

# DIAGNOSTIC REVIEW REPORT FOR WASHINGTON STREET 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**

Washington Street Elementary School hosted a Diagnostic Review on April 24-27, 2016. The on-site review involved a five-member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Washington Street Elementary School for the warm welcome throughout the visit.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through emails to complete the initial intensive study, review and analysis of various documents provided by the school. The Lead Evaluator conducted conference calls with the principal of the institution. School leaders planned and conducted the Internal Review collaboratively. 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 made readily available in the Team work room.

A total of 70 stakeholders were interviewed and 19 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the school leaders, faculty and staff were willing to share their insights regarding continuous improvement efforts at Washington Street Elementary School.

<b>Stakeholder Interviewed</b>	<b>Number</b>
<b>Administrators</b>	6
<b>Instructional Staff</b>	14
<b>Support Staff</b>	9
<b>Students</b>	36
<b>Parents/Community/Business Leaders</b>	5
<b>TOTAL</b>	70

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.	2.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.20
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.20
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.80
3.6	Teachers implement the school's instructional process in support of student learning.	1.20
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.60
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.40
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.	2.80
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.20
3.11	All staff members participate in a continuous program of professional learning.	1.80
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.60

**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.	2.20
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	2.00
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.80
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.80
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	2.00

**Student Performance Diagnostic**

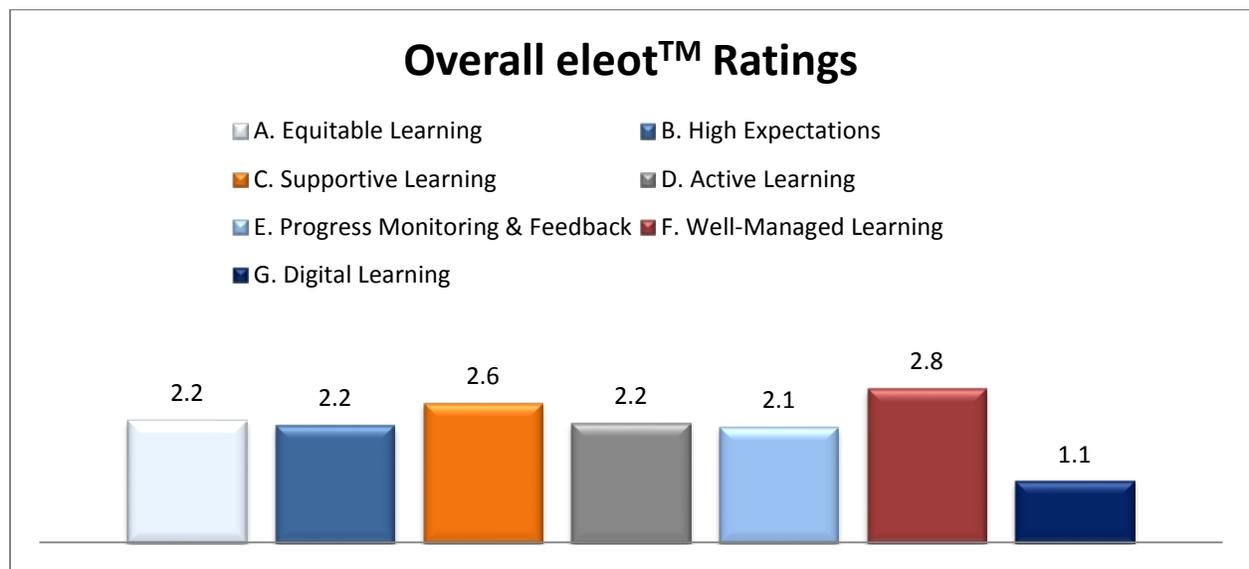
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

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

### Effective Learning Environments Observation Tool (eleot™)

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

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



### eleot™ Summary Statement

The Diagnostic Review Team conducted 19 classroom observations using the eleot™ classroom observation tool, which included all core content classes. The overall eleot ratings ranged from 1.1 to 2.8 on a four-point scale. The highest rated was the Well-Managed Learning Environment and the lowest rated was the Digital Learning Environment. The observation data reflected a high degree of compliance but a lack of authentic engagement among students in most classrooms. Engaging and collaborative instructional practices and opportunities for students to understand how schoolwork connected to their lives were limited. Classroom observation data reflected a general reliance on traditional, teacher-centered learning environments in which students were primarily passive listeners or observers. In the instances in which students were participants, they were typically involved in low-level tasks that did not require higher-order or creative thinking. Occasions in which students were exposed to differentiated

learning opportunities, high expectations or rigorous course work occurred infrequently. The Team found few instances in which students were provided differentiated learning tasks and ongoing activities to connect classwork to their own and others' backgrounds and real-life experiences. The Team found no instances where students used digital tools/technology in authentic, creative or engaging ways to further their learning.

Observation data suggested there were varying levels of effectiveness across the school for all learning environments. The Team specifically noted the following learning conditions were observed infrequently or inconsistently: 1) differentiated instruction that met the needs of all students, 2) authentic student engagement, 3) occasions for students to learn about their own and others' background/cultures/differences, 4) opportunities for students to work collaboratively on learning activities, 5) students' understanding on how their work is assessed and 6) use of technology by students as a learning tool.

## eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.9	Has differentiated learning opportunities and activities that meet her/his needs	21%	5%	16%	58%
A.2	3.1	Has equal access to classroom discussions, activities, resources, technology, and support	21%	63%	16%	0%
A.3	2.8	Knows that rules and consequences are fair, clear, and consistently applied	11%	63%	26%	0%
A.4	1.2	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	0%	16%	84%
Overall rating on a four-point scale:		2.2				

**Equitable Learning Environment**

The Equitable Learning Environment received an overall rating of 2.2 on a four-point scale. It was evident/very evident in 84 percent of the classrooms that students had “equal access to classroom discussions, activities, resources, technology, and support” (A2) and it was evident/very evident in 74 percent of classrooms that students knew that “rules and consequences are fair, clear, and consistently applied” (A3). A leverage point for improvement may be increasing opportunities for students to learn about “their own and others' backgrounds/cultures/differences” (A4) through classroom content. This item was evident/very evident in zero percent of classrooms, and somewhat evident in 16 percent of classrooms. Observers detected limited opportunities for students to discuss their perspectives, share life experiences or reflect with others on their own cultures and differences. Additionally, the Team noted the lack of student access to “differentiated learning opportunities and activities that meet her/his needs,” (A1) which was evident/very evident in only 26 percent of classrooms. Most teachers used direct instruction as their primary form of classroom instruction, and students generally listened and completed in-seat work. In classrooms where students were divided into groups and learning took place at various stations, the students were completing the same assignments across all stations. Providing opportunities for student learning to occur through the use of varied instructional approaches, including individualized learning, appeared to be a significant leverage point for improvement in student performance.

<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	2.5	Knows and strives to meet the high expectations established by the teacher	5%	53%	32%	11%
B.2	2.5	Is tasked with activities and learning that are challenging but attainable	16%	37%	32%	16%
B.3	1.9	Is provided exemplars of high quality work	11%	16%	32%	42%
B.4	2.1	Is engaged in rigorous coursework, discussions, and/or tasks	0%	37%	37%	26%
B.5	1.7	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	11%	47%	42%
<b>Overall rating on a four-point scale:</b>		<b>2.2</b>				

### High Expectations Learning Environment

The High Expectations Learning Environment received an overall rating of 2.2 on a four-point scale, suggesting a need for staff to further examine, define and implement classroom strategies requiring rigor and high expectations. It was evident/very evident in 58 percent of classrooms that students knew and strived “to meet the high expectations established by the teacher” (B1). It was evident/very evident in 53 percent of classrooms that students were “tasked with activities and learning that are challenging but attainable” (B2) and were “provided exemplars of high quality work” in 27 percent of classrooms. Instances of students being “engaged in rigorous coursework, discussions, and/or tasks” (B4) were evident/very evident in 37 percent of classrooms. It was evident/very evident in 11 percent of classrooms that students were “asked and responds to questions that require higher order thinking” (B5). Observers noted that although students were compliant when completing assigned tasks, they were rarely given the opportunity to engage with one another or with their teachers in work that required higher order thinking skills.

<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	2.6	Demonstrates or expresses that learning experiences are positive	16%	42%	32%	11%
C.2	2.7	Demonstrates positive attitude about the classroom and learning	26%	37%	21%	16%
C.3	2.8	Takes risks in learning (without fear of negative feedback)	26%	42%	16%	16%
C.4	2.7	Is provided support and assistance to understand content and accomplish tasks	16%	47%	32%	5%
C.5	1.9	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	5%	26%	21%	47%
<b>Overall rating on a four-point scale:</b>		<b>2.6</b>				

### Supportive Learning Environment

The Supportive Learning Environment received an overall rating of 2.6 on a four-point scale. It was evident/very evident in 63 percent of classrooms that students demonstrated a “positive attitude about the classroom and learning” (C2) and evident/very evident in 58 percent of classrooms that students “expressed that learning experiences are positive” (C1). Instances in which students received “support and assistance to understand content and accomplish tasks” (C4) were evident/very evident in 63 percent of the classrooms. Instances in which students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5) were evident/very evident in 31 percent of classrooms. Instruction generally was whole-group and teacher-centered. Although students were divided into groups, they were assigned the same tasks to complete in all groups. Consistent use of varied learning activities, including providing students with differentiated small group or individual instruction, could have significant positive impact on student performance and success.

<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	5%	37%	37%	21%
D.2	<b>1.5</b>	Makes connections from content to real-life experiences	0%	11%	26%	63%
D.3	<b>2.8</b>	Is actively engaged in the learning activities	26%	32%	42%	0%
<b>Overall rating on a four-point scale:</b>		<b>2.2</b>				

### **Active Learning Environment**

The Active Learning Environment received an overall rating of 2.2 on a four-point scale. It was evident/very evident in 11 percent of classrooms that students made “connections from content to real-life experiences” (D2). It was evident/very evident in 58 percent of classrooms that students were “actively engaged in the learning activities” (D3). It was evident/very evident in 42 percent of classrooms that students had “several opportunities to engage in discussions with teacher and other students,” (D1) which suggested a heavy reliance on teacher-centered instruction as the norm across the school. These results suggested student engagement and active learning were two areas of instruction that could be leveraged to significantly impact student achievement.

<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	1.8	Is asked and/or quizzed about individual progress/learning	0%	21%	42%	37%
E.2	2.3	Responds to teacher feedback to improve understanding	11%	32%	37%	21%
E.3	2.6	Demonstrates or verbalizes understanding of the lesson/content	11%	47%	37%	5%
E.4	1.6	Understands how her/his work is assessed	0%	16%	32%	53%
E.5	2.2	Has opportunities to revise/improve work based on feedback	11%	32%	21%	37%
<b>Overall rating on a four-point scale:</b>		<b>2.1</b>				

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

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.1 on a four-point scale. Instances where students were "asked and/or quizzed about individual progress/learning" (E1) were evident/very evident in 21 percent of classrooms. Opportunities in which students responded to "teacher feedback to improve understanding" (E2) were evident/very evident in 43 percent of classrooms. Instances where students demonstrated or verbalized "understanding of the lesson/content" (E3) were evident/very evident in 58 percent of classrooms. In addition, occasions where students had "opportunities to revise/improve work based on feedback" (E5) were evident/very evident in 43 percent of classrooms. These components are closely associated with formative assessment practices. Frequent opportunities for students to express their depth of understanding about content and skills typically provides information as to the effectiveness of instructional activities and helps guide future lesson planning. Instances in which students understood how their work was assessed (E4) were evident/very evident in only 16 percent of classrooms, suggesting that observers were unable to detect the effective use of or observe students being provided with information about the grading and evaluation of their work. In one classroom, some students received written commentary from their teacher on the first draft of a writing assignment and used the feedback to improve their work. Providing opportunities for teachers to share strategies and best practices about formative assessments, rubrics and exemplars and to engage students in self-monitoring could be a leverage point by which to improve student performance.

<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>3.4</b>	Speaks and interacts respectfully with teacher(s) and peers	47%	42%	11%	0%
F.2	<b>3.3</b>	Follows classroom rules and works well with others	53%	26%	21%	0%
F.3	<b>2.5</b>	Transitions smoothly and efficiently to activities	26%	26%	21%	26%
F.4	<b>1.6</b>	Collaborates with other students during student-centered activities	5%	11%	21%	63%
F.5	<b>3.3</b>	Knows classroom routines, behavioral expectations and consequences	42%	47%	11%	0%
<b>Overall rating on a four-point scale:</b>		<b>2.8</b>				

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

The Well-Managed Learning Environment received an overall rating of 2.8 on a four-point scale. Most students spoke and interacted “respectfully with teacher(s) and peers” (F1) as this item was evident/very evident in 89 percent of the classrooms. Additionally, it was evident/very evident that students knew “classroom routines, behavioral expectations and consequences” in 89 percent of classrooms. (F5) It was evident/very evident in 52 percent of the classrooms that students transitioned “smoothly and efficiently to activities” (F3). Opportunities for students to “collaborate with other students during student-centered activities” (F4) were evident/very evident in only 16 percent of the classrooms observed. In the majority of classrooms, students had limited chances to work together to complete tasks or activities.

<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	1.3	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	11%	5%	84%
G.2	1.1	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	5%	0%	95%
G.3	1.0	Uses digital tools/technology to communicate and work collaboratively for learning	0%	0%	0%	100%
<b>Overall rating on a four-point scale:</b>		<b>1.1</b>				

### Digital Learning Environment

The overall rating in the Digital Learning Environment was 1.1 on a four-point scale. Student use of digital tools/technology to “communicate and work collaboratively for learning” (G3) was not evident/very evident in any of the classrooms. The use of “digital tools/technology to conduct research, solve problems and/or create original works for learning” (G2) was evident/very evident in only five percent of the classrooms. Student use of “digital tools/technology to gather, evaluate and/or use information for learning” (G1) was evident/very evident in 11 percent of classrooms. Team Members observed some students using personal devices. In most cases, however, students were answering basic-level reading comprehension questions or playing instructional games.

## Findings

### Improvement Priority

Implement and monitor an instructional process that ensures teachers differentiate instruction, communicate learning expectations, use exemplars and provide students ongoing formative feedback. Teaching strategies must ensure student engagement, student collaboration and critical-thinking skills. (Primary Indicator 3.3, Secondary Indicator 3.6)

### Student Performance Data:

Student performance data, as detailed in the addenda of this report, suggested instructional strategies had not resulted in improved instruction or student success. The school's South Carolina State Report Card reflected improvement ratings of At-Risk (2012), Average (2013), and At-Risk (2014). In addition, 2014-2015 student performance in grade three was below state averages in English, reading and writing and was above state average in math. School performance on the 2014-2015 ACT Aspire assessment revealed students meeting the benchmark of "Ready" at the following rates: English - 62.4 percent, reading - 18.2 percent, writing - 13.9 percent and math - 53.3 percent. The Measures of Academic Progress (MAP) School Summary At-Glance Report dated June 22, 2015, revealed that 45.5 percent of the students in all grade levels scored at the "Met" or above level in math, while 37.6 percent scored at the "Met" or above level in reading. The major challenge identified by the Diagnostic Review Team was the high percentage of students who were not demonstrating academic achievement at the proficient level by content area.

### Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggested a lack of differentiated instruction, active engagement in learning activities, participation in collaborative activities with classmates and critical thinking opportunities. Differentiated instruction was evident/very evident in only 26 percent of classrooms (A1), student displays of active engagement were evident/very evident in 58 percent of classrooms (D3), collaborative learning was evident/very evident in only 16 percent of classrooms (F4) and students were presented with questions that required critical thinking in 11 percent of classrooms (B5). Instances where students were "provided exemplars of high quality work" were evident/very evident in 27 percent of classrooms (B3) and formative feedback was evident/very evident in 31 percent of classrooms (C5).

### Stakeholder Survey Data:

Stakeholder feedback data from the 2015 South Carolina Department of Education School Climate Survey revealed that 58 percent of teachers agreed they were "satisfied with the learning environment in my school" and 90 percent of parents agreed with the statement, "I am satisfied with the learning environment at my child's school." Sixty-eight percent of teachers agreed that "The school administration communicates clear instructional goals for the school" and that "The school administration provides effective instructional leadership."

Stakeholder feedback data indicated 87 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction." Eighty-seven

percent of teachers agreed/strongly agreed with the statements, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” and “All 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 revealed that teachers informally discussed instructional plans through a variety of venues, including texts and phone calls, and the administration shared data related to student achievement on a spreadsheet that one teacher described as “helpful because all information is in one place.” Interview data revealed teachers sometimes grouped students according to ability levels, but often targeted their instruction to the whole group even though varying ability levels were represented in their classrooms. One student said teachers were “bringing everyone along together.” District administration espoused expectations for intentional, collaborative planning by building more solid instructional coaching and more consistency related to classroom observations.

**Documents and Artifacts:**

The principal’s presentation included the following: “Improvements are indicated in the provision of curriculum, instruction and design practices that guide and ensure teacher effectiveness and student learning, the engagement of students in learning activities that ensure achievement of learning expectations, monitoring of instruction to ensure student success, teacher participation in collaborative learning communities, teacher implementation of the school’s instructional process...” Although a document entitled, “What Classrooms Should Look Like and What Observers Are Looking For” included such items as “Higher order thinking, Differentiation of instruction, Use of collaborative groups and Use of high expectations/rigor,” it was not evident that the observation instruments used by administrators reflected these expectations. Rather, a review of documents and artifacts revealed a group of observation instruments that did not measure the indicators listed on the “What Classrooms Should Look Like...” document.

**Improvement Priority**

Design and implement a continuous professional development plan for all staff members that is grounded in the effective evaluation, interpretation and use of data and that ensures students collaborate, create, think critically and communicate effectively. (Primary Indicator 3.11, Secondary Indicator 5.3)

**Stakeholder Survey Data:**

The 2015 South Carolina School Climate Survey data indicated 72 percent of teachers agreed that “There are relevant professional development opportunities offered to teachers at my school.” Seventy-nine percent of teachers agreed with the statement, “Sufficient resources are available to allow teachers to take advantage of professional development activities,” indicating a significant portion of stakeholders could not confirm the existence of a consistent or systematic support of a focused, professional learning plan across the school.

In contrast, stakeholder feedback data revealed 97 percent of staff agreed/strongly agreed with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.” Ninety-two percent of staff agreed/strongly agreed with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members.” Eighty-nine 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.”

**Stakeholder Interviews:**

Stakeholder interviews revealed all teachers were enrolled in a state-mandated reading pedagogy course (“Foundations of Reading Instruction”) required for maintenance of certification. Teacher and administrative interviews revealed that this course constituted the teachers’ primary professional learning for the current academic year. Course content and pedagogy was the same for all those enrolled and was not differentiated based on experience, grade level or content, indicating the professional learning plan for the teachers was not designed to meet the individual needs of teachers or students. Interviews with district administration revealed the need for professional learning focused on student engagement, and they acknowledged the need for better instructional coaching for teachers.

**Documents and Artifacts:**

A review of the Washington Elementary Street School’s State Report Cards (2013, 2014 and 2015) revealed that all professional staff members received over 15 professional development days each during the last three years. This professional development, however, appeared to be disjointed and had not impacted the professional practices of staff members in such a way that had positively impacted student achievement. Documents and artifacts did not support the existence of a focused, comprehensive or continuous professional learning plan designed to provide effective or engaging instruction. While there were meeting agenda items related to professional development strategies during collaborative team meetings, they were not related to collaboration, critical thinking, active engagement or differentiation of instruction.

## 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.	1.80
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	1.60
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.80

### 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.	2.20
2.2	The governing body operates responsibly and functions effectively.	2.60
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.20
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.80

**Stakeholder Feedback Diagnostic**

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

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

<b>Evaluative Criteria</b>	<b>Average Team Rating</b>
1. Questionnaire Administration	3.00
2. Stakeholder Feedback Results and Analysis	2.00

## Findings

### Improvement Priority

Develop, implement and monitor a process that enables all stakeholders to be active participants in identifying shared values and beliefs that establish teaching and learning strategies to ensure social, emotional and academic growth for all students. (Indicator 1.2)

### Student Performance Data:

Student performance data, as detailed in the addenda to this report, revealed a significant number of students were not meeting benchmarks on state assessments. Data included on the school's State Report Card revealed only 13.9 percent of third grade students scored at the "Ready" level on the American College Testing (ACT) Aspire for 2014-2015 in writing, 18.2 percent scored at the "Ready" level in reading, 53.3 percent scored at the "Ready" level in math and 62.4 percent scored at the "Ready" level in English. The State Report Card reflected improvement ratings of At-Risk (2012), Average (2013) and At-Risk (2014). The MAP School Summary At-Glance Report dated June 22, 2015 revealed that 45.5 percent of the students in all grade levels scored at the "Met" or above level in math, while 37.6 percent scored at the "Met" or above level in reading. The major challenge identified by the Diagnostic Review Team was the high percentage of students who did not demonstrate achievement academically at the proficient levels in all content areas.

### Classroom Observation Data:

Observation data, as detailed previously in the Teaching and Learning Impact section of this report, indicated that professional practices did not focus on instructional strategies that promoted higher-order thinking such as, "Is asked and responds to questions that require higher order thinking" (B5), which was evident/very evident in 11 percent of classrooms. Additionally, students who were "engaged in rigorous courses, discussions and/or tasks" (B4) were evident/very evident in 37 percent of classrooms. Individual student learning needs did not emerge as an instructional priority, as "differentiated learning opportunities and activities that meet her/his needs" (A1) were evident/very evident in only 26 percent of classrooms. Observational data related to professional practices indicated instruction was not rigorous or conducive to raising student performance.

### Stakeholder Survey Data:

Stakeholder feedback data revealed that 97 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." However, 2015 South Carolina School Climate Survey data indicated that 68 percent of teachers agreed, "The faculty and staff at my school have a shared vision." Sixty-three percent of teachers agreed with the statement, "I feel comfortable raising issues and concerns that are important to me." Additionally, 61 percent of the teachers agreed, "The level of teacher and staff morale is high at my school," while 74 percent of teachers agreed that "The school administration arranges for collaborative planning and decision making." Sixty-five percent of parents agreed with the statement, "My child's school includes me in decision-making," and 60 percent of parents agreed, "My child's school considers changes based on what parents say." Overall, survey data revealed that teachers and parents did not consider

themselves to be active participants in identifying shared values and beliefs, which is a cornerstone of successful school improvement efforts.

**Stakeholder Interview Data:**

Stakeholder interview data did not support the claim that there was a shared vision developed by stakeholders that defines the vision and beliefs that promote academic growth, thinking and life skills for all students. Many teachers noted that shared beliefs regarding ongoing continuous improvement were mostly based on management functions (e.g., morning announcements, assistance with discipline issues, the visibility of the administration, grade level meetings, resources for instruction). A particular item of note was the dilemma that most teachers faced in reporting student progress/growth using a standards-based grading system. Teachers voiced concern regarding their ability to accurately report student work in this manner and all believed they needed more (support or training). Parents also voiced an uncertainty in understanding the metrics of student progress reports. This was a significant aspect of being able to accurately inform parents of their child's progress and impacting parent's ability to support the learning continuum, which is vital to ensuring student success.

Student interview data revealed a number of positives regarding Washington Street Elementary, including the presence of a caring staff and administration. Interview data showed all students interviewed had an adult in the building they could go to if they had an issue or a problem. A disquieting point was the frequent mention of bullying, which generally took place during recess, but sometimes occurred in classrooms. One student noted that when the student reported an incident to a teacher, the student was told, "Don't be a snitch." This, however, was in contrast to the general feeling of well being shared by most students.

Parents expressed positive opinions of Washington Street Elementary School and commented that they found the staff and administration to be open, communicative and caring in their interactions with the entire school community. While parents felt included, they were not part of any planning process beyond coordinating parent events, fundraisers and volunteering. Despite many positives, interviews and observation data revealed a lack of focus on the purpose and mission of the school. Stakeholders indicated that they had not been actively or meaningfully engaged in the development of shared beliefs and values of the school, which should serve to drive the mission and purpose of the school. Without a regular systematic approach to collaboratively agreed-upon values and beliefs, the vision of the school was blurred and ultimately compromised.

**Documents and Artifacts:**

A review of documents and artifacts revealed that the School Planning Management Team (SPMT) met on a regular basis and solely focused on operation, management and non-instructional issues. For example, one SPMT meeting agenda item related to the tea served in the cafeteria and the fact that it was not sweet enough. According to the principal's overview presentation and other documentation, the SPMT was supposed to act as the instructional leadership team tasked with providing leadership in the area of continuous improvement to "carry out systematic school planning related to climate, academics, staff development and public relations." The sole focus on operational and management

tasks precluded any ability to meaningfully impact a continuous improvement process that will influence student growth.

## Resource Utilization

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

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

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

### Standard 4 Resource and Support System

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

Indicator	Description	Average Team Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	3.00
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.80
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.60

4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.00
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2.00
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.60
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.60

## Conclusion

When asked to name the greatest strength of Washington Street Elementary School, all stakeholder groups (i.e., teachers, administrators, students and parents) cited the caring nature of the staff toward students or the students themselves. This universal focus on caring students was evident throughout the Review. Another strength mentioned repeatedly by all stakeholders was the committed and hard-working staff. It was evident throughout the visit that staff members displayed a strong work ethic on a daily basis. In particular, students noted that their teachers worked very hard on their behalf. The Team also noted the “print rich” culture at Washington Street Elementary School. Books were visible throughout the school, including an inviting bookcase display in the School Resource Officer’s office. Additionally, with the exception of technology, the Team noted ample supplies and resources throughout the school. The Team also noted that students were well behaved in the classrooms and in the hallways. It was evident that students understood and were able to follow rules and carry out routines in an orderly fashion.

In order for Washington Street Elementary School to leverage this hard-working environment on behalf of the students they care so much about, the school must establish effective, results-driven, continuous improvement planning processes that are based on shared values and beliefs about effective instruction and student achievement. Using the Comer model, all stakeholder groups had representation on the School Planning and Management Team (SPMT). The SPMT is supposed to function as the School Improvement Council for the school, but meeting agendas indicated that meetings occurred once a month and functioned as an operational and management sounding board and decision-making group. The implementation of a true School Improvement Council could provide a vehicle for authentic, shared instructional leadership based on common values and beliefs. Likewise, the implementation of the practices and principles of genuine professional learning communities throughout the school could serve as a catalyst for improved student performance and organizational effectiveness.

Organizational effectiveness could be enhanced if staff members begin using the same terminology. For example, when the Team requested a master schedule, the school submitted 19 separate, individual class teachers’ schedules. These schedules revealed the lack of a common language related to the curriculum taught to students, even within the same grade level. A review of the first grade teachers’ daily class schedules revealed variation in both what subjects were taught, as well as the duration of each subject. For example, three of the six first grade class schedules showed “Writing” as a subject, three of the six class schedules indicated that science and social studies were integrated into the study of language arts (whereas the other three schedules did not), one of the six class schedules devoted 20 minutes daily to “word study,” and some schedules listed independent and guided reading while others did not. It was clear that the school understood that more emphasis on balanced literacy was necessary, but the lack of a common approach to teaching literacy, including its various instructional components, will not improve student outcomes. Likewise, it was evident that staff members were concerned with and spent time talking about data, but the lack of a common approach to data analysis and how to differentiate instruction according to data (more than just placing students in different, small groups) thwarts the progress of individual students based on their unique needs.

The degree to which Washington Street Elementary School established a results-driven, continuous improvement process was minimal. However, many initiatives were in place that, when carefully aligned and consistently implemented and monitored, could lead to improved student performance in all areas.

The Team has identified the following Improvement Priorities as actions that will facilitate the growth processes at Washington Street Elementary School:

1. Implement and monitor an instructional process that ensures teachers differentiate instruction, communicate learning expectations, use exemplars and provide students ongoing formative feedback. Teaching strategies must ensure student engagement, student collaboration and critical-thinking skills. (Primary Indicator 3.3, Secondary Indicator 3.6)
2. Design and implement a continuous professional development plan for all staff members that is grounded in the effective evaluation, interpretation and use of data and that ensures students collaborate, create, think critically and communicate effectively. (Primary Indicator 3.11, Secondary Indicator 5.3)
3. Develop, implement and monitor a process that enables all stakeholders to be active participants in identifying shared values and beliefs that establish teaching and learning strategies to ensure social, emotional and academic growth for all students. (Indicator 1.2)

## Team Roster

Lead Evaluator	Brief Biography
Lisa Haste Louisiana	<p>Lisa Haste served as a social studies teacher for 10 years in Virginia and Georgia, grades 7-12; a middle school assistant principal for five years; and a middle school principal for five years in the Fulton County School System in Georgia. After receiving her B.A. in Government from the College of William and Mary, she served as a staff member in the U.S. Senate for six years. Ms. Haste received an M.A. in Secondary Education from the George Washington University and is certified in both leadership and gifted education.</p>
Team Members	
Sara Ankrapp South Carolina	<p>Sara Ankrapp began her career in education as a teacher in Louisiana, where she taught third grade, sixth grade, and high school mathematics. She worked toward a Master's degree in mathematics while teaching in Louisiana. She moved to South Carolina in 1989 and taught middle school math and science in Richland District One for the next eight years. During that time, she earned a Master's degree in Educational Leadership. She was an Assistant Principal in the Fairfield County School District for three years and an Assistant Principal in Lexington School District Four for seven years. She has been a Principal in Lexington School District Four for the past nine years.</p>
Steve Driscoll South Carolina	<p>Steve Driscoll left high school to the United States Marines, serving in Vietnam. After returning and earning his GED, Steve went on to graduate from the University of Massachusetts-Boston and Harvard University with an MAT. Steve taught for nine years in Boston before becoming an administrator. Steve's work in administration has included being an assistant principal, principal, program director, associate superintendent and other management positions within central office. Currently Steve is an Educational Associate with the South Carolina Department of Education (SCDOE), Office of School Leadership, and recently concluded his work as the coordinator of the Program for Assisting, Developing and Evaluating Principals' performance and as the Coordinator for the South Carolina Transformational Leadership Academy. Steve is now working on various projects within the SCDOE.</p>

<p>Jacqueline Inabinette South Carolina</p>	<p>Dr. Jacqueline Inabinette serves as the Executive Director of Federal Programs and Student Services in Orangeburg Consolidated School District Five (South Carolina). Her responsibilities encompass serving as the District Testing Coordinator, District Expulsion Hearing Committee member/coordinator, and District School Improvement Council contact person. She has served as a classroom teacher, grade level team leader, Director of Guidance, Curriculum Coordinator, Assistant Principal, and Elementary and Middle School Principal. Dr. Inabinette holds degrees in Elementary Education (BS), Counseling Education (M.Ed.) and Educational Leadership (Ed.S. and Ed.D.) from South Carolina State University in Orangeburg. Dr. Inabinette is also a graduate of the South Carolina Department of Education Institute for District Administrators and the Center for Creative Leadership's School Leaders in Education Institute (SLEI) in Greensboro, North Carolina.</p>
<p>Terry O. Pruitt South Carolina</p>	<p>Dr. Terry O. Pruitt serves as Deputy Superintendent for Spartanburg School District Seven. Dr. Pruitt has served as a Director of Bands, Choral Music, Drama and Gifted Arts, a high school assistant principal, a high school principal and a district superintendent in South Carolina. Dr. Pruitt holds a Bachelor of Arts in Music Education from Lander College, a Masters in Educational Administration from The Citadel, and a Doctorate in Educational Leadership from Nova Southeastern University, Fort Lauderdale, FL. He is currently serving on the South Carolina Learning Forward Board of Directors, the South Carolina Coalition for Mathematics &amp; Science Advisory Board, The South Carolina AdvancED State Council, the Miss South Carolina Scholarship Board, the Citizens Scholar Advisory Board, the Spartanburg Community College Early College Advisory Board, and is president-elect of the South Carolina Instructional Leaders Roundtable,.</p>

## About AdvancED

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

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

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

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## Student Performance Data Table

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

Content Area by Grade Level	% Ready Grade 3	Total School	% Ready State
English	62.4	62.4	67.9
Reading	18.2	18.2	37.2
Math	53.3	53.3	46.7
Writing	13.9	13.9	24.4
ACT Readiness	N/A	76.0	N/A

### Plus

- In math, 6.6 percent of students scored higher than the district and state and 17 percent higher than similar elementary schools, and 14.3 percent higher than the average in the district.
- In English/language arts (ELA), 0.9 percent of students scored higher than similar elementary schools and 1.6 percent higher than the average for the district.
- 0.5 percent of students scored higher in reading than similar elementary schools.
- 0.9 percent of students scored higher in writing than similar elementary schools.
- The school scored the highest percentage for meeting ACT benchmark standards were in the subject of writing for standard Production of Writing at 70.2 percent, Convection of Standard English at 66.7 percent, and Math with Number and Operations in Base 10 at 63.1 percent (meeting ACT Benchmark requirements).

### Delta

- 5.5 percent of students scored lower than the state average in ELA.
- 19 percent of students scored lower than the state average in Reading.
- 10.5 percent of students scored lower than the state average in Writing.

## 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 strongly agree/agree)

1. 90 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."
2. 91 percent of parents agreed/strongly agreed with the statement, "My child is prepared for success in the next school year."
3. 94 percent of parents agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."
4. 92 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."
5. 90 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers work as a team to help my child learn."
6. 97 percent of staff agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."
7. 95 percent of staff agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
8. 100 percent of staff agreed/strongly agreed with the statement, "Our school has a systematic process for collecting, analyzing and using data."
9. 94 percent of students agreed/strongly agreed with the statement, "My teachers always help me when I need them."

**$\Delta$  Delta:**

1. 64 percent of students agreed/strongly agreed with the statement, "My teachers ask my family to come to school activities."
2. 47 percent of students agreed/strongly agreed with the statement, "My family likes to come to my school."
3. 58 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "I am satisfied with the learning environment in my school."
4. 61 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Computers are used effectively for instruction at my school."
5. 74 percent of parents on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "I am satisfied with home-school relations at my child's school."
6. 42 percent of parents on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Students at my child's school are well-behaved."
7. 47 percent of parents on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "My child's school has an anti-bullying program to prevent or deal with bullying."

8. 67 percent of parents on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "My child's teachers and school staff prevent or stop bullying at school."
9. 61 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Computers are used effectively for instruction at my school."
10. 58 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "I am satisfied with the learning environment in my school."
11. 68 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Students at my school behave well in class."
12. 53 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Parents attend school meetings and other school events."

### **Leadership Capacity**

(Standards 1 and 2)

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

1. 100 percent of staff members agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. 92 percent of staff members 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. 97 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
4. 90 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders hold themselves accountable for student learning."
5. 97 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders provide opportunities for stakeholders to be involved in the school."
6. 95 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."
7. 96 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
8. 94 percent of parents agreed/strongly agreed with the statement, "Our school has established goals and a plan for improving student learning."
9. 93 percent of parents agreed/strongly agreed with the statement, "Our school's governing body operates responsibly and functions effectively."
10. 95 percent of parents agreed/strongly agreed with the statement, "Our school has high expectations for students in all classes."

**Δ Delta:**

1. 68 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "The faculty and staff at my school have a shared vision."
2. 68 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "The school administration provides effective instructional leadership."

3. 68 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "The faculty and staff at my school have a shared vision."
4. 61 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "The level of teacher and staff morale is high at my school."
5. 61 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Teachers respect each other at my school."
6. 68 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "The school administration provides effective instructional leadership."
7. 74 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Teacher evaluation at my school focuses on instructional improvement."
8. 65 percent of parents on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "My child's school includes me in decision-making."
9. 71 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Parents are involved in school decisions through advisory committees."
10. 60 percent of parents on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "My child's school considers changes based on what parents say."
11. 69 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "The school leadership makes a sustained effort to address teacher concerns."
12. 63 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "I feel comfortable raising issues and concerns that are important to me."

### Resource Utilization

(Standard 4)

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

1. 93 percent of students agreed/strongly agreed with the statement, "My school is safe and clean."
2. 98 percent of students agreed/strongly agreed with the statement, "My school has many places I can learn, such as a library."
3. 97 percent of staff members agreed/strongly agreed with the statement, "Our school provides a variety of information resources to support student learning."
4. 97 percent of staff members agreed/strongly agreed with the statement, "Our school maintains facilities that support student learning."
5. 97 percent of staff members agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
6. 97 percent of staff members agreed/strongly agreed with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."
7. 97 percent of staff members agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
8. 98 percent of parents agreed/strongly agreed with the statement, "Our school provides a safe learning environment."
9. 93 percent of parents agreed/strongly agreed with the statement, "Our school provides an adequate supply of learning resources that are current and in good condition."

10. 94 percent of parents agreed/strongly agreed with the statement, "Our school ensures that the facilities support student learning."

**Δ Delta:**

1. 50 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "Our school has sufficient computers for instructional use."
2. 74 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "The school building is maintained well and repaired when needed."
3. 63 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "There is sufficient space for instructional programs at my school."
4. 53 percent of teachers on the 2015 South Carolina School Climate Survey agreed/mostly agreed with the statement, "I have sufficient space in my classroom to meet the educational needs of my students."

## Diagnostic Review Schedule

### Sunday – April 24, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	
4:00 p.m. – 6:30 p.m.	Team Work Session #1: <ul style="list-style-type: none"> <li>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.</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members
7:45 p.m. – 9:00 p.m.	Determine interview questions, review Monday's schedule, overview of eleot™, and discuss review logistics.	Hotel Conference Room	Diagnostic Review Team Members

### Monday – April 25, 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	School	Diagnostic Review Team Members
9:15 a.m. – 11:45 a.m.	Classroom observations and stakeholder interviews	School	Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedules		
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	School	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 (Agenda provided by Lead Evaluator): <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 or 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

**Tuesday – April 26, 2016**

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school		
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1.	School	Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedules		
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.	<p>Team Work Session #3 (Agenda provided by Lead Evaluator):</p> <ul style="list-style-type: none"> <li>• Review findings from Tuesday</li> <li>• Tabulate and review final eleot™ Learning Environment ratings</li> <li>• Team Members determine individual final ratings for all indicators</li> </ul> <p>The Team should examine and reach consensus on:</p> <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>• Summary overview for each standard</li> <li>• Learning Environment narrative</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

**Wednesday – April 27, 2016**

Time	Event	Where	Who
7:30 a.m.	Breakfast/Check out of hotel and departure for school	Hotel	
8:00 a.m. – 11:00 a.m.	<p>Final Team Work Session</p> <p>Team Members review all components of the Diagnostic Review Team's findings including:</p> <ul style="list-style-type: none"> <li>• Final ratings for standards and indicators</li> <li>• Coherency and accuracy of the Improvement Priorities</li> <li>• Detailed evidence for all of the findings</li> <li>• eleot summary statements and narrative by learning environment</li> </ul>	School	Diagnostic Review Team Members