

# DIAGNOSTIC REVIEW REPORT FOR RIVELON ELEMENTARY 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.

### **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**

Rivelon Elementary hosted a Diagnostic Review on April 12-15, 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 Rivelon Elementary for the warm welcome throughout the visit. The school is commended for their thorough preparations, prompt response to the team's varied requests and commitment to the 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/district. The Lead Evaluator conducted conference calls with the principal of the institution. School leaders planned and conducted the Internal Review thoughtfully and with transparency. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school Self Assessment and other diagnostics were well organized and easily accessible to Team members.

A total of 140 stakeholders were interviewed, and nine classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, school leaders, faculty and staff were thoughtful in their reflections and forthright in discussing their continuous improvement efforts for school improvement at Rivelon Elementary.

<b>Stakeholder Interviewed</b>	<b>Number</b>
<b>Administrators</b>	1
<b>Instructional Staff</b>	25
<b>Support Staff</b>	20
<b>Students</b>	91
<b>Parents/Community/Business Leaders</b>	3
<b>TOTAL</b>	140

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

## Results

### Teaching and Learning Impact

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

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

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

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

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

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

**Standard 3 - Teaching and Assessing for Learning**

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

Indicator	Description	Average Team Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.67
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.17
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.	2.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.33
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.	1.83
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.67
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.	1.17
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	2.17
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.83

### Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Average Team Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.17
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.	2.33
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	2.00
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	2.50

### Student Performance Diagnostic

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

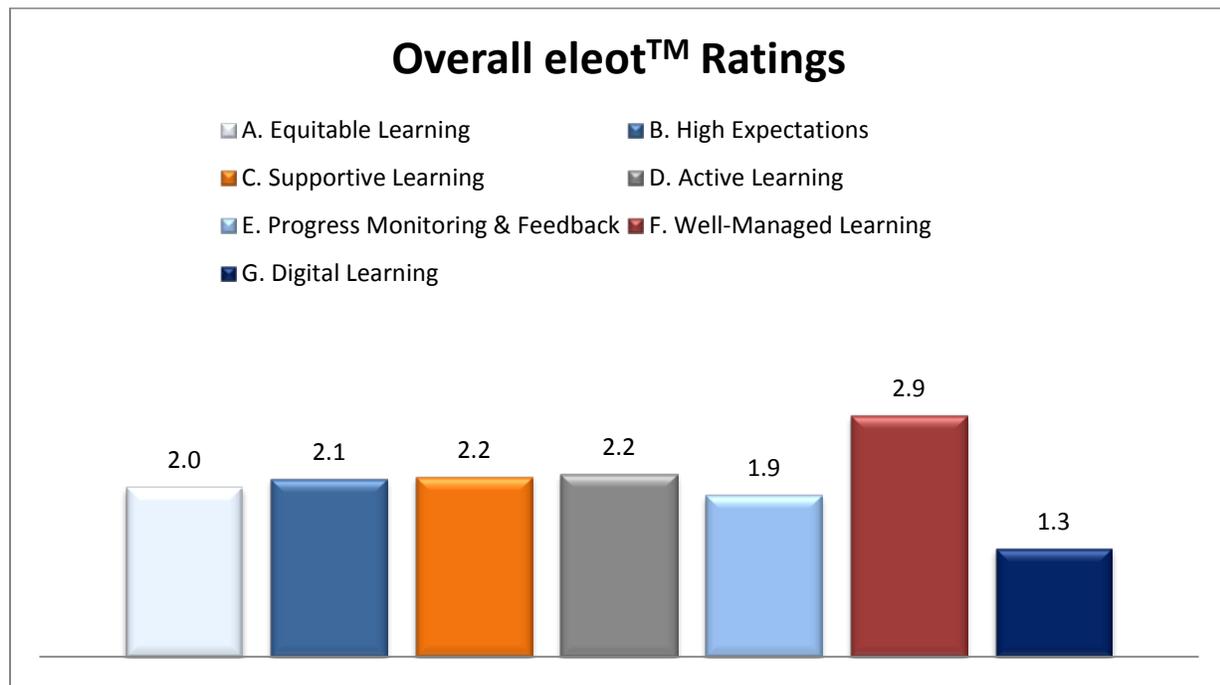
Evaluative Criteria	Average Team Rating
1. Assessment Quality	2.67
2. Test Administration	2.67
3. Quality of Learning	2.00
4. Equity of Learning	1.83

### 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 observations during the review process and provide ratings on 30 items based on a four-point scale (4=every evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot.



**eleot™ Summary Statement**

The Diagnostic Review Team conducted nine classroom observations using the eleot™ classroom observation tool, including all core content classes. The overall eleot ratings ranged from 1.2 to 2.8 on a four-point scale. The highest-rated learning environment was Well-Managed Learning; the lowest rated was the Digital Learning Environment. Classroom observation data reflected a general learning environment in which students were primarily passive listeners or observers. Instances in which students were exposed to differentiated learning opportunities, high expectations or rigorous course work occurred infrequently. Varied instructional practices were limited and minimal opportunities existed for students to understand how schoolwork connected to the realities of their lives. Also apparent was a lack of student understanding about how work would be assessed, infrequent formative assessments for learning and too few exemplars of high-quality work.

## eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.7	Has differentiated learning opportunities and activities that meet her/his needs	0%	22%	22%	56%
A.2	2.2	Has equal access to classroom discussions, activities, resources, technology, and support	0%	33%	56%	11%
A.3	2.9	Knows that rules and consequences are fair, clear, and consistently applied	11%	67%	22%	0%
A.4	1.3	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	11%	11%	78%
Overall rating on a four-point scale:		<b>2.0</b>				

**Equitable Learning Environment**

The Equitable Learning Environment received an overall rating of 2.0 of a four-point scale. This learning environment focused on students being able to access differentiated learning opportunities and activities, classroom discussions, resources and support. It was evident/very evident in 78 percent of classrooms that students knew “rules and consequences are fair, clear, and consistently applied” (A3), which was the highest-rated item at 2.9 on a four-point scale. Conversely, observations revealed that in 11 percent of classrooms, students rarely had “ongoing opportunities to learn about their background/cultures and differences” (A4), with this item rated at 1.3 on a four-point scale. It was evident/very evident that in 22 percent of classrooms students were provided with “differentiated learning opportunities that meet her/his needs” (A1). It was evident/very evident in 33 percent of classrooms that students had “equal access to classroom discussions, activities, resources, technology, and support” (A2). Although the use of centers was evident during classroom observations, teaching and learning activities were not differentiated.

<b>B. High Expectations Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
B.1	<b>2.3</b>	Knows and strives to meet the high expectations established by the teacher	0%	33%	67%	0%
B.2	<b>2.0</b>	Is tasked with activities and learning that are challenging but attainable	0%	22%	56%	22%
B.3	<b>2.0</b>	Is provided exemplars of high quality work	0%	11%	78%	11%
B.4	<b>2.2</b>	Is engaged in rigorous coursework, discussions, and/or tasks	0%	33%	56%	11%
B.5	<b>2.1</b>	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	33%	44%	22%
<b>Overall rating on a four-point scale:</b>		<b>2.1</b>				

### High Expectations Learning Environment

The High Expectations Learning Environment was rated 2.1 on a four-point scale. This learning environment focused on students striving to meet high expectations, engaging in rigorous coursework, responding to higher-order thinking questions and being provided exemplars of high-quality work. Observations revealed that in 11 percent of classrooms, it was evident/very evident that students were “provided exemplars of high quality work” (B3). It was evident/very evident in 22 percent of classrooms that students were “tasked with activities and learning that are challenging but attainable” (B2). It was evident/very evident in 33 percent of classrooms that students were “engaged in rigorous coursework, discussions, and/or tasks” (B4), were asked and responded to “questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” (B5) and tried to meet the “high expectations established by the teacher” (B1). Classroom observations revealed students were seldom engaged in activities that required them to think at higher order levels.

<b>C. Supporting Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
C.1	2.7	Demonstrates or expresses that learning experiences are positive	0%	67%	33%	0%
C.2	2.4	Demonstrates positive attitude about the classroom and learning	0%	56%	33%	11%
C.3	2.0	Takes risks in learning (without fear of negative feedback)	0%	22%	56%	22%
C.4	2.2	Is provided support and assistance to understand content and accomplish tasks	0%	44%	33%	22%
C.5	1.4	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0%	11%	22%	67%
<b>Overall rating on a four-point scale:</b>		<b>2.2</b>				

### **Supportive Learning Environment**

Observers rated the overall Supportive Learning Environment at 2.2 on a four-point scale. The Supportive Learning Environment focused on students being provided positive learning experiences, support and assistance to understand content and additional/alternative instruction and feedback. It was evident/very evident in 67 percent of classrooms that students expressed that “learning experiences are positive” (C1). Instances in which students demonstrated a “positive attitude about the classroom and learning” were evident/very evident in 56 percent of classrooms (C2). Observations revealed that in 22 percent of classrooms, students rarely took “risks in learning” (C3) with this item being rated 2.0 on a four-point scale. Instances in which students were “provided support and assistance to understand content and accomplish tasks” were evident/very evident in 44 percent of classrooms (C4). It was evident/very evident in 11 percent of classrooms that students were “provided alternative instruction and feedback at the appropriate level of challenge” (C5), indicating a possible leverage point in the area of differentiated instructional practices.

<b>D. Active Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
D.1	<b>2.3</b>	Has several opportunities to engage in discussions with teacher and other students	11%	33%	33%	22%
D.2	<b>1.8</b>	Makes connections from content to real-life experiences	0%	0%	78%	22%
D.3	<b>2.4</b>	Is actively engaged in the learning activities	11%	33%	44%	11%
<b>Overall rating on a four-point scale:</b>		<b>2.2</b>				

### **Active Learning Environment**

The Active Learning Environment earned an overall rating of 2.2 on a four-point scale and focused on students being engaged in discussions, making connections from content to real-life and actively being engaged in the learning process. The lowest-rated item, “makes connections from content to real-life experiences,” (D2) scored a 1.8 on a four-point scale. Classroom observations revealed that students seldom knew the importance of what they were learning and how it related to their everyday life. While many students were compliant and well-behaved, they were not actively participating in the learning process. It was evident/very evident in 44 percent of classrooms, for example, that students had “several opportunities to engage and discuss with teachers and other students” (D1). Although the Team saw the use of centers in many classrooms, learning activities generally did not provide students opportunities for discussions or to apply knowledge.

<b>E. Progress Monitoring and Feedback Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
E.1	<b>2.0</b>	Is asked and/or quizzed about individual progress/learning	11%	11%	44%	33%
E.2	<b>2.0</b>	Responds to teacher feedback to improve understanding	0%	11%	78%	11%
E.3	<b>2.1</b>	Demonstrates or verbalizes understanding of the lesson/content	0%	33%	44%	22%
E.4	<b>1.8</b>	Understands how her/his work is assessed	0%	22%	33%	44%
E.5	<b>1.8</b>	Has opportunities to revise/improve work based on feedback	0%	11%	56%	33%
<b>Overall rating on a four-point scale:</b>		<b>1.9</b>				

### **Progress Monitoring and Feedback Learning Environment**

The Progress Monitoring and Feedback Learning Environment was rated overall 2.0 on a four-point scale and focused on providing authentic feedback to students to improve their individual progress and learning. Classroom observations revealed in 33 percent of classrooms, it was evident/very evident that students demonstrated and verbalized “understanding of the lesson/content” (E3). It was evident/very evident in 22 percent of classrooms that students were “asked and/or quizzed about individual progress/learning” (E1) and understood how work was assessed (E4). It was evident/very evident in 11 percent of classrooms that students had “opportunities to revise/improve work based on feedback” (E5) and responded to “teacher feedback to improve understanding” (E2), indicating a possible leverage point in the area of formative assessment.

<b>F. Well-Managed Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
F.1	<b>3.2</b>	Speaks and interacts respectfully with teacher(s) and peers	22%	78%	0%	0%
F.2	<b>3.0</b>	Follows classroom rules and works well with others	11%	78%	11%	0%
F.3	<b>2.9</b>	Transitions smoothly and efficiently to activities	0%	89%	11%	0%
F.4	<b>2.2</b>	Collaborates with other students during student-centered activities	0%	44%	33%	22%
F.5	<b>3.1</b>	Knows classroom routines, behavioral expectations and consequences	22%	67%	11%	0%
<b>Overall rating on a four-point scale:</b>		<b>2.9</b>				

### **Well-Managed Learning Environment**

The Well-Managed Learning Environment, rated 2.9 on a four-point scale, focused on students respectfully interacting with teachers and peers, as well as knowing behavioral expectations and consequences. It was evident/very evident in 100 percent of classrooms that students spoke and interacted “respectfully with teacher(s) and peers” (F1). Instances in which students followed “classroom rules and work well with each other” (F2), transitioned “smoothly and efficiently to activities” (F3) and knew “classroom routines, behavioral expectations and consequences” (F5) were evident/very evident in 89 percent of classrooms. It was evident/very evident in 44 percent of classrooms that students collaborated “with others during student-centered activities” (F4). Classroom observations revealed that many students were compliant and well-behaved; however, students generally were not actively participating in the learning process and had few opportunities to engage and discuss with teachers and other students.

<b>G. Digital Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
G.1	1.4	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	11%	22%	67%
G.2	1.2	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	11%	0%	89%
G.3	1.2	Uses digital tools/technology to communicate and work collaboratively for learning	0%	11%	0%	89%
<b>Overall rating on a four-point scale:</b>		<b>1.3</b>				

### **Digital Learning Environment**

The Digital Learning Environment was rated 1.3 on a four-point scale, making it the lowest-rated environment. This learning environment focused on students using technology to gather, evaluate, research, solve problems, create, communicate and collaborate information for learning. It was evident/very evident in 11 percent of classrooms that students used digital tools/technology “to gather, evaluate, and/or use information for learning” (G1), “conduct research, solve problems, and/or create original works for learning” (G2) and “communicate and work collaboratively for learning” (G3). Classroom observations revealed a lack of technology in classrooms, and use of technology by students was limited to accessing information or computer software programs.

## Findings

### Improvement Priority

Develop, implement and evaluate a school-wide plan that ensures the curriculum and learning experiences in all courses and classes provide all students with challenging and equitable opportunities to develop learning, thinking and life skills that align with the school's purpose. **(Indicator 3.1)**

### Student Performance Data

Student performance data, as detailed in the addendum of this report, suggested the school did not meet performance goals in 2012-2013, 2013-2014 and 2014-2015. In addition, 2014-2015 student performance data were significantly below state averages in all tested areas. School performance on the ACT Aspire assessment revealed the percentage of students meeting benchmarks was significantly below the percent "Ready" in all content areas. Additionally, South Carolina Palmetto Assessment of State Standards (SCPASS) student performance data revealed that the percentage of fifth grade students meeting grade-level standards in 2013-2014 decreased in English/language arts (ELA) by 3.8 percent, in math by 13.4 percent and in science by 2.5 percent. Additionally, in 2012-2013, the percentage of fourth grade students meeting grade-level standards in science decreased by 36.7 percent.

### Classroom Observation Data

Classroom observation data, as detailed in the Teaching and Learning section of this report, revealed students had limited opportunities for differentiated learning activities. During classroom observations, differentiated instruction was evident/very evident in only 22 percent of classes (A1). Additionally classroom observation data revealed a need for increased rigor and high expectations. Observation data revealed that the extent to which students were "tasked with activities and learning that are challenging but attainable" (B2) was evident/very evident in 22 percent of classrooms. Classroom observation data indicated the degree to which students were "engaged in rigorous coursework, discussions, and/or tasks" (B4) was evident/very evident in 33 percent of classrooms.

### Stakeholder Survey Data

Stakeholder interview data revealed that teachers, students and parents generally were satisfied with the overall curriculum, rigor and expectations within the learning environment. Ninety-five percent of parents agreed/strongly agreed that "all of my child's teachers provide an equitable curriculum that meets his/her learning needs." Eighty-seven percent of staff agreed/strongly agreed that "in our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills." Conversely, 2015 South Carolina Department of Education School Climate Survey data revealed only 67 percent of teachers agreed with the statement, "My school provides challenging instructional programs for students."

### Stakeholder Interviews

Stakeholder interview data revealed staff members generally concurred that the principal was in classrooms daily, observing instructional practices. Staff members noted there had been an increase in student engagement, academic growth and willingness to participate. Even though most staff members reported the principal was in classrooms daily, some interview data showed these daily visits

emphasized instructional practices with less attention given to the levels of student engagement. Students indicated they enjoyed school and understood the relationship between their learning and assessment scores. Students spoke about their individual scores in the Measure of Academic Progress (MAP) assessment and the incentives they received for showing growth. Students responded that they knew they were learning. One student stated he knew because “they can answer the questions the teachers ask.” Students often shared they enjoyed school because their teachers made learning fun. Students reported they liked how the school celebrated success with awards. While most stakeholder interview data were positive, classroom observation data, assessment results and a review of artifacts and documents indicated a need for a systematic plan that increased academic expectations of students and ensured teachers provided rigorous and differentiated learning tasks, as well as promoted higher order, critical-thinking skills.

**Documents and Artifacts**

A review of documents and artifacts submitted (e.g., lesson plans, faculty meeting agendas, professional development plans) did not reveal evidence of a school-wide plan focused on curriculum and learning experiences. In addition, the Team found little evidence that students have opportunities to develop learning, thinking and life skills that aligned with the school’s purpose.

**Improvement Priority**

Create, implement and monitor a process to ensure instructional practices promote student engagement, collaboration, self-reflection and development of critical-thinking skills. Learning tasks should require students to apply knowledge and skills across disciplines and use technology as learning tools. **(Indicator 3.3)**

**Student Performance Data**

Student performance data, as detailed in the addendum of this report, suggested instructional practices had not supported challenging, equitable learning experiences that result in improved instruction practices or student learning. The school did not meet state student performance goals in 2012-2013, 2013-2014 or 2014-2015. In addition, 2014-2015 student performance was significantly below state averages in all tested areas. School performance on the ACT Aspire assessment revealed the percentage of students meeting benchmarks was significantly below the percent Ready State in all content areas. Additionally, SCPASS student performance data revealed that the percentage of fifth grade students who met grade-level standards in 2013-2014 decreased in ELA by 3.8 percent, in math by 13.4 percent and in science by 2.5 percent. Additionally, in 2012-2013, the percentage of fourth grade students who met grade-level standards in science decreased by 36.7 percent.

**Classroom Observation Data**

Classroom observation data, as outlined in the Teaching and Learning impact session of the report, did not suggest that teachers engaged students in their learning through instructional strategies that ensured achievement of learning expectations. These data further revealed it was evident/very evident in 44 percent of classrooms that “students had several opportunities to engage in discussions with the teacher and other students” (D1). Instances of students “making connections from context to real life experiences” (D2) were evident/very evident in zero percent of the classrooms observed. In 11 percent of the classrooms, it was evident/very evident that “students were provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5). Additionally, in 11 percent of the classrooms, it was evident/very evident that students used “digital tools/technology to communicate and work collaboratively for learning” (G3). Classroom observation data further revealed that in 33 percent of the classrooms, students were “engaged in rigorous coursework, discussions, and/or tasks” (B4).

**Stakeholder Survey Data**

Stakeholder survey data revealed that 63 percent of elementary students agreed/strongly agreed with the statement, “My teacher listens to me.” Eighty percent of the teachers surveyed indicated that they agreed/strongly agreed with the statement, “Teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

**Stakeholder Interviews**

Stakeholder interview data typically revealed that the focus of instruction was on the accuracy of the content delivered without regard to student engagement. Teachers reported they were provided professional development opportunities; however, these trainings seldom focused on student engagement, collaboration, self-reflection and development of critical-thinking skills.

**Documents and Artifacts**

A review of documents revealed that professional development opportunities were documented through meeting agendas, sign-in logs and calendars; however, no evidence was provided to the Team to support a focus on instructional strategies that promoted student engagement, collaboration, self-reflection and development of critical-thinking skills.

**Improvement Priority**

Develop, implement, monitor and refine a school-wide intervention plan based on current and emerging data to address the unique learning needs of all students at all levels of proficiency (e.g. Tier 2 and 3). Provide school personnel with current research related to teaching and learning (e.g., response to intervention, differentiated instruction). **(Indicator 3.12)**

**Classroom Observation Data**

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed instruction was primarily teacher directed, with few instances of students being held to high expectations for learning or provided individualized instruction. Data showed that occurrences in which differentiated learning opportunities and activities met students' needs were evident/very evident in 22 percent of classrooms (A1). Instances in which students took "risks in learning without fear of negative feedback" (C3) were evident/very evident in 22 percent of classrooms. Additionally, classroom observation data also revealed instances in which students were provided "support and assistance to understand content and accomplish tasks" (C4) were evident/very evident in 44 percent of classrooms. Instances in which students were provided "additional/alternative instruction and feedback at the appropriate level of challenge for their needs" (C5) were evident/very evident in 11 percent of classrooms.

**Stakeholder Survey Data**

Stakeholder survey data revealed that 80 percent of staff agreed/strongly agreed with the statement, "In our school, related learning support services are provided for all students based on their needs." Eighty-three percent of staff agreed/strongly agreed with the statement, "In our school, all staff members use student data to address the unique learning needs of all students."

**Stakeholder Interviews**

Interview data revealed that teachers and administrators generally could not articulate a clear understanding of differentiated teaching practices or provide examples of implementation. Student interview data also indicated that teachers did not consistently provide challenging, engaging activities for learning. Students also reported teachers rarely modified or personalized instruction based on student needs.

**Documents and Artifacts**

A review of document and artifacts consistently revealed the school provided support for Tier 1 students; however, individualized learning support services were rarely provided for Tier 2 or Tier 3 students.

**Improvement Priority**

Develop and implement a documented, systematic process for analyzing data from a variety of sources to define and verify improvement in student learning and success at each level. Continuously evaluate program effectiveness and the improvement of student learning. **(Indicator 5.4)**

**Student Performance Data**

Student performance data, as detailed on the addendum of this report, showed for 2012-2013 and 2014-2015, English scores in grades three and five declined by 22.2 and 3.8 percent respectively, with no growth in grade four. Data also showed a decline in math performance each year during this same time period. Math performance in grade three declined by 14.8 percent, in grade four by 1.4 percent, and in grade five by 13.5 percent. Similarly, the number of students who met the benchmark in science declined during this three-year period, with performance in grade three decreasing by 49.5 percent, grade four by 1.5 percent, and grade five by 2.5 percent. Finally, in social studies, performance in grade three decreased by 4.4 percent and grades four and five increased by 10.9 percent and 11.4 percent respectively. During this three-year period only an average of 60 percent of students met the benchmark in any tested subject area. The analysis of these data indicated inconsistencies in student performance.

**Stakeholder Survey Data**

Ninety-seven percent of students agreed/strongly agreed with the statement, "In my school my principal and teachers want every student to learn." Eighty-nine percent of teachers agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level" and 96 percent agreed/strongly agreed that "our school leaders monitor data related to school continuous improvement goals and results related to the systematic use of effective instructional practices."

**Stakeholder Interviews**

Interview data revealed while teachers and administrators met periodically to analyze and discuss student performance data, the school had not established a systematic process for data analysis that clearly defines and verifies improvement in student learning and success at each level. Student interview data also indicated that teachers typically did not modify or personalize instruction based on student needs.

**Documents and Artifacts**

A review of some professional development meeting agendas provided to the Team showed these documents focused on data analysis and classrooms data walls. While these documents indicated teachers were using student performance data, they did not reveal a systematic process for data analysis that clearly defined and verified improvement in student learning and success at each level.

## 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.	1.00
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	1.67
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.33

### Standard 2 Governance and Leadership

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

Indicator	Description	Average Team Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	2.33
2.2	The governing body operates responsibly and functions effectively.	2.67
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.	2.33
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.33
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.33
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.17

**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.

<b>Evaluative Criteria</b>	<b>Average Team Rating</b>
1. Questionnaire Administration	2.00
2. Stakeholder Feedback Results and Analysis	1.83

## **Findings**

### **Improvement Priority**

Engage stakeholders in a systematic process to develop a mission, vision and belief statements anchored in high academic expectations for student learning and success. Use this process to unite stakeholders and to align the school mission, vision and belief statements with the district's purpose and direction.

#### **(Indicator 1.1)**

### **Stakeholder Survey Data**

Survey data revealed that 96 percent of parents and 100 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success." Additionally, 87 percent of parents and 90 percent of teachers agreed/strongly agreed that they "formally reviewed and revised the purpose with involvement from stakeholders." However, stakeholder interviews contradicted this survey data.

### **Stakeholder Interviews**

Stakeholder interviews data revealed that a process for reviewing, revising and communicating the school's purpose had not been established. Interviews with the principal, staff and parents revealed that stakeholder groups had not been engaged in the development of the school's current vision and mission statements.

### **Documents and Artifacts**

A review of meeting minutes, communication to stakeholders and newsletters revealed the absence of a clearly defined and documented process for reviewing, revising and communicating a purpose for student success.

## 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.	2.67
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.50
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.67
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.33
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2.00
4.6	The school provides support services to meet the physical, social and	2.33

	emotional needs of the student population being served.	
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.33

## Conclusion

### Strengths

The leadership team and teachers of Rivelon Elementary School demonstrated they cared about their students. The Diagnostic Review Team observed a well-managed and maintained facility. The facility and grounds provided a positive, safe, clean and healthy environment for student learning. Interview data showed the leadership team and staff members supported a safe and orderly learning environment for all students. The principal had created a strong culture of inclusiveness and fairness that extended to both staff and students alike. During interviews, parents expressed their appreciation for the principal, who they believed genuinely cared and was concerned for all students at the school.

Orangeburg School District decided to reconstitute the school at the end of the 2014-2015 school year. Approximately 90 percent of the professional and support staff members were new to Rivelon Elementary this (2015-2016) school year. The principal was able to unite these individuals around the school motto, "One Team, One Dream: Growing Students for a Better Tomorrow."

### Continuous Improvement Planning

The leadership team at Rivelon Elementary School consisted of the principal, a literacy coach, a math coach and a digital resource coach. Leadership team members conducted classroom walkthroughs and discussed needed support for teachers. Interview and observation data showed the leadership team and many staff members expressed concerns related to student performance. Staff members also pointed to a need for daily, direct and consistent instruction. Stakeholder interviews, survey data and a review of documents and artifacts validated the need for a comprehensive, continuous process where teachers reflect, revise and evaluate their classroom practices to improve student learning outcomes and thereby ensure achievement of established learning expectations.

Addressing curriculum, instruction and assessment practices remain critical areas of needed improvement for the school. Classroom observations revealed a lack of consistency in implementing research-based, rigorous instruction. Furthermore, high-quality work and meaningful feedback was seldom observed. The school should find ways to actively engage teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data use, differentiated instruction and student-learning tasks.

Classroom observation data, stakeholder interview data, survey results and a review of documentation suggested the school had not established effective, results-driven improvement planning processes. The Diagnostic Review Team was provided little evidence to show the school engaged stakeholders in systematic, continuous improvement processes. In addition, systems had not been established to monitor and communicate results from improvement efforts to stakeholders. Functions within the school were not directly aligned to the expected outcomes for student learning. In addition, the Team found the school did not routinely use data to evaluate program progress over time, to monitor the impact of specific strategies in goal areas or to determine whether improvement goals were attained.

The school should establish and commit to a clear set of performance benchmarks and measures to monitor and determine its ability to meet future improvement goals.

To continue growth toward proficiency and to provide opportunities to leverage school improvement, staff members need coaching and mentoring to maximize their understanding, and the resulting effects, of consistently implementing instructional practices. Specifically, classroom teachers need additional support in differentiating instruction, using exemplars to promote student understanding of “high-quality work” and creating a culture and climate conducive to learning. The school leadership team and staff should embrace and consistently implement systematic processes to ensure the efficacy of implementing initiatives, monitoring instruction, evaluating programs, coaching, mentoring, supporting all staff members and becoming more adept at providing and participating in opportunities to share and build on the strengths of the staff.

### **Improvement Priorities**

Develop, implement and evaluate a school-wide plan that ensures the curriculum and learning experiences in all courses and classes provide all students with challenging and equitable opportunities to develop learning, thinking and life skills that align with the school’s purpose. **(Indicator 3.1)**

Create, implement and monitor a process to ensure instructional practices promote student engagement, collaboration, self-reflection and development of critical-thinking skills. Learning tasks should require students to apply knowledge and skills across disciplines and use technology as learning tools. **(Indicator 3.3)**

Develop, implement, monitor and refine a school-wide intervention plan based on current and emerging data to address the unique learning needs of all students at all levels of proficiency (e.g. Tier 2 and 3). Provide school personnel with current research related to teaching and learning (e.g., response to intervention, differentiated instruction). **(Indicator 3.12)**

Develop and implement a documented, systematic process for analyzing data from a variety of sources to define and verify improvement in student learning and success at each level. Continuously evaluate program effectiveness and the improvement of student learning. **(Indicator 5.4)**

Engage stakeholders in a systematic process to develop a mission, vision and belief statements anchored in high academic expectations for student learning and success. Use this process to unite stakeholders and to align the school mission, vision and belief statements with the district’s purpose and direction. **(Indicator 1.1)**

## Team Roster

Lead Evaluator	Brief Biography
Ms. Milagros Fornell Florida	Milagros Fornell is an educator who has had a powerful impact on her community, students, parents and peers since her first day as a mathematics teacher in 1978. The 1983 McMillan Mathematics Teacher of the Year went on to chair the Math Department at Hammocks Junior High School. In 2009 she became the Associate Superintendent/Chief Academic Officer for Miami-Dade County Public Schools (M-DCPS) after holding numerous leadership titles within the county. Ms. Fornell's many achievements in this role include the increase of participation and performance of M-DCPS students in Advanced Placement and Dual Enrollment courses. Throughout her career she has served as school-site administrator, regional curriculum director, and regional superintendent.
Team Members	
Mrs. Sandy Cook South Carolina	Sandy Cook is in the 29th year of her educational career in South Carolina schools. She is currently the Curriculum Specialist and Title I Facilitator at Dillon High School. Ms. Cook has more than 14 years teaching experience at levels 1-6 in Title I schools. She has served as a Literacy Coach through the South Carolina Reading Initiative and South Carolina Reading First. Mrs. Cook holds a Bachelor of Arts in Elementary Education, a Masters of Education in Elementary Education and Educational Leadership and Supervision.
Mrs. Ann Copelan South Carolina	Ann Copelan has served as a principal in both rural and suburban elementary schools in South Carolina. She has a Bachelor of Arts degree from Winthrop University, a Master of Teaching degree from University of South Carolina and a specialization in Leadership in Educational Administration. She has served as a mentor principal for struggling schools. She recently has served the South Carolina Department of Education as a consultant in the Office of College and Career Readiness.
Ms. Treda Keith South Carolina	Treda Keith has been involved in education for nearly 20 years. She holds a Bachelor of Arts Degree in Interdisciplinary Studies with a minor in Psychology from the University of South Carolina (Columbia, SC), a Masters in Education in Technology from Lesley University (Cambridge, MA) and an Educational Specialist degree in Educational Leadership from Liberty University (Lynchburg, VA). She is currently the Assistant Principal at Sandy Run K-8 School in Calhoun County, South Carolina.
Mrs. Karis Mazyck South Carolina	Karis Mazyck currently serves as principal of Blythewood Middle School in Richland School District Two. Her administrative experience includes 5 years as an Assistant Principal at Hand Middle School, a National Blue Ribbon and 2001 Time Magazine School of the Year. She has also served as Principal of Gadsden Elementary, a National Blue Ribbon School. She holds a Bachelor of Science in Biology, a Masters degree in Public Health and a Masters degree in Education Leadership and Administration.
Mrs. Ronda Simmons South Carolina	Mrs. Ronda Simmons received her Bachelor of Arts Degree in Elementary Education from South Carolina State University, and a Master of Education Degree and Education Specialist Degree from Cambridge College. Mrs. Simmons has been an educator for 25 years. She served 19 of those years as a Teacher, Curriculum Specialist and District Instructional Facilitator. Presently, Mrs. Simmons is serving as an Assistant Principal.

## About AdvancED

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

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

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

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## Student Performance Data Tables

### Percentage of Students Meeting Benchmark of “Ready” on ACT Aspire (Grades 3-8) at the School and in the State (2014-2015)

Content Area by Grade Level	% Ready Grade 3	% Ready Grade 4	% Ready Grade 5	Total School	% Ready State
English	36.3	23.5	36.0	33.4	67.9
Reading	3.0	0.0	16.0	6.6	37.2
Math	24.3	11.8	16.0	18.6	46.7
Writing	3.4	5.9	4.0	4.2	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

#### Plus

- Based on the data for 2014-2015 ACT Aspire, the percentage of fifth grade students meeting benchmarks was higher in English and Reading.
- Based on the data for 2014-2015 ACT Aspire, the percentage of third through fifth grade students meeting benchmarks was highest in English.

#### Delta

- Based on the data for 2014-2015 ACT Aspire, the percentage of students meeting benchmarks ranks significantly below the percent “Ready State” in all content areas.
- Based on the data for 2014-2015 ACT Aspire, the percentage of third through fifth grade students meeting benchmarks are significantly below state benchmarks in reading and writing.

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

	Grade 4			Grade 5		
	2015	2014	2013	2015	2014	2013
<b>Writing</b>	N/A	65.6	55.9	N/A	64.5	35.7
<b>ELA</b>	N/A	51.5	51.5	N/A	54.8	58.6
<b>Math</b>	N/A	51.5	52.9	N/A	45.2	58.6
<b>Science</b>	11.8	48.5	50.0	44.0	37.5	40.0
<b>Social Studies</b>	70.6	69.7	58.8	52.0	40.0	28.6

Plus

- Based on the data from SCPASS for the years 2012-2013, 2013-2014 and 2014-2015, the percentage of fifth grade students meeting grade-level standards improved in Writing by 28.8 percent in 2013-2014.
- Based on the data from SCPASS for the years 2012-2013, 2013-2014 and 2014-2015 the percentage of fifth grade students meeting grade-level standards in social studies increased by 23.4 percent.

Delta

- Based on the data from SCPASS for the years 2012-2013, 2013-2014 and 2014-2015, the percentage of fifth grade students meeting grade-level standards decreased in ELA by 3.8 percent, in Math by 13.4 percent and in science by 2.5 percent in 2013-2014.
- Based on the data from SCPASS for the years 2012-2013, 2013-2014 and 2014-2015, the percentage of fourth grade students meeting grade-level standards decreased in science by 36.7 percent in 2014-2015.

## Stakeholder Survey Plus/Delta

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

### Teaching and Learning Impact

(Standards 3 and 5)

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

1. 100 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
2. 100 percent of parents agreed/strongly agreed with the statement, "My child is prepared for success in the next school year."
3. 90 percent of staff agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."
4. 91 percent of parents agreed/strongly agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school."
5. 98 percent of students agreed/strongly agreed with the statement, "My teachers make me think."
6. 96 percent of staff agreed/strongly agreed with the statement, "I learn new things in school."

**$\Delta$  Delta:**

1. 63 percent of students agreed/strongly agreed with the statement, "My teachers listen to me."
2. 66 percent of students agreed/strongly agreed with the statement, "My teachers ask my family to come to school activities."
3. 74 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers help me to understand my child's progress."
4. 73 percent of staff 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 agreed/strongly agreed)

1. 100 percent of parents agreed/strongly agreed with the statement, "Our school has high expectations for students in all classes."
2. 96 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student progress."
3. 100 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
4. 100 percent of students agreed/strongly agreed with the statement, "My teacher wants me to learn."
5. 100 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."

**Δ Delta:**

1. 66 percent of students agreed/strongly agreed with the statement, “My teachers ask my family to come to school activities.”
2. 74 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers help me to understand my child’s progress.”

**Resource Utilization**

(Standard 4)

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

1. 100 percent of parents agreed/strongly agreed with the statement, “Our school provides a safe learning environment.”
2. 100 percent of parents agreed/strongly agreed with the statement, “Our school ensures that instructional time is protected and interruptions are minimized.”
3. 100 percent of students agreed/strongly agreed with the statement, “My school has books for me to read.”
4. 100 percent of parents agreed/strongly agreed with the statement, “Our school provides opportunities for students to participate in activities that interest them.”
5. 97 percent of staff agreed/strongly agreed with the statement, “Our school provides instructional time and resources to support our school’s goals and priorities.”

**Δ Delta:**

1. 73 percent of staff agreed/strongly agreed with the statement, “Our school provides opportunities for students to participate in activities that interest them.”

## Diagnostic Review Team Schedule

Tuesday– April 12, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	
4:30 p.m. – 6:30 p.m.	Team Work Session #1 Review and discuss performance data, stakeholder survey data, Self Assessment, Executive Summary, other diagnostics in ASSIST, documents and artifacts provided by the school, to determine initial ratings for all indicators.	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

Wednesday – April 13, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 a.m. – 9:00 a.m.	Principal's Interview / Classroom Observations		Diagnostic Review Team Members
9:15 a.m. – 11:45 a.m.	Classroom observations and stakeholder interviews		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 ( <i>individual interviews should be scheduled for support staff that provide direct support to students – i.e., guidance counselors, graduation coach, etc.</i> )		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 #2 <ul style="list-style-type: none"> <li>• Tabulate classroom observation data from Day #1</li> <li>• Team Members determine individual second ratings for all indicators</li> <li>• Discuss potential Powerful Practices and Improvement Priorities</li> <li>• Team Members draft Improvement Priorities and Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback</li> <li>• Prepare for Day 2</li> </ul>	Hotel conference room	Diagnostic Review Team Members

**Thursday – April 14, 2016**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school		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		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 own		
6:00 p.m. – 9:00 p.m.	Team Work Session #3 <ul style="list-style-type: none"> <li>• Review findings from Wednesday</li> <li>• Tabulate and review final eleot™ Learning Environment ratings</li> <li>• Team Members determine individual final ratings for all indicators</li> </ul> The team should examine and reach consensus on: <ul style="list-style-type: none"> <li>• Powerful Practices (indicators rated at 4)</li> <li>• Improvement Priorities (indicators rated at 1 or 2)</li> <li>• Learning Environment narrative</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

**Friday – April 15, 2016**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
7:30 a.m.	Breakfast/Check out of hotel and departure for school	Hotel	
8:00 a.m. – 11:00 a.m.	Final Team Work Session  Team Members review all components of the Diagnostic Review team’s findings including: <ul style="list-style-type: none"> <li>• Final ratings for standards and indicators</li> <li>• Coherency and accuracy of the Improvement Priorities and Powerful Practices</li> <li>• Detailed evidence for all of the findings</li> <li>• eleot™ summary statements and narrative by learning environment</li> </ul>		Diagnostic Review Team Members
11:00 a.m.- 12:00 p.m.	Working Lunch		
Written Report	The Team’s written report will be provided to the school or DOE within 30 days following the on-site Diagnostic Review		