

# **DIAGNOSTIC REVIEW REPORT FOR BENNETTSVILLE INTERMEDIATE SCHOOL**

701 Cheraw Highway  
Bennettsville, SC  
29512

**Mr. Rick Singletary**  
**Principal**

**April 24-27, 2016**



*Copyright ©2016 by Advance Education, Inc. AdvancED® grants to the Institution, which is the subject of the Diagnostic Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.*

## Table of Contents

Introduction .....	4
Results.....	8
Teaching and Learning Impact .....	8
Standard 3 - Teaching and Assessing for Learning.....	10
Standard 5 - Using Results for Continuous Improvement .....	11
Student Performance Diagnostic .....	11
Effective Learning Environments Observation Tool (eleot™).....	11
eleot™ Summary Statement.....	12
eleot™ Analysis by Learning Environment .....	14
Findings .....	21
Leadership Capacity .....	29
Standard 1 Purpose and Direction.....	30
Standard 2 Governance and Leadership.....	30
Stakeholder Feedback Diagnostic .....	30
Findings .....	32
Resource Utilization .....	34
Standard 4 Resource and Support System.....	34
Conclusion.....	36
Team Roster .....	40
About AdvancED .....	42
References .....	43
Student Performance Data Table.....	45
Stakeholder Survey Plus/Delta.....	46
Diagnostic Review Team Schedule .....	49

## 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**

Bennettsville Intermediate School hosted a Diagnostic Review on April 24-27, 2016. The four-day 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 Bennettsville Intermediate School for their hospitality and welcoming attitude throughout the visit. Throughout the Diagnostic Review, school leaders, faculty and staff were straightforward and open in discussing the continuous improvement efforts taking place at their school. The leadership team is commended for their school's preparations of the on-site review, prompt response to the Team's varied requests and commitment to the process of continuous improvement. The school's Internal Review was conducted collaboratively with a range of stakeholders and all diagnostics reports were completed and uploaded into ASSIST for access and review by the Team. Evidence and documentation to support the school's Self Assessment were provided and made available to the Diagnostic Review Team on-site. The school's essential documents were organized by standards and easily accessed by the Team.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications to complete their initial preparation for the review process. In addition, the Team conversed electronically to determine Team Member assignments and discuss the management of logistics for the on-site review. The Lead Evaluator communicated and collaborated with school leadership on numerous occasions prior to the visit to ensure a positive, productive on-site review.

Team Members arrived in Florence, South Carolina on April 24, 2016 for their first Team work session to discuss the preliminary review of data and information, consider points of inquiry, review Team Member individual schedules and prepare for interviews to be held the following day. The Diagnostic Review Team also had the opportunity to participate in the principal's presentation that evening as he, the assistant principal and members of the school's improvement team shared an overview of Bennettsville Intermediate School's purpose and direction, the school's improvement planning processes and what the Team should expect to see in classrooms during observations as well as key initiatives that have been implemented under his leadership.

The Diagnostic Review Team began its work on-site on April 25, 2016. During the on-site review, Team Members conducted interviews with the leadership team, students, parents, instructional staff and support staff. The Diagnostic Review Team also conducted classroom observations using the eleot™ classroom observation tool. During off-site and on-site review sessions, the Team examined artifacts and evidence provided by the school. In addition, the Team met on the evenings of April 25 and April 26, 2016 to review interview data, classroom observation data, discuss additional evidence, rate each of the indicators and identify Improvement Priorities.

A total of 56 stakeholders were interviewed to gain their perspectives on topics relevant to the school's effectiveness and student performance. In addition, 26 classrooms were observed during the Diagnostic Review. All core classrooms were observed with the exception of one fifth grade classroom that has had multiple substitute teachers throughout the school year. Data gathered through classroom observations and stakeholder interviews were examined along with other evidence to support the findings of the Diagnostic Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	2
Instructional Staff	22
Support Staff	4
Students	25
Parents/Community/Business Leaders	3
TOTAL	56

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.	2.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.17
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.17
3.6	Teachers implement the school's instructional process in support of student learning.	2.00
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.83
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.	1.83
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.	2.17
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.	2.17

### Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Average Team Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.00
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	2.00
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	2.17
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.	2.00

### Student Performance Diagnostic

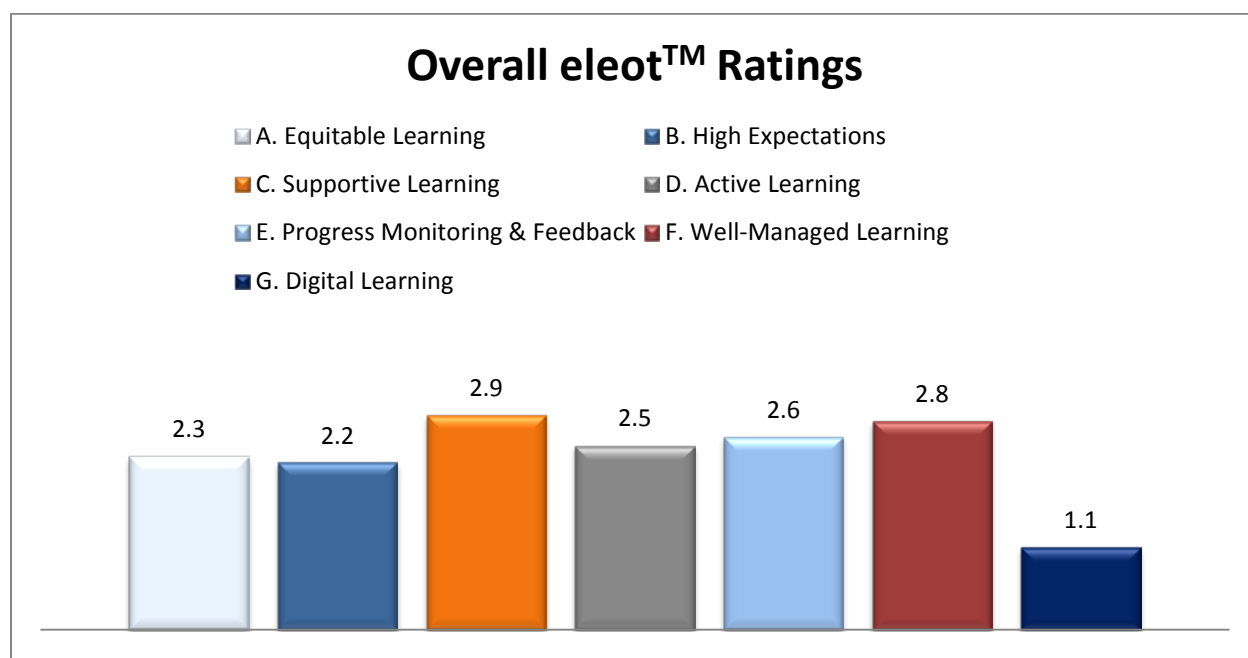
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	2.00
2. Test Administration	3.00
3. Quality of Learning	1.83
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 26 classroom observations using the eleot™ classroom observation tool. All core classrooms were observed with the exception of one fifth grade classroom that has had multiple substitute teachers throughout the school year. These observations provided ample opportunities for instructional practices and learning environments to be observed within the school. Ratings for all seven learning environments ranged from a 1.1 to a 2.9 on a four-point scale with Supportive Learning representing the highest rated learning environment and Digital Learning representing the lowest rated learning environment. The remaining five learning environments averaged a 2.2 or higher on a four-point scale.

Overall, classrooms were well managed and active learning environments rated a 2.8 and 2.5 on a four-point scale respectively where students spoke and interacted respectfully with teacher(s) and their peers, followed classroom rules and had opportunities to engage in discussions with their teacher and other students. Observations also revealed that classrooms had supportive learning environments where students demonstrated a positive attitude about learning and were provided the support and assistance needed to accomplish tasks being asked of them.

Conversely, the digital learning environment was identified as an opportunity for growth for the school. Students were observed using technology to gather, evaluate and use information for learning more frequently than they were observed using digital tools to conduct research, solve problems and/or create original works for learning; however, use of technology in the classrooms was almost nonexistent.

Observation data suggest there are varying levels of effectiveness across the school for all learning environments evaluated. 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) few opportunities for students to learn about their own and others' background/cultures/differences, 4) limited use of exemplars of high quality work, 5) few opportunities for students to work collaboratively on learning activities, 6) students' lack of understanding on how their work is assessed and 7) limited use of technology by students as a learning tool.

**eleot™ Analysis by Learning Environment**

<b>A. Equitable 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>
A.1	2.1	Has differentiated learning opportunities and activities that meet her/his needs	8%	27%	35%	31%
A.2	2.8	Has equal access to classroom discussions, activities, resources, technology, and support	12%	58%	31%	0%
A.3	3.0	Knows that rules and consequences are fair, clear, and consistently applied	19%	58%	23%	0%
A.4	1.4	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	8%	23%	69%
<b>Overall rating on a four-point scale:</b>			<b>2.3</b>			

**Equitable Learning Environment**

The Equitable Learning Environment received an overall rating of 2.3 on a four-point scale. A relative strength within this learning environment is “knows that rules and consequences are fair, clear, and consistently applied” (A3) which received a rating of 3.0 and was evident/very evident in 77 percent of classrooms. Another relative strength is “has equal access to classroom discussions, activities, resources, technology, and support” (A2) which received a rating of 2.8 and was evident/very evident in 70 percent of classrooms. On the other hand, instances of differentiated instruction (A1) were evident/very evident in 35 percent of classrooms. In addition, classroom observation data revealed students were rarely provided with “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” (A4) with this indicator being rated as evident/very evident in only eight percent of classrooms.

<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>3.0</b>	Knows and strives to meet the high expectations established by the teacher	23%	54%	19%	4%
B.2	<b>2.4</b>	Is tasked with activities and learning that are challenging but attainable	8%	31%	58%	4%
B.3	<b>1.4</b>	Is provided exemplars of high quality work	0%	4%	31%	65%
B.4	<b>2.1</b>	Is engaged in rigorous coursework, discussions, and/or tasks	4%	23%	54%	19%
B.5	<b>2.3</b>	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	12%	19%	54%	15%
<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 and represented the second lowest rating of the seven learning environments observed. Classroom observations revealed many students knew and strived to meet expectations established by the teacher with this item (B1) being rated at 3.0 on a four-point scale. It was evident/very evident that students were following directions or engaged in assignments or activities assigned to them in 77 percent of classrooms, suggesting procedures and expectations may not be systemically established throughout the entire school. During classroom observations, “activities and learning that are challenging but attainable” (B2) were evident/very evident in 39 percent of classrooms and received a rating of 2.4 on a four-point scale. Classroom observation data were varied relative to students being “engaged in rigorous coursework, discussions, and/or tasks” (B4) and “questions that require higher order thinking” (B5) with only 27 percent and 31 percent of classrooms being rated evident/very evident respectively. These results suggest the school’s curriculum and/or classroom instruction does not consistently provide challenging learning opportunities that ensure students have sufficient opportunities to develop critical thinking and life skills. Of concern was the lack of evidence to suggest students are “provided exemplars of high quality work” (B3). Instances of exemplars being used were evident/very evident in only four percent of classrooms and received the lowest rating of this learning environment at 1.4. When exemplars were used in classrooms, they were not accompanied by descriptive criteria or sufficient discussion to assist student understanding of high quality work.

<b>C. Supportive 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	<b>3.0</b>	Demonstrates or expresses that learning experiences are positive	27%	46%	27%	0%
C.2	<b>3.0</b>	Demonstrates positive attitude about the classroom and learning	27%	46%	27%	0%
C.3	<b>2.8</b>	Takes risks in learning (without fear of negative feedback)	19%	50%	27%	4%
C.4	<b>3.0</b>	Is provided support and assistance to understand content and accomplish tasks	19%	58%	23%	0%
C.5	<b>2.5</b>	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	8%	42%	46%	4%
<b>Overall rating on a four-point scale:</b>		<b>2.9</b>				

### Supportive Learning Environment

The Supportive Learning Environment received an overall rating of 2.9 on a four-point scale and represented the strongest of the seven learning environments observed. A strength in this learning environment was the “support and assistance to understand content and accomplish tasks” (C4) which received one of the highest ratings within this learning environment at 3.0 and was evident/very evident in 77 percent of classrooms. In several classrooms, students “demonstrated or expressed that learning experiences were positive” (C1), also rated a 3.0 on a four-point scale and many students “demonstrated a positive attitude about learning” (C2) with this item being rated evident/very evident in 73 percent of classrooms. Observation data revealed students generally take risks in learning (C3) with this item being observed evident/very evident in 69 percent of classrooms and are occasionally “provided the additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5), observed evident/very evident in 50 percent of classrooms.



D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.7	Has several opportunities to engage in discussions with teacher and other students	15%	42%	42%	0%
D.2	1.9	Makes connections from content to real-life experiences	0%	31%	27%	42%
D.3	2.8	Is actively engaged in the learning activities	19%	38%	42%	0%
Overall rating on a four-point scale:		2.5				

### Active Learning Environment

The Active Learning Environment received an overall rating of 2.5 on a four-point scale. It was evident/very evident in 57 percent of classrooms that students were “actively engaged in the learning activities” (D3) with this item receiving the highest rating of 2.8 in this learning environment. It was also evident/very evident in 57 percent of classrooms that students had “several opportunities to engage in discussions with teachers and other students” (D1). Instances in which students were observed making “connections to real-life experiences” was evident/very evident in 31 percent of classrooms, suggesting this instructional practice is not being consistently utilized to engage students in the teaching and learning process. These results also suggest that student engagement and active learning could represent significant leverage for improvement in 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	<b>2.7</b>	Is asked and/or quizzed about individual progress/learning	19%	38%	38%	4%
E.2	<b>2.8</b>	Responds to teacher feedback to improve understanding	15%	46%	38%	0%
E.3	<b>2.7</b>	Demonstrates or verbalizes understanding of the lesson/content	19%	31%	50%	0%
E.4	<b>2.3</b>	Understands how her/his work is assessed	12%	23%	46%	19%
E.5	<b>2.4</b>	Has opportunities to revise/improve work based on feedback	15%	27%	42%	15%
<b>Overall rating on a four-point scale:</b>		<b>2.6</b>				

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

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.6 on a four-point scale. Observers noted instances in which students were “asked and/or quizzed about individual progress/learning” (E1) was evident/very evident in 57 percent of classrooms. It was evident/very evident in 61 percent of classrooms that students “respond to teacher feedback to improve understanding” (E2) and evident/very evident in 50 percent of classrooms that students “demonstrate or verbalize understanding of the lesson/content” (E3). Of concern was the item stating students “understand how her/his work is assessed” (E4), rated a 2.3 on a four-point scale which represented the lowest rating of this learning environment. It was evident/very evident in 35 percent of classrooms that students demonstrated an understanding of how their work was being assessed. Moreover, it was evident/very evident in 42 percent of classrooms that students were given “opportunities to revise or improve their work based upon feedback” (E5) suggesting these practices may be a possible focus for future professional development.

<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	35%	46%	19%	0%
F.2	<b>3.0</b>	Follows classroom rules and works well with others	31%	42%	23%	4%
F.3	<b>2.6</b>	Transitions smoothly and efficiently to activities	19%	38%	27%	15%
F.4	<b>2.0</b>	Collaborates with other students during student-centered activities	8%	31%	19%	42%
F.5	<b>3.2</b>	Knows classroom routines, behavioral expectations and consequences	35%	46%	19%	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 and represented the second highest rating of the seven learning environments evaluated. Classroom observation data found that it was evident/very evident in 81 percent of classrooms students spoke and interacted “respectfully with teacher(s) and peers” (F1). Furthermore, it was evident/very evident that students were following “classroom rules and working well with others” (F2) in 73 percent of classrooms. Moreover, observations revealed students knew “classroom routines, expectations and consequences” (F5) with the item being rated a 3.2 on a four-point scale and evident/very evident in 81 percent of classrooms. Transitions between activities were generally smooth and efficient (F3) with this item being rated evident/very evident in 57 percent of classrooms. Although the Team did observe instances in which students were given opportunities to collaborate “with other students during student-centered activities” (F4), this item was rated the lowest in this learning environment rated at a 2.0 on a four-point scale and was evident/very evident in 39 percent of classrooms.

<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	<b>1.2</b>	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	4%	12%	85%
G.2	<b>1.0</b>	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	0%	0%	100%
G.3	<b>1.1</b>	Uses digital tools/technology to communicate and work collaboratively for learning	0%	4%	4%	92%
<b>Overall rating on a four-point scale:</b>		<b>1.1</b>				

### Digital Learning Environment

The Digital Learning Environment received an overall rating of 1.1 on a four-point scale. It was evident/very evident in only four percent of classrooms observed (G1) that technology was being used to support the teaching and learning process. Student use of technology to “conduct research, solve problems, and/or create original works for learning” (G2) was nonexistent and resulted in a rating of 1.0. Student use of technology to “communicate and work collaboratively for learning” was evident/very evident in four percent of classrooms and resulted in a rating of 1.1 on a four-point scale. The Digital Learning Environment was the lowest of the seven learning environments evaluated suggesting technology is not available and/or being leveraged by teachers and students to individualize learning across the school.

## **Findings**

### **Improvement Priority**

Create a formalized process for the vertical and horizontal implementation and collaboration of curriculum to further enhance student performance. Attention should be given to what can be learned from assessing curricular alignment across and within grade levels and content areas, monitoring instructional practices and their effectiveness and evaluating alignment of instruction with assessment instruments. (Indicator 3.2)

### **Student Performance Data:**

Student performance data, as detailed in the attachments of this report, reflect stagnant student achievement as noted in the school's Student Performance Diagnostic narrative that "students are not performing above expected levels in any subject area" and that "students performed well below the state average in all areas except for third grade math and sixth grade ELA". Stagnant student performance is further evidenced by the school's rating of "F" in 2012-2013 and 2013-2014 as noted on the South Carolina Report Card. While the school references gains in student achievement in third grade math and an increase in sixth grade social studies, comparisons to 'schools like ours' show that Bennettsville Intermediate School is outperformed. Some headway in achievement gaps has been made; however, gaps between subpopulations still exist. It is further noted that student performance in science has decreased in fourth through sixth grade. Of particular concern to the Diagnostic Review Team is that trend data from South Carolina Palmetto Assessment of State Standards (SCPASS) and ACT Aspire indicate that reading and writing are the weakest areas of performance. Specifically, this is evidenced by ACT Aspire writing results of which 6.7 percent of third grade students, 3.3 percent of fourth grade students and 3.8 percent of fifth grade students scored exceeding/ready. In ACT Aspire reading, only 11.6 percent of third grade students, 11.5 percent of fourth grade students and 14 percent of fifth grade students scored exceeding/ready.

### **Stakeholder Survey Data:**

Stakeholder survey results indicated that 90 percent of staff agreed/strongly agreed that "Teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice." In addition, 80 percent of staff indicated that "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum," suggesting the practice of aligning assessments to inform instruction may not be consistent across the school. In contrast, 71 percent of parents agreed/strongly agreed with the statement "My child is given multiple assessments to measure his/her understanding of what is taught," suggesting the need for further communication regarding the relationship between instruction and assessment with students and their families.

### **Stakeholder Interviews:**

In interviews, stakeholders consistently were not able to define or explain how curriculum, instruction and assessment are aligned, monitored and adjusted systematically in response to multiple data points. Moreover, teachers and principals noted that a vertical planning process for curriculum and instruction between the elementary and middle school does not exist. Some teachers in particular grade level

teams did discuss the use of common planning times within the master schedule, as well as the weekly cluster meetings as opportunities to discuss the alignment of curriculum and the sharing of lesson plans; however, a cohesive, systemic and intentional process for the alignment of curriculum, instruction and assessment across the school is not currently being implemented.

**Documents and Artifacts:**

A review of documents provided by the school did not reveal the existence of a plan for the vertical and horizontal alignment curriculum across all grade levels. Some agenda and meeting notes did indicate that teachers met by grade level and/or content area to discuss instructional strategies and student progress; however, these documents did not reveal a formalized process for the review and adjustment of curriculum, instruction and assessment based upon student performance data.

**Improvement Priority**

Engage all staff members in a collaborative process to develop, implement, monitor and document a school-wide instructional framework. Utilize research-based instructional practices that prompt and support active learning; provide opportunities for student collaboration; are responsive to individual student needs; provide students with specific and timely feedback about their learning; encourage students to demonstrate ownership for their learning; provide students with exemplars of high quality work and incorporate the effective integration of technology to support academic achievement. (Indicator 3.6)

**Student Performance Data:**

As detailed in the attachments of this report, student performance data on the 2015 ACT Aspire reflect that 40.2 percent of students met standards in English/language Arts, 11 percent of students met the reading standards, 6.7 percent of students met writing standards and 26.7 percent of students met the math standards. Overall, student performance in all content areas is below the averages of schools that are similar to Bennettsville Intermediate as well as state averages. Moreover, student scores reflect a general decrease in performance in science on the SCPASS between 2013 and 2015 and SCPASS social studies scores have increased minimally between 2013 and 2015. In fact, student performance has been significantly below state averages in both science and social studies during this period. This data suggest that the school has not been effective in establishing policies or practices that ensure students are clearly informed of learning expectations and that teachers use formative assessment data to modify and adapt instruction, curriculum and assessment to address student needs.

**Classroom Observation Data:**

Classroom observations, as detailed in the Teaching and Learning Impact section of this report, support the contention that teachers do not consistently inform students of learning objectives or targets. The High Expectations Learning Environment received an overall rating of 2.2 on a four-point scale and represented the second lowest rating of the seven learning environments. During classroom observations, “activities and learning that are challenging but attainable” (B2) were evident/very evident in 39 percent of classrooms and received a rating of 2.4 on a four-point scale. Of concern was the lack of evidence to suggest students are “provided exemplars of high quality work” (B3). Instances of exemplars being used were evident/very evident in only four percent of classrooms and received the lowest rating of this learning environment at 1.4. When exemplars were used in classrooms, they were not accompanied by descriptive criteria or sufficient discussion to assist student understanding of high quality work. There was also little evidence to indicate that students were informed about how their work would be assessed with the Progress Monitoring and Feedback Learning Environment receiving an overall rating of 2.6 on a four-point scale. Observers noted that students being “asked and/or quizzed about individual progress/learning” (E1) or “demonstrate or verbalize understanding of the lesson/content” (E3) was evident/very evident in 50 to 61 percent of classrooms. Teachers did appear to be mindful of the differentiated needs of their students in a number of instances and responded accordingly. Classroom observations, for the most part, revealed teachers who were invested in the instructional process; however, data suggest the school has not established practices or policies that clearly inform students of learning objectives or provide students with exemplars.

**Stakeholder Survey Data:**

Survey results indicate 80 percent of staff agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum," indicating that almost one-fourth of the staff could not confirm the use of the practice. Seventy-one percent of parents agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught," indicating that almost one-third of parents surveyed are not clearly informed of this instructional practice. Ninety percent of staff agreed/strongly agreed with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance." In contrast, 82 percent of parents agreed/strongly agreed with the statement, "My child knows the expectations for learning in all classes." Furthermore, 90 percent of staff strongly agreed/agreed with the statement, "All teachers in our school provide students with specific feedback about their learning." This data suggest the school has not systemically required and monitored the use of multiple measures, including formative assessments, to inform instruction. In addition, expectations regarding standards of performance have not been formally identified as part of the school's instructional process.

**Stakeholder Interviews:**

In interviews, teachers, administrators and other support personnel were inconsistent in defining or explaining a defined, school-specific framework or instructional process. Some teachers stated they utilize standards and objectives to support their learning expectations and indicated they routinely post these in their classrooms. Staff members confirmed that exemplars are not routinely provided to guide and inform students. Teachers discussed working together in grade level and content area teams to review student work and assessments; however, they generally were unable to define the culture of learning within the school. Teachers were also unclear on what constituted research-based collaboration on curriculum, instruction and assessment. Some teachers indicated that they use assessment results to guide their instructional decision-making. All staff consistently responded that technology is inadequate and unreliable for use.

**Documents and Artifacts:**

A review of professional learning community (PLC) meeting agendas and notes, the teacher handbook, professional development plans, school improvement plans, as well as school policies did not reveal the existence of a defined, school-specific instructional process that clearly inform students of learning expectations or ensures the effective use of formative assessments to guide and modify instruction.



**Improvement Priority**

Develop, implement and evaluate a formalized professional development plan by creating a calendar of purposeful professional learning aligned with the school's specific improvement plan in which all staff members are required to participate. The calendar should include, but not limited to, mentoring, coaching and induction programs which support instructional improvement consistent with the school's values and beliefs about teaching and learning. Attention should be devoted to curricular and instructional practices that integrate culturally responsive pedagogy. (Indicator 3.11)

**Student Performance Data:**

Student performance data, as detailed in the attachments of this report, are reflective of changes in state assessments between 2014 and 2015 and are indicative of student performance that is significantly below state averages. School results from 2014 SCPASS data revealed that 50.8 percent of students scored at the 'exemplary' and 'met' levels in English/language arts as compared to 'schools like ours' at 64.2 percent and at 76.9 percent statewide. Data results from the 2015 ACT Aspire revealed that 40.2 percent of students scored 'exceeding/ready' in English, 11.0 percent in reading, and 6.8 percent in writing. In contrast, data indicated 'schools like ours' scored 50 percent 'exceeding/ready' in English, 15.6 percent in reading, and 12.4 percent writing for this same assessment. Furthermore, statewide ACT Aspire scores showed 67.9 percent in English, 37.2 percent in reading and 24.4 percent in writing. SCPASS 2014 school data indicated that 43.0 percent scored at the 'exemplary' and 'met' levels in math with schools with 'students like ours' scoring at 57.7 percent and statewide at 72.6 percent respectively. Data reflected with the 2015 ACT Aspire results for the school that 26.7 percent scored 'exceeding/ready' with 'schools like ours' scoring at 33 percent and 46.7 percent statewide.

**Stakeholder Survey Data:**

Staff survey data suggested agreement that a professional learning program is in place; however, there was limited agreement as to how this program was designed to meet the various needs of staff and students. Ninety percent of staff agreed/strongly agreed that a "professional learning program is designed to build capacity among all professional and support staff members." Moreover, 95 percent of staff agreed/strongly agreed that "A formal process is in place to support new staff members in their professional practice." However, only 70 percent agreed/strongly agreed that "All staff members participate in continuous professional learning based on identified needs of the school."

**Stakeholder Interviews:**

In interviews, staff members were consistently unable to articulate a systematic professional development plan addressing the needs of the school. The principal described a set of topics that addressed a wide range of areas, but did not suggest a focus on particular needs that were aligned to the school's purpose and continuous improvement efforts. During interviews, teachers and administrators consistently referenced the fact that administrative instability has interfered with the school's ability to define or explain a consistent instructional process and/or align professional learning opportunities to the needs of the school, staff and students.

**Documents and Artifacts:**

Although the principal shared a list of professional development topics/activities that had been organized and could speak directly to training that had been offered to staff members throughout the school year, a review of documents provided by the school did not reveal a formalized plan for professional development. Professional development was mentioned in some documents, but there was no specific plan or calendar of professional learning activities that all staff members were expected to participate in as part of the school's continuous improvement efforts. Moreover, no evidence of this plan being evaluated was presented in the documents. Although some data existed to suggest that teachers meet to discuss and plan for the improvement of student achievement, there appeared to be no direct link to improved professional practice.

**Improvement Priority**

Establish and implement consistent school-wide assessment practices that include common, locally-developed formative and benchmarking assessments. Employ these assessment data to help differentiate instruction, improve instructional practices, determine verifiable improvement in student learning and evaluate program effectiveness. (Primary Indicator 5.1, Secondary Indicator 5.2)

**Student Performance Data:**

Student performance data, as detailed in the attachments of this report, indicate that learning opportunities are not differentiated. State assessment results show that growth is stagnant or has declined between 2013 and 2015 across grade levels with the exception of a slight increase by fourth grade in writing and social studies, fifth grade writing and social studies and sixth grade writing and social studies. ACT Aspire data indicate the school did not meet any of its academic goals in 2014, and trails the state by 27.7 percent in English, 26.2 percent in reading, 20 percent in math, and 17.6 percent in writing. These data suggest the school has not been effective in consistently implementing instructional practices that provide students with differentiated and challenging instruction that will substantiate program effectiveness.

**Classroom Observation Data:**

Classroom observation data revealed it was evident/very evident in 35 percent of classrooms that students have “differentiated learning opportunities and activities that meet her/his needs.” Likewise it was evident/very evident in 57 percent of classrooms that students were “actively engaged in the learning activities.” These data suggest a lack of student participation in learning opportunities that are differentiated and challenging and that will lead to verifiable improvement in student learning.

**Stakeholder Survey Data:**

Survey data revealed that 100 percent of staff agreed/strongly agreed with the statement, “Our school uses multiple assessment measures to determine student learning and school performance” and 95 percent of staff agreed/strongly agreed with the statement, “Our school employs consistent assessment measures across classrooms and courses.” Likewise, 97 percent of students agreed/strongly agreed with the statement, “My teachers use different activities to help me learn.” However, classroom observation data showed a lack of multiple assessment measures across classrooms and courses to support improved student learning as indicated in the Equitable Learning Environment results.

**Stakeholder Interviews:**

Interview data revealed staff members participate in professional development related to differentiated instruction to improve student learning; however, classroom observation data revealed limited displays of differentiated instruction. These results suggest that implementation of established school-wide assessment practices related to differentiation could lead to improvement in student learning and performance.

**Documents and artifacts:**

A review of the documents and artifacts indicated that teacher-generated, local/district and commercial assessments are collected and reviewed by staff; however, the school could benefit from consistent school-wide assessment practices that will lead to improved student learning and professional practice.

## 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.	1.83
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

### Standard 2 Governance and Leadership

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

Indicator	Description	Average Team Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	2.17
2.2	The governing body operates responsibly and functions effectively.	2.17
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.17
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.33
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.	2.33

### 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	1.00
2. Stakeholder Feedback Results and Analysis	2.00

## **Findings**

### **Improvement Priority**

Develop, implement, monitor and communicate a continuous improvement planning process that focuses on student performance, provides clear direction for improving conditions that support student learning and is aligned to the school's purpose. The process should include analyses of a broad range of data and clearly identified measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. Engage all stakeholders including school staff, parents and students in this process. (Indicator 1.3)

### **Student Performance Data:**

Student performance data, as detailed in the attachments of this report, reflect performance that is significantly below state averages and generally below 'schools like ours' averages. Student performance data reflect weak student achievement as noted in the school's Student Performance Diagnostic narrative that "students are not performing above expected levels in any subject area" and that "students performed well below the state average in all areas except for third grade math and sixth grade ELA." Weak student performance is further evidenced by the school's rating of "F" in 2012-2013 and 2013-2014 as noted on the South Carolina Report Card. While the school references gains in student achievement in third grade math and an increase in sixth grade social studies, comparisons to 'schools like ours' show that Bennettsville Intermediate School is outperformed. Some headway in achievement gaps has been made; however, gaps between subpopulations still exist. It is further noted that student performance in science has decreased in fourth through sixth grade. Of particular concern to the Diagnostic Review Team is that trend data from SCPASS and ACT Aspire indicate that reading and writing are the weakest areas of performance. Specifically, this is evidenced by ACT Aspire Writing results of which 6.7 percent of third grade students, 3.3 percent of fourth grade students and 3.8 percent of fifth grade students scored exceeding/ready. In ACT Aspire Reading, only 11.6 percent of third grade students, 11.5 percent of fourth grade students and 14 percent of fifth grade students scored exceeding/ready. These data suggest the school has not been effective in establishing a continuous improvement plan intended to improve student performance and strengthen professional practice in the classroom.

### **Stakeholder Survey Data:**

Survey data revealed that although 100 percent of staff agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures of growth," only 74 percent of parents agreed/strongly agreed with the statement, "Our school has established goals and a plan for improving student learning" and only 71 percent of parents agree/strongly agree with the statement, "Our school communicates effectively about the school's goals and activities," suggesting a disconnect between staff and parents regarding communication of the school's goals and the development of a process for continuous improvement. Similarly, 90 percent of staff agreed/strongly agreed with the statement "Our school has a systematic process for collecting, analyzing, and using data" and 85 percent of staff agreed/strongly agreed with the statement, "Our school leaders monitor data related to school continuous improvement goals," but only 67 percent of



parents agreed/strongly agreed with the statement, “Our school ensures that all staff members monitor and report the achievement of school goals,” suggesting not all stakeholders are involved in the monitoring and reporting of student achievement.

**Stakeholder Interviews:**

In interviews, teachers and administrators were consistently not able to present a documented process for continuously improving student learning that involved all stakeholders. Administrators noted that a vision and mission statement was crafted about four years ago, but has not been reviewed since given the administrative instability of the school. Staff and administrators noted the school maintains a data wall to track student progress; however, they did not indicate a broad range of data sources and could not articulate a comprehensive plan to help students in each progress category to reach measurable objectives. It was also not clear the extent to which parents are involved in the monitoring and support of students’ progress.

**Documents and Artifacts:**

A review of the school’s mission and vision statements, Student Improvement Council (SIC) meeting minutes and the school’s Title 1 Plan did not reveal a documented continuous improvement process that is aligned with the school’s purpose and direction or an analysis of a broad range of data. The submitted documents included no evidence of stakeholders’ engagement in developing, implementing, monitoring and communicating a continuous improvement planning process that is aligned to the school’s purpose.

## Resource Utilization

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

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

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

### Standard 4 Resource and Support System

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

Indicator	Description	Average Team Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	2.00
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.17
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	1.83
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	1.67
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	1.17

4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.17
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.17

## Conclusion

The leadership team and teachers of Bennettsville Intermediate School appear to genuinely care for the students and expressed concern about the school's performance. Isolated examples of effectiveness in teaching and classroom management were observed and evidence suggests that individually and in small groups, teachers sometimes work collaboratively to review data, make informed instructional decisions and plan improvement efforts.

The leadership team of Bennettsville Intermediate School is new to the school with both administrators having been appointed to their current positions shortly before the start of 2015-2016 school year. During interviews, the school's leadership and teachers indicated that a current set of shared values and beliefs for teaching and learning have not been formally identified and used to inform or drive the purpose and direction of the school. While there are current mission and vision statements for the school, no evidence existed to support the meaningful involvement of stakeholders in the development of, and any subsequent review and revision process. In fact, the principal stated the school's current mission statement had been developed about four years ago, but has not been reviewed since given the administrative instability of the school. Therefore, it will be extremely important for the entire school community to engage in a formalized process by which to review, revise and communicate the school's purpose and direction.

Interviews with staff members indicated they support a safe, orderly and equitable learning environment for all students. Most students and adults feel safe, welcomed and ready to engage in teaching and learning. The school has implemented efforts to promote positive student behavioral expectations with staff members acknowledging the need to implement a more organized, consistent behavior management system with clear goals and expectations that can be tracked and communicated to stakeholders. Although isolated examples of effectiveness in teaching and classroom management were observed, the quality of instruction varied from one room to the next with little instructional differentiation in place to meet the individual needs of students. Stakeholder interviews, survey data and a review of documents and artifacts substantiate a need for the school community to focus on cultivating a culture of shared responsibility among leadership and staff and a commitment to shared values and beliefs about teaching and learning that will ensure students receive an equitable, challenging, engaging and safe learning experience.

Interviews with the school's administrative team and staff suggest they are aware of many areas of needed improvement related to teaching and learning. The school's building leader spoke of holding staff, parents and students to high expectations in order to develop a positive culture that fosters a safe, orderly and challenging learning environment for all students. Although the school has utilized the Teacher Advanced Program (TAP) for the past two years to develop school-wide and individual grade level goals that encourage student academic growth, the leadership team expressed their desire to implement routine classroom walkthroughs that will result in meaningful feedback to assist teachers in improving their professional practice and, as a result, improve student performance and achievement outcomes. Stakeholder interviews, survey data and a review of documents and artifacts validate the

need for a comprehensive continuous program of professional learning that enables teachers to reflect, revise and evaluate their classroom practices to improve student learning outcomes.

The leadership team has worked on a daily basis to maximize instructional time through the development of a master schedule that includes grade level blocks of time for literacy and math. It should also be noted this schedule provides common planning time for teachers to collaborate on items specifically related to curriculum and assessment and staff members participate in weekly cluster meetings to discuss data-driven challenges and successes of all students. Although the sharing of instructional strategies to engage students as well as differentiate instruction is also part of this discussion, measures to ensure these conversations are having a direct impact on improved student performance and professional practice were not evident.

Addressing curriculum, instruction and assessment practices remain critical areas of needed improvement for the school. Classroom observation data revealed a lack of research-based, rigorous instruction being consistently implemented. Furthermore, high quality work and meaningful feedback was seldom. Assessment practices indicate teachers sometimes used data in purposeful ways to inform instruction with teacher interviews revealing the use of formative assessment data was rare. The school must find ways to actively engage teachers in collaboration related to curriculum alignment, assessment development, using data to assess student progress and differentiating instruction to meet the individual needs of students.

Leadership stability is another area of challenge for this school. Stakeholders repeatedly spoke of their desire for this leadership team to remain in place. Teachers indicated they have had four different principals in the last four years, making it extremely difficult to sustain improvement initiatives over time. Stakeholders spoke positively about the principal's visibility in the school and rapport with staff and students. They indicated his hands-on approach, positive energy, passion for his work and high-level of commitment to the staff and students is helping to create a family-oriented culture for the school. The principal has successfully utilized a team-building approach to gain the trust of stakeholders and has set high expectations for staff, students and parents. Furthermore, he has advocated for much needed resources for the school to address staffing, instructional materials, technology and facility needs.

Resource allocation to ensure the school maintains facilities, services and equipment to provide a safe, clean and healthy environment for staff and students was an area of concern for the Team. Interviews revealed the safety and cleanliness of the school was also an area of concern from administrators, staff, parents and students. The aged facility was not clean and in good working order. Moreover, serious safety concerns were conveyed during interviews, particularly on the back side of the school where students walk back and forth between sections of the building via a breezeway throughout the day. In addition, interview and classroom observation data revealed that staff and students have limited access to a range of media and information resources as well as technology to enhance the learning experiences and opportunities for students. The school had been without a media specialist for much of the school year and the lack of available technology makes it challenging for the school to meet the teaching, learning and operational needs of all staff and students. Although stakeholders clearly indicated the principal has advocated for much needed resources for the school, sustained fiscal

resources to support the school's purpose and direction and improve these conditions to ensure success for all students were limited.

While the school has made efforts to engage families in their children's education and keep them informed of their children's learning progress, interviews revealed parent activities continue to be attended by a few consistently active parents. The school does currently work with parent liaisons to meaningfully engage parents in the life of the school through personal contact and connections. However, efforts to reach a broader base of parents are needed to increase parental involvement and participation in the school as well as engage them in academically related activities and school decision-making.

Classroom observations, stakeholder interviews, stakeholder surveys and a review of documentation suggest the school has engaged in work to establish effective results-driven continuous improvement planning processes; however, the Diagnostic Review Team found little evidence to suggest the school engages stakeholders in the systemic and systematic processes of continuous improvement, nor are there systems in place to monitor and communicate the results of improvement efforts to stakeholders. Functions within the school are not directly aligned to the expected outcomes for student learning. The school has taken steps to effectively incorporate the Teacher Advanced Program (TAP) evaluation system; however, at the present time there are few effective mechanisms for ensuring high-quality delivery of curriculum, assessment and instruction or to use data to guide instructional decision-making. Interviews indicated the school has not identified key quality performance indicators with which to measure school effectiveness. In addition, at the present time, there is little evidence that data are being used to evaluate program progress over time; to monitor the impact of specific strategies in goal areas; or whether improvement goals are attained. The school must establish and commit to a clear set of performance metrics so that it can monitor and determine its ability to meet future improvement goals.

The school should use the findings from this review to guide the continuous improvement process using the following Improvement Priorities.

1. Create a formalized process for the vertical and horizontal implementation and collaboration of curriculum to further enhance student performance. Attention should be given to what can be learned from assessing curricular alignment across and within grade levels and content areas monitoring instructional practices and their effectiveness and evaluating alignment of instruction with assessment instruments.
2. Engage all staff members in a collaborative process to develop, implement, monitor and document a school-wide instructional framework. Utilize research-based instructional practices that prompt and support active learning; provide opportunities for student collaboration; are responsive to individual student needs; provide students with specific and timely feedback about their learning; encourage students to demonstrate ownership for their learning; provide

students exemplars of high quality work, as well as incorporate the effective integration of technology to support academic achievement.

3. Develop, implement and evaluate a formalized professional development plan by creating a calendar of purposeful professional learning aligned with the school's specific improvement plan in which all staff members are required to participate. The calendar should include, but not be limited to, mentoring, coaching and induction programs which support instructional improvement consistent with the school's values and beliefs about teaching and learning. Attention should be devoted to curricular and instructional practices that integrate culturally responsive pedagogy.
4. Establish and implement consistent school-wide assessment practices that include common, locally-developed formative and benchmark assessments. Employ these assessment data to help differentiate instruction, improve instructional practices, determine verifiable improvement in student learning and evaluate program effectiveness.
5. Develop, implement, monitor and communicate a continuous improvement planning process that focuses on student performance, provides clear direction for improving conditions that support student learning and is aligned to the school's purpose. The process should include analyses of a broad range of data and clearly identify measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. Engage all stakeholders including school staff, parents and students in this process.

## Team Roster

Lead Evaluator	Brief Biography
Dr. Lynn Simmers Indiana	Lynn Simmers is currently the Assistant Superintendent of Southwest Allen County Schools in Fort Wayne, IN. She has over twenty years of experience as a professional educator and is completing her seventeenth year of administration. Dr. Simmers has had various experiences as a Lead Evaluator of school and district External Reviews and Diagnostic Reviews. She serves as an AdvancED Field Consultant for the state of Indiana. Dr. Simmers also serves on the Indiana AdvancED State Council.
Team Members	
Judy Cheatwood South Carolina	Judy Cheatwood currently serves as a Priority Schools Transformation Coach and Consultant with the South Carolina Department of Education. Mrs. Cheatwood's tenure includes over 30 years of experience as a both teacher and administrator in the large, urban Akron Public School District (Ohio). Her teaching assignments included both regular and special education (K-12) classrooms; teaching as a Title I Reading Specialist and providing Speech and Hearing Therapy services to students. She has been a principal at all three levels: elementary, middle and high schools and has extensive experience in classroom, building, and district level analysis and problem solving, recommending solutions, and providing individualized professional learning experiences for teachers and administrators. She also served as a part-time instructor of classes at the University of Akron. Mrs. Cheatwood continues to work as an educational consultant through her independent agency, Academic Advances, Incorporated. She has worked extensively with the SREB High Schools That Work and Making Middle Grades Work initiatives and with the South Carolina Department of Education departments of Career Education and School Transformation as a Technical Assistance Visit (TAV) Team Leader and teacher trainer.
Dr. Connie Dennis South Carolina	Dr. Connie Dennis has served as an educator from 1978-1993. Her teaching experience ranges from early childhood to secondary levels. The administrative experience began with an elementary principalship from 1993-2000. She started a new job in 2000 as an assistant superintendent which led to the superintendency in January 2008. Through all of the opportunities, she still remains "a teacher and strong advocate for public education."
Mr. Anthony Fynn Georgia	Anthony Fynn began working at AdvancED as a Software Engineer at AdvancED in June 2015. He received his Bachelor's and Master's degrees from Grinnell College and Washington University in St Louis respectively. He has worked as a Software Engineer for 10 years now, but only a year in the education sector, which is with AdvancED. At AdvancED, he helps with maintaining software that interfaces with ASSIST and eleot.
Dr. Annette Melton South Carolina	Dr. Melton has over 30 years of experience at the elementary level. She completed the Ph.D. program for Educational Leadership at the University of South Carolina in 2009 and is currently principal of Kershaw Elementary in Lancaster, SC. She is a trained Lead Evaluator. She has experience as an assistant principal, school counselor and primary teacher. Dr. Melton was a member of the S.C. state council for several years and served as chair during the 2006 year. She served as a Reader Reviewer for school and district reports



	and has participated in school and district reviews.
Dr. Machell Sprauve South Carolina	Dr. Sprauve is a certified math teacher in Florence, S.C. During her professional teaching career she has taught a variety of secondary mathematics courses. She began teaching at Britton's Neck High School (1 year), then Darlington High School (9 years), and is currently at Wilson High School (9+ years). She has many responsibilities that include teaching and monitoring students in and out of the classroom; assisting the principal and the assistant principals in teacher leadership roles pertaining to curriculum and instruction and student academic interventions. She received her AS in Computer Technology from Horry-Georgetown Technical College; BS in Mathematics from Francis Marion University; MS in Curriculum and Instruction from Capella University; and PhD in Educational Leadership from Capella University.

## 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.

## References

- Alwin, L. (2002). The will and the way of data use. *School Administrator*, 59(11), 11.
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180.
- Chartered Institute of Personnel and Development. (2012). *Shared purpose: the golden thread?* London: CIPD.
- Colbert, J., Brown, R., Choi, S., & Thomas, S. (2008). An investigation of the impacts of teacher-driven professional development. *Teacher Education Quarterly*, 35(2), 134-154.
- Conley, D.T. (2007). *Redefining college readiness* (Vol. 3). Eugene, OR: Educational Policy Improvement Center.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: Center on Educational Governance, USC.
- Dembosky, J., Pane, J., Barney, H., & Christina, R. (2005). *Data driven decision making in Southwestern Pennsylvania school districts*. Working paper. Santa Monica, CA: RAND.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29 (4), 40-51.
- Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? *T.H.E. Journal*, 30(10), 19-21.
- Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An analysis of perceptions concerning special interest groups and educational governance. *Journal of School Leadership*, 8, 373-398.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. *Educational Administration Quarterly*, 42 (62), 61-89.
- Greene, K. (1992). Models of school-board policy-making. *Educational Administration Quarterly*, 28 (2), 220-236.
- Hornig, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. *American Journal of Education* 116, (4) 492-523.
- Lafee, S. (2002). Data-driven districts. *School Administrator*, 59(11), 6-7, 9-10, 12, 14-15.
- Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48 (387). 388-423.

Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), *Organizational learning and school improvement* (p. 239-266). Greenwich, CT: JAI Press.

McIntire, T. (2002). The administrator's guide to data-driven decision making. *Technology and Learning*, 22(11), 18-33.

Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L. (2003). Examination of resource allocation in education: connecting spending to student performance. Austin, TX: SEDL.

## 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	41.1	42.8	36.3	40.2	67.9
Reading	11.6	11.5	14.0	11.0	37.2
Math	40.9	22.1	16.2	26.7	46.7
Writing	6.7	3.3	3.8	6.8	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

#### Plus

- English scores indicate 42.8 percent are ready at Grade 4, a small percent higher than Total School (40.2 percent).
- Math scores indicate 41.1 percent are ready at Grade 3, a higher percent than Total School (26.7 percent).

#### Delta

- Total Reading scores in Grades 3-5 (11 percent) are significantly lower than the percent Ready State (37.2 percent)
- Total Writing scores (6.8 percent) are significantly lower than the percent Ready State (24.4 percent).

### Percentages of Students Meeting Grade Level Standards at the School on the SCPASS by Grade Level (2012-2013, 2013-2014, 2014-2015)

	Grade 4			Grade 5			Grade 6		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
Writing	N/A	37.8	37.3	N/A	69.4	59.2	N/A	58.6	42.9
ELA	N/A	38.2	57.9	N/A	61.8	66.2	N/A	47.5	50.3
Math	N/A	30.1	46.0	N/A	44.7	52.1	N/A	46.6	54.8
Science	26.7	29.4	31.0	39.0	47.5	49.3	27.8	30.5	42.3
Social Studies	57.3	51.5	51.6	51.5	58.1	52.2	54.8	54.2	51.9

#### Plus

- Writing indicates increases in Grades 4-6.
- Social Studies indicates some growth in Grades 4-6.

#### Delta

- ELA indicates a need for interventions in Grades 4-6.
- Math indicates a need for interventions in Grades 4-6.

## 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. 82 percent of parents agreed/strongly agreed with the statement, "My child knows the expectations for learning in all classes."
2. 79 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."
3. 79 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers give work that challenges my child."
4. 100 percent of staff agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning."
5. 100 percent of staff agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
6. 100 percent of staff agreed/strongly agreed with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."
7. 100 percent of students agreed/strongly agreed with the statement, "In my school my principal and teachers want every student to learn."
8. 98 percent of students agreed/strongly agreed with the statement, "My teachers help me learn things I will need in the future."
9. 98 percent of students agreed/strongly agreed with the statement, "My teachers tell me how I should behave and do my work."
10. 98 percent of students agreed/strongly agreed with the statement, "My teachers always help me when I need them."

**$\Delta$  Delta:**

1. 61 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
2. 67 percent of parents agreed/strongly agreed with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."
3. 68 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."
4. 69 percent of parents agreed/strongly agreed with the statement, "My child is prepared for success in the next school year."
5. 70 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."

**Leadership Capacity**

(Standards 1 and 2)

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

1. 79 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. 79 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers give work that challenges my child."
3. 78 percent of parents agreed/strongly agreed with the statement, "My child has administrators and teachers that monitor and inform me of his/her learning progress."
4. 100 percent of staff agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measure of growth."
5. 100 percent of staff agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning."
6. 100 percent of staff agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
7. 100 percent of students agreed/strongly agreed with the statement, "In my school my principal and teachers want every student to learn."
8. 98 percent of students agreed/strongly agreed with the statement, "In my school I am learning new things that will help me."
9. 99 percent of students agreed/strongly agreed with the statement, "In my school my teachers want me to do my best work."

**Δ Delta:**

1. 63 percent of parents agreed/strongly agreed with the statement, "Our school's governing body does not interfere with the operation or leadership of our school."
2. 67 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."
3. 68 percent of parents agreed/strongly agreed with the statement, "Our school's governing body operates responsibly and functions effectively."
4. 68 percent of parents agreed/strongly agreed with the statement, "Our school shares responsibility for student learning with its stakeholders."
5. 68 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."
6. 70 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."

**Resource Utilization**

(Standard 4)

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

1. 95 percent of staff agreed/strongly agreed with the statement "Our school provides qualified staff members to support student learning."
2. 95 percent of staff agreed/strongly agreed with the statement "Our school provides instructional time and resources to support our school's goals and priorities."
3. 97 percent of students agreed/strongly agreed with the statement "My school has computers to help me learn."

**Δ Delta:**

1. 70 percent of students agreed/strongly agreed with the statement "My school is safe and clean."
2. 70 percent of staff agreed/strongly agreed with the statement "Our school maintains facilities that contribute to a safe environment."
3. 70 percent of staff agreed/strongly agreed with the statement "Our school provides opportunities for students to participate in activities that interest them."
4. 70 percent of staff agreed/strongly agreed with the statement "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)."
5. 57 percent of parents agreed/strongly agreed with the statement "Our school ensures the effective use of financial resources."
6. 65 percent of parents agreed/strongly agreed with the statement "Our school ensures that instructional time is protected and interruptions are minimized."
7. 68 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."
8. 68 percent of parents agreed/strongly agreed with the statement "Our school provides excellent support services (e.g., counseling, and/or career planning)."



## Diagnostic Review Schedule

### Sunday – April 24, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	
4:00 p.m. – 5:30 p.m.	Orientation and Planning Session  Team Work Session #1 <ul style="list-style-type: none"> <li>Identify what is known about the school</li> <li>Present an overview and develop an understanding of the school's assessment of each Standard and its indicators</li> <li>Highlight potential Powerful Practices and/or Improvement Priorities</li> <li>Review preliminary ratings of Standards and indicators</li> <li>Prepare for Day One               <ul style="list-style-type: none"> <li>eleot™ observation data and procedures</li> <li>Review schedule and assignments</li> <li>Identify questions for Day One interview sessions as determined by the review of the school's documents/evidence (Executive Summary, Self Assessment, Improvement Plan, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, Assurances, etc.)</li> <li>Examine additional artifacts</li> </ul> </li> </ul>	Hotel Conference Room	Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBA	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members
7:30 p.m. – 9:00 p.m.	Continue with Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

### Monday – April 25, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:45 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 a.m. – 11:50 a.m.	Stakeholder Interviews / Classroom Observations (See Individual Team Member Schedules)  Individual interviews: <ol style="list-style-type: none"> <li>all administrators</li> <li>25% of professional staff (representing a cross-section of the faculty)</li> <li>school leadership team</li> </ol> Small groups (3-5 persons) interviews should be scheduled for <ol style="list-style-type: none"> <li>parent leaders</li> <li>students</li> <li>support staff</li> </ol>	Classrooms	Diagnostic Review Team Members (working in pairs or as individuals)
11:50 a.m. – 12:30 p.m.	Lunch / Team Debriefing <ul style="list-style-type: none"> <li>Enter eleot observations into spreadsheet</li> </ul>	Team Meeting Room	Diagnostic Review Team Members
12:30 – 3:00 p.m.	Continued Classroom Observations / Stakeholder Interviews (See Individual Team Member Schedules)		Diagnostic Review Team Members

			(working in pairs or as individuals)
3:00 – 4:00 p.m.	Artifact Review	Team Meeting Room	Diagnostic Review Team Meeting
4:00 p.m. – 6:00 p.m.	Team returns to hotel / Dinner	Hotel	
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 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

**Tuesday – April 26, 2016**

Time	Event	Where	Who
	Breakfast	Hotel	
7:45 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 a.m. – 3:00 p.m.	Continue interviews and artifact review; conduct classroom observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		Diagnostic Review Team Members
4:00 p.m. – 6:00 p.m.	Return to Hotel / Dinner	Hotel	
6:00 p.m. – 9:00 p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator) Review findings from Tuesday Tabulate and review final eleot™ Learning Environment ratings Team Members determine individual final ratings for all indicators  The team should examine and reach consensus on: <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 (eleot)</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.	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, Powerful Practices</li> <li>• Detailed evidence for all of the findings</li> </ul>	Team Meeting Room	Diagnostic Review Team Members

	<ul style="list-style-type: none"> <li>• eleot™ summary statements and narrative by learning environment</li> <li>• Leadership Assessment Addendum</li> <li>• Stakeholder Survey Plus/Delta</li> <li>• Student Performance Data Table</li> </ul>		
11:00 a.m.-12:00 p.m.	Working Lunch (Note: Team Members are invited, but not required to stay for Exit Meetings.)	Team Meeting Room	Diagnostic Review Team Members
12:00 p.m. – 12:10 p.m.	Principal's Exit Meeting	Office	Lead Evaluator
Written Report	The Team's written report will be provided to the school or DOE within 30 days following the on-site Diagnostic Review.		Lead Evaluator