concerts". The statement heard from both teachers and administrators was, "We try. The parents just won't come in." Staff interviews revealed at least two businesses and one church involved with the school. Interview data also showed that parents could not identify any specific programs to solicit stakeholder input. Parents who were interviewed were asked to share examples of how school administration and teachers work to involve parents in the school. Although parents expressed an effort by the school to involve parents, they were not able to provide any specifics (e.g., programs, events, activities, etc.) One parent did state that, "They (the school) try to get the parents involved. They (the school) are always excited/shocked when parents want to be involved."

Documents and Artifacts:

A review of the school website raised some concerns with the Team, because the news and information on the website was outdated. Under the tab "Archived News," the only available item was dated November/December 2012. The majority of the items (i.e., four out of five) under "What's New" were uploaded beginning March 1, 2016. The tab for Parents led to a newsletter dated September 11, 2015. The tab for "Community" linked to the School Improvement Council (SIC) area. A review of the posted meeting minutes revealed little to no parent or community involvement after the initial meeting on September 28, 2015.

Rationale: The team included this indicator as a way for the school to move to the next level. The proactive and persistent efforts by school leaders to meaningfully involve parents and community leaders in the successes of North Charleston High School should result in measurable active stakeholder participation, positive engagement in the school, a strong sense of community and ownership.

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.	2.50
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.	2.83
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.17

4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2.33
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.17
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.33

Conclusion

The staff and leadership team at North Charleston High School (NCHS) demonstrated they cared about students and were committed to student success. The longevity of the current principal has helped the school transition to a new level of student trust and pride in their school. Formal and informal student interaction with Diagnostic Review Team members suggested NCHS students are bright, polite young people who are full of dreams and who are able to articulate a clear plan for the future. School administration and faculty expanded Advanced Placement and Career and Technical Education course offerings. The school was clean, warm and welcoming with a number of artifacts displayed celebrating the values and beliefs of the school. The school has experienced consistent growth in the percentage of students passing EOC assessments and the percentage of students graduating from North Charleston High School. Teachers have made themselves available to support students, and improved scheduling has provided increased flexibility for teachers to work with students. Parents expressed a desire to be involved with the school, and many stakeholders repeatedly shared their appreciation for the noticeable change toward a positive school culture that has continued to grow over the last five years.

North Charleston High School administrators and teachers believed they were results-driven, but a review of all available evidence did not show the school had established a comprehensive assessment system or a clearly defined, continuous improvement process. The institution would benefit from technical assistance on how to use available data to effectively adjust instruction to meet the needs of individual learners. Classroom teachers need high quality, job embedded professional development aligned to a clear vision for continuous improvement (i.e., they need to move beyond topical staff development). Greater emphasis is needed on personalized learning for adults and students. Additional steps the school should take to improve performance and effectiveness include a focus on student, staff and leadership soft skills (i.e., mutual respect, language, professionalism). School administrators need to sharpen their message with external stakeholders to create a new reality that moves beyond past, public stigmas about NCHS. Administrators and teachers need to explore measurable processes to expand parent and community engagement. Finally, ownership for the long-term success of the school appears to reside heavily with the principal and his vision for NCHS. Evidence reviewed by the Diagnostic Review Team suggested school stakeholders continue to rely heavily on the principal to provide vision and direction to systematically implement changes that will result in improved student performance and school efficiency. While the principal is to be commended for disrupting NCHS's underperforming past, school leadership must start developing a sense of shared ownership created through expanded stakeholder engagement around a shared mission and vision for continuous improvement.

Strategic Improvement Priorities identified through the Diagnostic Review process include:

Develop and implement a systematic process to monitor and adjust instruction based on multiple assessments of student learning and an examination of professional practice. **(Indicator 3.2)**

Develop, implement and monitor a formal process that ensures school personnel engage in long-term interactions with individual students and allows staff members to build strong relationships over time with students and related adults. **(Indicator 3.9)**

Establish and maintain a clearly defined and comprehensive student assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance, to guide continuous improvement. Regularly and systematically evaluate the student assessment system for reliability and effectiveness in improving instruction, student learning and the conditions that support learning. **(Indicator 5.1)**

Provide training for all professional and support staff in the analysis and use of data to ensure staff members engage in productive discussions about student learning and use data to improve student achievement. **(Indicator 5.3)**

Identify and engage with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and support meaningful leadership roles for stakeholders. Ensure the process is proactive and persistent to result in measurable, active stakeholder participation, positive engagement in the school and that develops a strong sense of community and ownership. **(Indicator 2.5)**

Team Roster

Lead Evaluator	Brief Biography
Dr. Brad Oliver, Indiana	Dr. Brad Oliver serves as Director of Education at The Summit. Dr. Oliver was previously Associate Professor and former Dean in the School of Educational Leadership at Indiana Wesleyan University. Prior to his tenure in higher education, Dr. Oliver served for 14 years in public education as an elementary teacher, elementary principal, and central office administrator in the school communities of Noblesville, Twin Lakes (Monticello, IN), and Muncie. He is a past member of the Indiana Professional Standards Advisory Board and the Indiana State Board of Education. Dr. Oliver earned his doctorate in Educational Leadership from Ball State University with dual cognates in Curriculum and Development and Educational Administration. His scholarly interests include researching, writing and speaking on issues of organizational change, school culture, educational governance and K-12 education policy.
Team Members	
Dr. Arlene Bakutes, South Carolina	Over the course of 26 years in the educational field, Dr. Bakutes has taught English and Language Arts at the secondary public middle and high schools in Tennessee, Louisiana, New York, Indiana, and South Carolina. She has also taught Curriculum & Instruction/Education classes at the postsecondary level in New York and Indiana. She achieved National Board certification for Professional Teaching Standards (NBPTS) in 2005. She currently serves as the Director of Grant Initiatives in Richland School District Two in Columbia, S.C.
Dr. Carla Daniels, South Carolina	Dr. Daniels earned an EdD in curriculum and instruction. She also achieved National Board Certification in the area of library media services. Dr. Daniels retired at the end of the 2015 school year from her position as a library media specialist in Richland School District One. She has also been employed as a reading, middle school language arts and English teacher. Dr. Daniels has written curriculum and assessments, and provided professional development for various schools at the district level. She has also served on various district committees and presented at state conferences. Dr. Daniels has extensive experience in elementary, middle and high school settings. Dr. Daniels has been involved with AdvancED for several years and served two terms on South Carolina's state SACS board. She has served on district teams and as lead evaluator on numerous school quality-assurance review teams. Additionally, Dr. Daniels has written and co-written grant proposals that have been awarded in access of $2.5 million.
Dr. Shawn Johnson, South Carolina	Dr. Shawn Johnson currently serves as Principal of Dillon High School in Dillon District Four. His educational career spans 15 years, including K-12 experience as an Elementary and Secondary Principal, Elementary and Middle School Assistant Principal, School Board Chairman, Athletic Director, Head Varsity Basketball Coach, and classroom teacher. Dr. Johnson's certifications include Superintendent, Secondary Principal, Secondary Supervisor, Elementary Principal, Elementary Supervisor, Middle Level Mathematics and Elementary Education. He has earned a Doctor of Education and Educational Specialist Degree in Administration from South Carolina State University, a Master of Education degree in Educational Leadership and Supervision from Winthrop University, a Master of Education degree in Divergent Learning from Columbia

	College and a Bachelor of Arts degree in Elementary Education from Coastal Carolina University.
Judy Wesley, South Carolina	Judy Wesley, a Lead Evaluator for AdvancED, currently chairs teams throughout the United States and Latin America. Though retired from Marion School District One in SC, she is still a dedicated educator, serving as a field consultant for AdvancED. Mrs. Wesley received the 2012-13 AdvancED Excellence in Education Award for South Carolina. Starting her career as a high school English teacher with a BA from Campbell University, Mrs. Wesley worked with Marion School District One in SC for 34 years as a tennis coach, director of federal programs, director of assessments, and grant writer. After retiring from the school system in 2004, Mrs. Wesley then served as an adjunct professor at Francis Marion University and as a supervisor of student teachers. Since then she has worked with the SC Department of Education to assist low-performing schools.
Bruce Moseley, South Carolina	Bruce Moseley is the Director of the Office of School Leadership at the South Carolina Department of Education. As office director he is responsible for management and delivery of the Leadership Development Continuum. The Leadership Continuum is a range of developmentally appropriate programs for educational leaders from the aspiring (teacher leaders) to those who are career leaders (experienced superintendents and principals.) Each program helps build the skills and competencies needed to succeed in that phase of the educational leader's development. Bruce has been with the South Carolina Department of Education since 2005. His career includes 29 years in education and 25 years of military experience. Bruce has served as a fifth grade teacher and middle school administrator. He worked for two years with the South Carolina Commission on Higher Education as South Carolina's first Troops to Teachers Coordinator. Bruce's military experience includes six years in the US Air Force as a C-141 Loadmaster and 19 years in the South Carolina Army National Guard, where he served in several areas including Field Artillery Battery Commander and Battalion Executive Officer. Bruce is a graduate of the University of South Carolina with a Bachelor of Elementary Education and a Masters in Educational Administration.

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

Percentages of Students Scoring at 70 or above on the End-of-Course (EOC) 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	89.8	85.7	76.0	NA	69.8	NA
English I	55.0	75.1	56.8	NA	55.8	NA
Biology	67.8	77.8	65.9	NA	51.4	NA
U.S. History	69.0	69.1	62.7	NA	47.9	NA
All	69.5	77.3	65.6	NA	56.1	NA

Plus

- The percentage of students who scored 70 or better on the Algebra 1 End-of-Course Assessment at North Charleston High School increased by 25 percent in three years.
- The percentage of students who scored 70 or better on the U.S. History End-of-Course Assessment at North Charleston High School increased by 25.6 percent in three years.

Delta

- The percentage of students who scored 70 or better on the English I End-of-Course Assessment at North Charleston High School decreased by 0.8 percent.
- Overall, the percentage of students scoring at 70 or above on the End-of-Course Assessments at North Charleston High School is still below 70 percent.

Percentage of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2014-2015)

Content Area	Percentage School (14-15)	Percentage State (14-15)
Composite	12.8	17.9
English	10.6	16.5
Math	14.1	18.1
Reading	12.6	18.3
Science	13.2	18.2
Writing	9.4	13.9

Plus

- None observed. All content areas are below state average.

Delta

- The percentage of North Charleston High School students meeting benchmark in all core content areas is below state average (i.e., English, Math, Reading, Science, and Writing).
- The highest percentage of North Charleston High School students meeting benchmarks on the ACT was only 14.1 percent.

Percentage of Students Meeting Platinum, Gold or Silver Threshold on ACT WorkKeys at School and in the State (2014-2015)

	Percentage School 2014-15	Percentage State 2014-15
Applied Mathematics	50.7	71.2
Reading for Information	84.1	93.2
Locating Information	85.3	87.7

Plus

- None observed. The percentage of students meeting Platinum, Gold or Silver Thresholds on ACT WorkKeys is below state average.

Delta

- All measured areas (Applied Mathematics, Reading for Information, Locating Information) are below state average.

Graduation Rates for the school and State (2012-2013, 2013-2014, 2014-2015)

	School 2015	State 2015	School 2014	State 2014	School 2013	State 2013
Graduation Rate (for 4-year adjusted cohort)	65.5	80.3	53.9	NA	47.3	NA
Graduation Rate (for 5-year adjusted cohort)	59.7	82.0	53.1	NA	59.3	NA

Plus

- Over the last three years, North Charleston High School has increased the graduation rate (for 4-year adjusted cohort) 18.2 percent.

Delta

- Over the last three years, North Charleston High School's graduation rate has not met the state average.
- Over the last three years, North Charleston High School has only increased the graduation rate (for 5-year adjusted cohort) by 0.4 percent.

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 strongly agree/agree)

1. 88 percent of teachers agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
2. 90 percent of teachers agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning."
3. 93 percent of teachers agreed/strongly agreed with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."

Δ Delta:

1. 55 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
2. 54 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."
3. 73 percent of teachers agreed/strongly agreed with the statement, "Our school employs consistent assessment measures across classrooms and courses."
4. 73 percent of teachers agreed/strongly agreed with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."

Leadership Capacity

(Standards 1 and 2

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

1. 93 percent of teachers agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. 91 percent of teachers agreed/strongly agreed with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."
3. 93 percent of teachers agreed/strongly agreed with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."
4. 90 percent of teachers agreed/strongly agreed with the statement, "Our school maintains facilities that support student learning."

Δ Delta:

1. 68 percent of teachers agreed/strongly agreed with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from stakeholders.”
2. 68 percent of teachers agreed/strongly agreed with the statement, “In our school, all school personnel regularly engage families in their child’s learning progress.”
3. 54 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.”
4. 63 percent of students agreed/strongly agreed with the statement, “My school shares information about school success with my family and community members.”

Resource Utilization

(Standard 4)

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

1. 93 percent of teachers agreed/strongly agreed with the statement, “Our school maintains facilities that contribute to a safe environment.”
2. 93 percent of teachers agreed/strongly agreed with the statement, “Our school provides qualified staff members to support student learning.”

Δ Delta:

1. 64 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.”
2. 63 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 – March 20, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	
4:00 p.m. – 5:00 p.m.	Team Work Session #1 – Introductions, Review Schedule, Overview of eleot™, DR Visit Logistics, Begin Preliminary Ratings	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m. – 6:15 p.m.	Dinner Break	-	-
6:30 p.m. – 7:30 p.m.	Principal Presentation Overview of North Charleston High School	Hotel Conference Room	Principal, Diagnostic Review Team Members
7:45 p.m. – 9:00 p.m.	Team Work Session #2 – Finish Preliminary Ratings, Review Monday's Schedule, Discuss Interview Questions	Hotel Conference Room	Diagnostic Review Team Members

Monday – March 21, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
8:00 a.m.	Team arrives at school	School Office	Diagnostic Review Team Members
8:30 a.m. – 9:15 a.m.	Principal's Interview	DR Team Meeting Room	Diagnostic Review Team Members
9:15 a.m. – 11:45 a.m.	Classroom observations and stakeholder interviews	As Assigned	Diagnostic Review Team Members
11:30 a.m.- 12:30 p.m.	Lunch (Team Members eat when it can fit into their individual schedule.)	-	-
11:45 a.m. – 4:00 p.m.	Continued Classroom Observations Individual interviews: 1. All administrators 2. 25% of professional staff (representing a cross-section of the faculty) 3. School leadership team Small groups (3-5 persons) interviews should be scheduled for 1. Parent leaders 2. Students 3. Support staff	As Assigned	Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on their own	-	-
6:00 p.m. – 9:00 p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator) • Tabulate classroom observation data from Day #1 • Team Members determine individual second ratings for all indicators • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities • Team Members draft Improvement Priorities, Opportunities for Improvement, or Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback. • Prepare for Day 2	Hotel Conference Room	Diagnostic Review Team Members

Tuesday – March 22, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
8:00 a.m.	Team arrives at school	School Office	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1	As Assigned	Diagnostic Review Team Members
11:30 a.m.- 12:30 p.m.	Lunch (Team Members eat when it can fit into their individual schedule.)	-	-
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on their own	-	-
6:00 p.m. – 9:00 p.m.	Team Work Session #4 (Agenda provided by Lead Evaluator) • Review findings from Tuesday • Tabulate and review final eleot™ Learning Environment ratings • Team Members determine individual final ratings for all indicators The team should examine and reach consensus on: • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – March 23, 2016

Time	Event	Where	Who
7:30 a.m.	Breakfast/Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school	School Office	Diagnostic Review Team Members
8:00 a.m. – 11:45 a.m.	Final Team Work Session (At The School) Team Members review all components of the Diagnostic Review team's findings including: • Final ratings for standards and indicators • Coherency and accuracy of the Opportunities for Improvement (if required), Improvement Priorities, Powerful Practices • Detailed evidence for all of the findings • eleot™ summary statements and narrative by learning environment	DR Team Meeting Room	Diagnostic Review Team Members
11:50 a.m.	Diagnostic Review Team dismissed to return home	-	-
12:00 p.m.	Principal's Exit Meeting (DR Findings will NOT be shared.)	Principal's Office	Lead Evaluator/ Principal
Written Report	The Team's written report will be provided to the school or DOE within 30 days following the on-site Diagnostic Review.	-	-