DIAGNOSTIC REVIEW REPORT

FOR

MACEDONIA ELEMENTARY SCHOOL

556 Bridge Road
Blackville, SC
29817

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Principal

April 12–15, 2016

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Introduction

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes the in-depth examination of evidence and relevant performance data, interviews with groups, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the Diagnostic Review Team arrived at a set of findings contained in this report.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED Diagnostic Review Team uses AdvancED Standards, associated Indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Standards, Indicators and related criteria are evaluated using Indicator-specific performance levels. The Team rates each Indicator and criterion on a scale of 1 to 4. The final scores assigned to the Indicators and criteria represent the average of the Diagnostic Review Team Members' individual ratings.

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 Indicator rating, an Improvement Priority has been identified by the Team to guide improvement efforts. Improvement Priorities are supported by extensive explanation and

rationale to give leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

The Review

Macedonia Elementary School hosted a Diagnostic Review on April 12–15, 2016. The on-site review involved a five-member team that provided its knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of its findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Macedonia Elementary School for the warm welcome throughout the visit. Faculty, staff and administration are commended for their thorough preparations, prompt response to the Team's varied requests and commitment to the process.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through email to complete the initial intensive study, review and analyze various documents provided by the school. The Lead Evaluator conducted conference calls with the principal. Staff members planned and conducted the Internal Review deliberately and thoughtfully. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school Self Assessment and other diagnostics were provided in a variety of methods (e.g., email, on-site in binders, upon request while on-site).

A total of 84 stakeholders were interviewed and 24 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, the school leaders, faculty and staff were reflective and open in discussing their continuous improvement efforts for Macedonia Elementary School.

Stakeholder Interviewed	Number
Administrators	3
Instructional Staff	25
Support Staff	7
Students	45
Parents/Community/Business Leaders	4
TOTAL	84

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	Review Team Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.00
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.40
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.80
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.60
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00
3.6	Teachers implement the school's instructional process in support of student learning.	1.80
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.	1.80
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.	1.20
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1.80
3.11	All staff members participate in a continuous program of professional learning.	2.40
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.20

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	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.20
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	1.60
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.60
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.20
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	1.20

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	Review Team Score
1. Assessment Quality	4.00
2. Test Administration	3.00
3. Quality of Learning	1.80
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 observations during the review process and provide ratings on 30 items based on a four-point scale (4=every evident; 3-evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.

Overall eleot™ Ratings

- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring & Feedback
- F. Well-Managed Learning
- G. Digital Learning

A. 2.0 B. 1.8 C. 2.2 D. 1.8 E. 2.0 F. 2.5 G. 1.0
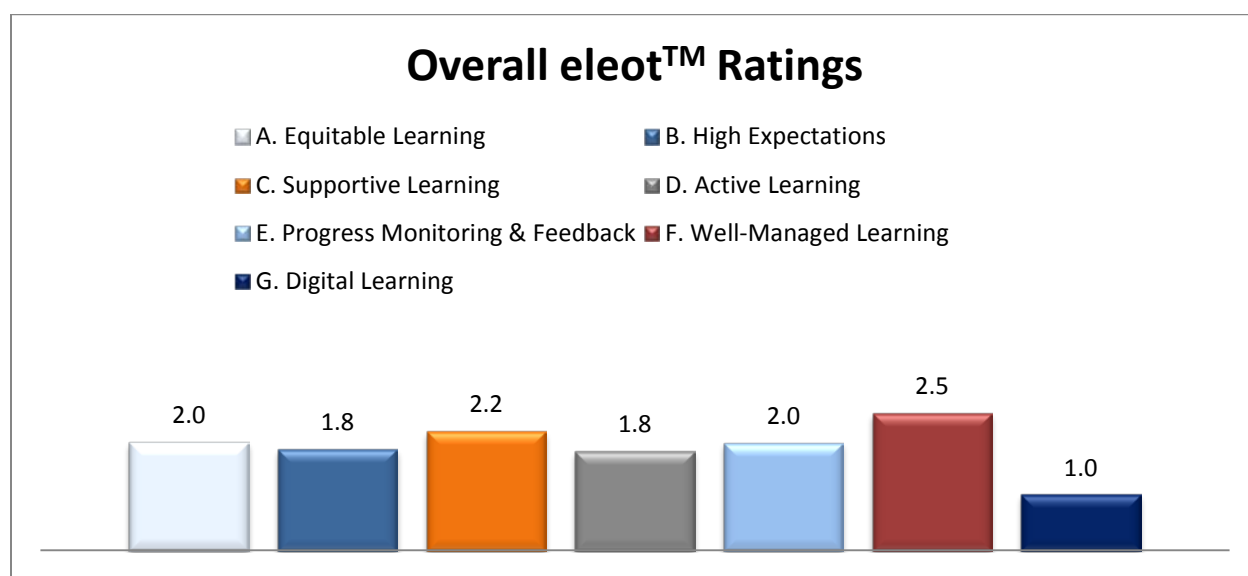
eleot™ Summary Statement

The Diagnostic Review Team conducted 24 classroom observations using the eleot™ classroom observation tool. The overall average ratings for all learning environments ranged from 1.0 to 2.5 on a four-point scale. Of the seven learning environments, the Well-Managed Learning Environment ranked the highest, and the Digital Learning was ranked the lowest. Two learning environments, High Expectations and Active, were rated a 1.8 on a four-point scale. Finally, the Progress Monitoring Learning Environment was rated 2.0, and the Supportive Learning Environment earned a rating of 2.2.

Overall, all Learning Environments emerged as areas that need improvement in order to increase instructional capacity and student learning. Observers noted instruction primarily was teacher-directed. Teachers typically used worksheets, seatwork and whole group instruction. Teachers were often

observed at their desks during instructional time. The higher ratings given in the Well-Managed Learning Environment resulted from students generally being on task and compliant. In a few classrooms, observers reported students were engaged and demonstrated excitement about their learning. However, student and teacher use of technology seldom occurred. Collectively, the Digital Learning Environment ratings indicated that technology use was almost non-existent and could be significantly improved. In the one classroom where students were observed using technology, they used the Promethean Board as directed by the teacher.

Moreover, instruction frequently lacked rigor. In many classrooms, students did not convey excitement about learning as many students worked independently at their desks, and often the task was to complete a worksheet. In one classroom, the teacher displayed instructions for the class period on the board and students worked to complete those assignments while the teacher remained at her desk. Many teachers did not monitor students as they completed assignments as a way to provide immediate feedback. Few high-yield, research-based instructional strategies were observed. The Team was particularly concerned by the lack of rigor, excitement, creativity, differentiation and high expectations observed in most classrooms. Establishing instructional non-negotiables that require teachers to effectively use high-yield, research-based instruction every day in every class and focusing on strategies that have the potential for significant impact based on empirical research can positively impact instructional practices, thereby increasing student learning.

eleot^{TM} Analysis by Learning Environment

Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment						
A.1	**1.5**	Has differentiated learning opportunities and activities that meet her/his needs	0%	8%	33%	58%
A.2	**2.4**	Has equal access to classroom discussions, activities, resources, technology, and support	17%	33%	25%	25%
A.3	**2.6**	Knows that rules and consequences are fair, clear, and consistently applied	21%	33%	33%	13%
A.4	**1.3**	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4%	0%	21%	75%
Overall rating on a four-point scale:	**2.0**					

Equitable Learning Environment

The overall rating for the Equitable Learning Environment was a 2.0 on a four-point scale. Observers noted it was evident/very evident that students had "differentiated learning opportunities and activities that meet her/his needs" (A1) in eight percent of the classrooms, suggesting data were seldom used to design and implement instruction. Instances of students having "ongoing opportunities to learn about their own and other's backgrounds/cultures/differences" (A4) were evident/very evident in only four percent of the classrooms. Observers reported it was evident/very evident in 50 percent of the classrooms that students had "equal access to classroom discussions, activities, resources, technology, and support" (A2), suggesting that in half of the classrooms these important learning conditions were not evident. In 54 percent of the classrooms, it was evident/very evident students, "knew rules and consequences are fair, clear and consistently applied" (A3).

		B. High Expectations Environment				
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	**2.3**	Knows and strives to meet the high expectations established by the teacher	13%	29%	29%	29%
B.2	**2.0**	Is tasked with activities and learning that are challenging but attainable	4%	21%	42%	33%
B.3	**1.6**	Is provided exemplars of high quality work	0%	17%	29%	54%
B.4	**1.6**	Is engaged in rigorous coursework, discussions, and/or tasks	0%	4%	54%	42%
B.5	**1.8**	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	17%	42%	42%
Overall rating on a four-point scale:		**1.8**				

High Expectations Learning Environment

Overall the High Expectations Learning Environment average rating was a 1.8 on a four-point scale. Observers noted students generally were compliant and often passive learners. Instances of students "engaged in rigorous coursework, discussions and/or tasks" (B4), for example, were evident/very evident in only four percent of the classrooms. In 25 percent of the classrooms, it was evident/very evident students were "tasked with activities and learning that are challenging but attainable" (B2). In 42 of classrooms, it was evident/very evident that students knew and strived to meet "the high expectations established by the teacher" (B1). Observers reported in 17 percent of the classrooms, it was evident/very evident that students were "provided exemplars of high-quality work" (B3) and "asked and responded to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" (B5). Providing students exemplars of high-quality work is a powerful tool to help them understand the characteristics of proficient work.

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	**2.5**	Demonstrates or expresses that learning experiences are positive	17%	25%	46%	13%
C.2	**2.4**	Demonstrates positive attitude about the classroom and learning	21%	25%	29%	25%
C.3	**2.0**	Takes risks in learning (without fear of negative feedback)	4%	25%	38%	33%
C.4	**2.3**	Is provided support and assistance to understand content and accomplish tasks	8%	33%	42%	17%
C.5	**1.6**	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0%	8%	46%	46%
Overall rating on a four-point scale:	**2.2**					

Supportive Learning Environment

The Supportive Learning Environment earned an average overall rating of 2.2 on a four-point scale. Students demonstrating or expressing "that learning experiences are positive" (C1) were evident/very evident in 42 percent of the classrooms. In addition, observers reported in 46 percent of the classrooms, it was evident/very evident that students had a "positive attitude about the classroom and learning" (C2). In 29 percent of the classrooms, it was evident/very evident that students took "risks in learning (without fear of negative feedback)" (C3). Instances of students being provided "support and assistance to understand content and accomplish tasks" (C4) were evident/very evident in 46 percent of the classrooms. In eight percent of the classrooms, it was evident/very evident that teachers provided students "additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5).

		D. Active Learning Environment				
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	**1.7**	Has several opportunities to engage in discussions with teacher and other students	4%	21%	17%	58%
D.2	**1.7**	Makes connections from content to real-life experiences	8%	13%	21%	58%
D.3	**2.0**	Is actively engaged in the learning activities	13%	13%	38%	38%
Overall rating on a four-point scale:		**1.8**				

Active Learning Environment

The overall rating for the Active Learning Environment was 1.8 on a four-point scale. Observers noted it was evident/very evident in 25 percent of the classrooms that students had "several opportunities to engage in discussions with teacher and other students" (D1). Instances of students "actively engaged in the learning activities" (D3) were evident/very evident in only 26 percent of the classrooms. Finally, in 21 percent of the classrooms, it was evident/very evident that students made "connections from content to real-life experiences" (D2).

E. Progress Monitoring & Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	**2.2**	Is asked and/or quizzed about individual progress/learning	8%	29%	38%	25%
E.2	**2.2**	Responds to teacher feedback to improve understanding	13%	25%	33%	29%
E.3	**2.1**	Demonstrates or verbalizes understanding of the lesson/content	0%	33%	42%	25%
E.4	**1.6**	Understands how her/his work is assessed	0%	13%	33%	54%
E.5	**1.7**	Has opportunities to revise/improve work based on feedback	4%	8%	42%	46%
Overall rating on a four-point scale:	**2.0**					

Progress Monitoring and Feedback Learning Environment

The overall average rating for the Progress Monitoring Learning Environment was a 2.0 on a four-point scale. In 12 percent of the classrooms, it was evident/very evident students had "opportunities to revise/improve work based on feedback" (E5), suggesting this important practice is not common across classrooms. Instances of students being "asked and/or quizzed about individual progress/learning" (E1) were evident/very evident in 37 percent of the classrooms. In 38 percent of the classrooms, it was evident/very evident students responded to "teacher feedback to improve understanding" (E2). In 33 percent of the classrooms, it was evident/very evident students demonstrated or verbalized "understanding of the lesson/content" (E3). Finally, in 13 percent of the classrooms, it was evident/very evident that students understood how her/his work is assessed" (E4).

		F. Well-Managed Learning Environment				
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	**2.8**	Speaks and interacts respectfully with teacher(s) and peers	21%	50%	13%	17%
F.2	**2.8**	Follows classroom rules and works well with others	21%	50%	13%	17%
F.3	**2.4**	Transitions smoothly and efficiently to activities	13%	42%	21%	25%
F.4	**1.9**	Collaborates with other students during student-centered activities	17%	13%	17%	54%
F.5	**2.7**	Knows classroom routines, behavioral expectations and consequences	21%	42%	21%	17%
Overall rating on a four-point scale:		**2.5**				

Well-Managed Learning Environment

Of the seven learning environments, Well-Managed was the highest rated with an overall average score of 2.5 on a four-point scale. Observers noted students generally complied with teacher instructions, but often students' disruptive talking and call outs resulted in loss of instructional time. In 63 percent of the classrooms, for example, it was evident/very evident that students knew "classroom routines, behavioral expectations and consequences" (F5). Instances of students speaking and interacting "respectfully with teachers and peers" (F1) and "following classroom rules and works well with others" (F2) were evident/very evident in 71 percent of the classrooms. Students transitioning "smoothly and efficiently to activities" (F3) were evident/very evident in 55 percent of the classrooms. In 30 percent of the classrooms, it was evident/very evident students collaborated "with other students during student-centered activities" (F4). Actively engaging students in their learning by tapping into and piquing their interests can eliminate many classroom misbehaviors as it motivates students to work on the assigned task.

		G. Digital Learning Environment				
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	**1.0**	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	0%	0%	100%
G.2	**1.0**	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	0%	0%	100%
G.3	**1.0**	Uses digital tools/technology to communicate and work collaboratively for learning	0%	0%	4%	96%
Overall rating on a four-point scale:		**1.0**				

Digital Learning Environment

The overall average rating for the Digital Learning Environment was 1.0 on a four-point scale. A few teachers used technology for instructional purposes. On the other hand, instances of students using "digital tools/technology to communicate and work collaboratively for learning" (G3) were evident/very evident in zero percent of the classrooms. In zero classrooms were students observed using digital tools/technology to "gather, evaluate and/or use information for learning" (G1) or to "conduct research, solve problems and/or create original works for learning" (G2). Putting technology in the hands of students can motivate and engage them to want to learn.

Findings

Improvement Priority 3.2

Establish a systematic process to analyze data from a variety of sources and use findings to regularly design and modify instruction (e.g., differentiated student learning tasks, small group) and assessment practices based on the identified learning needs of each student. (Indicator 3.2)

Student Performance Data

Student performance data, as detailed in the addendum of this report, showed a school-wide downward trend in overall academic performance, suggesting the school had not been effective in meeting the learning needs of a large number of students. Of particular concern were the 2015 ACT Aspire results, which indicated that in reading for combined grades 3–6, only 14.6 percent of students read on grade level compared to 37.2 percent statewide. In writing, 7.9 percent of students scored at grade level compared to 24.4 percent statewide. Likewise, in mathematics, 27.7 percent of students performed at grade level compared to 46.7 percent statewide.

Stakeholder Surveys Data

Survey data indicated 63 percent of staff agreed/strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction and assessment based on data and examination of professional practice," suggesting a third of staff members lacked knowledge of this monitoring process. The school employed a variety of assessments as shown by 80 percent of parents who agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."

Stakeholder Interview Data

Interview data revealed the school used a variety of assessments, the Development Indicators of Assessment Learning (DIAL 4), the Measures of Academic Progress (MAP) and CASE 21 to generate data on student learning. Interview data also indicated students rarely collaborated with other students as evidenced by their responses when asked if they worked in small groups, "Sometimes we are put in groups," "We rarely do that" and "We do independent work." Interview data revealed the principal collected MAP data and met with students to discuss emerging concerns. Interviews with school leadership and staff members showed that assessment data were used for a variety of reasons (e.g., monitor student progress, set and track student goals) but rarely for the purpose of designing instruction to meet the individual needs of students in core classes. Additionally, interview data indicated teachers generally could not articulate a process for using data to improve student learning in core content areas. Classroom observation supported these findings as observers noted most instruction was whole group, teacher-directed and based primarily on pacing guides with little consideration given to student assessment data.

Documents and Artifacts

A review of the teacher handbook, professional learning community meeting agendas, lesson plans and other documents failed to uncover the existence of a school-wide process that ensured teachers analyze

data from a variety of sources and use findings to routinely differentiate instruction to address gaps in student learning.

Improvement Priority
Establish, execute and monitor a systematic process to implement and revise instructional practices that provide all students with equitable, engaging and challenging learning experiences (e.g., collaboration, differentiation, connections to other content areas, critical thinking, reflection to ensure all students achieve learning expectations.) (Indicator 3.3)

Student Performance Data
Student performance data, as detailed in the attachment of this report, showed a downward trend in overall academic performance and revealed that many content area and grade level scores were significantly below state averages. The school has not been effective in meeting the learning needs of all students. The Team was specifically concerned about the 2015, ACT Aspire results that indicated the combined scores for grades 3–6 showed only 14.6 percent of students read on grade level compared to the state average of 37.2 percent. In addition, writing scores also indicated that only 7.9 percent of students at Macedonia Elementary School scored on grade level in writing compared to the state average of 24.4 percent. Likewise, in mathematics, 27.7 percent of students performed at grade level while the state average was 46.7 percent.

Classroom Observation Data
Observation data, as detailed in the Teaching and Learning Impact section of this report, revealed teachers generally used whole group, teacher-directed instructional strategies. Students having "differentiated learning opportunities and activities that meet her/his needs" were evident/very evident in only eight percent of the classrooms, revealing an opportunity to leverage this powerful instructional strategy to meet the academic needs of all students. Additionally, it was evident/very evident in just 26 percent of the classrooms that students were "actively engaged in the learning activities," suggesting three fourths of the students could not confirm these important practices occurred. Infusing collaboration, differentiation and critical thinking experiences into instructional practices can improve student engagement and increase student achievement.

Stakeholder Survey Data
Survey data varied across and within stakeholder groups. Results, for example, on the 2015 South Carolina School Climate Survey showed that only 58 percent of parents agreed/strongly agreed with the statement, "I am satisfied with the learning environment at my child's school." On the other hand, stakeholder feedback data revealed 91 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities." In addition, 70 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." Survey data indicated 86 percent of early elementary students in grades 3–6 agreed with the statement, "In my school, my teachers want me to do my best work."

Stakeholder Interview Data

Interview data revealed staff members participated in professional development activities during cluster meetings every Tuesday and on early release days. Interview data revealed school-wide professional development activities this school year had primarily focused on Explicit Direct Instruction. Interview data indicated teachers generally could not articulate a process for using data to drive instructional next steps in core classes. Finally, data from interviews revealed most teachers had not been adequately trained to analyze data and use findings to specifically identify the individual needs of each student and to design and modify instruction to address identified academic needs.

Documents and Artifacts

A review of documents (e.g., teacher handbook, professional development plans, department and grade level minutes, classroom observations, school policies, lesson plans, pacing guides) did not reveal articulated expectations from school leaders regarding the use of research-based instructional practices (e.g., collaboration, differentiation, critical thinking, application). Most lesson plans lacked strategies to differentiate student learning tasks. While several effective instructional strategies were infused in lesson plans, teachers rarely designed and articulated differentiated, individualized or small group instruction in their lesson plans. Observation data supported the lack of differentiated instruction, student collaboration, higher order questions and teacher and student excitement that occurred in most classrooms. Implementing highly effective instructional strategies that meet the needs of each student could improve student learning. Professional development activities and coaching facilitated by master teachers were designed to build a school of highly effective teachers; however, these practices had not fully manifested in daily instruction.

Improvement Priority

Design, implement and evaluate a variety of effective family engagement strategies through which school leaders, faculty and staff members actively involve families in meaningful ways in their children's education and keep them informed of their children's learning progress. (Indicator 3.8)

Stakeholder Survey Data

Stakeholder feedback data revealed family engagement was low and expectations for family involvement varied across the school community. Although 91 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," interview data showed active engagement of families seldom occurred. Only 58 percent of parents agreed/strongly agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school," and only 61 percent of staff members agreed/strongly agreed with the statement, "All school personnel regularly engage families in their children's learning progress." South Carolina School Climate Survey data showed that only 54 percent of parents marked good/very good for the statement, "The school is interested in parents' ideas and opinions." Parents also marked good/very good 62 percent of the time for the statement, "The school makes efforts to get important information from parents." South Carolina School Climate Survey data also showed that 56 percent of the parents agreed/strongly agreed with the statement, "My child's school includes me in decision-making." In addition, 77 percent of staff members agreed/strongly agreed with the statement, "Our school leaders provide opportunities for stakeholders to be involved in the school." Parent involvement can have a powerful effect on student learning.

Stakeholder Interview Data

Interview data revealed concerns expressed by teachers regarding the lack of strategies used to involve families. Interview data also showed teachers frequently waited until report cards were due before making grades available through the Parent Portal. The majority of parents expressed the need to maximize the usefulness of the Parent Portal by having teachers maintain more up-to-date information (e.g., student progress, attendance). Parents shared their desire for more timely access to student grades and progress through the school online portal, sharing that up-to-date information could facilitate their and other families' participation in the learning process. Allowing parents to access student progress in a timely manner rather than at the end of a reporting period could provide families the opportunity to implement immediate interventions at home or promptly support intervention initiated by teachers at school.

Documents and Artifacts

A review of Parent, Teacher, Student Organization (PTSO) and School Improvement Council (SIC) attendance rosters indicated an average of approximately 21 parents attended the 2015–2016 PTSO and SIC meetings. The Team reviewed meeting agenda items from the Parent, Teacher, Student Organization and the School Improvement Committee meetings and found only one agenda focused on parental rights and involvement (i.e., Title I Annual Meeting 10/22/2015). No meeting agendas were provided for the spring of 2016.

Leadership Capacity

The capacity of leadership to ensure institution progress toward its stated objectives is an essential element of organizational effectiveness. Institution 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	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.20
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	1.80
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.60

Standard 2 Governance and Leadership
The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	2.00
2.2	The governing body operates responsibly and functions effectively.	2.20
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.20
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.40
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.20

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score
1. Questionnaire Administration	1.00
2. Stakeholder Feedback Results and Analysis	3.00

Findings

Improvement Priority

Establish, articulate, communicate, implement and monitor a process of continuous improvement that unites all stakeholders through a shared purpose and direction, which is collaboratively created and regularly revisited. Monitor the implementation of improvement plan activities to determine progress toward reaching goals. (Primary Indicator 1.1, Secondary 1.3)

Student Performance Data

Student performance data, as detailed in an attachment of this report, indicated school-wide student achievement was not improving. For instance, scores decreased in overall academic performance. The Team noted student scores generally ranked below state averages. For example, the 2015 ACT Aspire results showed the reading score in combined grades 3–6 was 14.6 percent, which was lower than the state average of 37.2 percent. In writing, 7.9 percent of students scored on grade level in writing as compared to the state average of 24.4 percent, and in mathematics, 27.7 percent of students performed at grade level as compared to 46.7 percent statewide.

Stakeholder Survey Data

Stakeholder survey data revealed the school functioned under the umbrella of the district vision and mission statements, and 80 percent of staff members and 75 percent of parents agreed/strongly agreed with the statement, "Our school purpose statement is clearly focused on student success." Conversely, only 55 percent of staff members agreed/strongly agreed that "Our school purpose statement is formally reviewed and revised with involvement from stakeholders," and 67 percent of parents agreed/strongly agreed with the statement, "Our school purpose statement is formally reviewed and revised with involvement from parents." Only 65 percent of staff members agreed/strongly agreed with the statement, "Our school purpose statement is based on shared values and beliefs that guide decision-making." Survey data indicated that 69 percent of parents agreed/strongly agreed, "Our school has a continuous improvement process based on data, goals, actions and measures for growth," and 75 percent agreed/strongly agreed with the statement, "Our school has established goals and a plan for improving student learning."

Stakeholder Interview Data

Interview data revealed the current vision and mission statements were developed several years ago at the district level with input from stakeholders. Stakeholders reported the district annually solicits input for revision of the mission and vision statements, as well as for the district slogan. Interview data also indicated school leadership had not led a collaborative process to establish school-level vision and mission statements focused on student achievement. Collaboratively developing school vision and mission statements provides an opportunity for stakeholders to have ownership in the process and product and to unite the school community through common goals.

Documents and Artifacts

A review of documents (e.g., Executive Summary, Macedonia Elementary School PTSO and IAL Community Parent Night Agenda, district website) revealed the mission statement, "High expectations

lead to academic achievement in an atmosphere where failure is not an option, knowledge leads to excellence and success prevails," had been adopted district-wide. The school/district mission and vision statements were displayed in various locations (e.g., newsletter, district and school websites) and mentioned in some agendas reviewed by the Team.

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	Review Team Score
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.	2.60
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.20
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	1.80
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	1.60
4.5	The technology infrastructure supports the school's teaching, learning	1.20

	and operational needs.	
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	1.60
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.00

Conclusion

Strengths

The principal of Macedonia Elementary School was in her first year, but she was not new to the school, having previously served as principal of this school for five years. After a three-year absence and two principals later, she was rehired in the summer of 2015. Most stakeholders expressed the lack of consistency in school leadership over the last few years contributed to low morale, the rise of naysayers and lower student achievement. Staff members and parents generally expressed their confidence in the current principal's ability to increase organizational capacity, instructional effectiveness and student learning. Her return, according to many stakeholders, ushered in a more positive climate.

Diagnostic Team Members observed school leaders, teachers and non-instructional staff members generally interacting positively with and demonstrating a caring demeanor toward students. Most students and parents reported school administrators and staff members cared about students. Parents, however, indicated communication with the school usually occurred through one-way venues such as newsletters, automated telephone announcements and grade reports. Parents expressed a desire for the Parent Portal to contain more up-to-date information (e.g., child's attendance, academic progress, discipline). Interview data showed parents wanted grades entered more frequently to enable them to intervene sooner in order to avoid a surprise grade at the end of the grading period.

Although students and parents expressed the school was a safe place, several parents and many students expressed concern over bullying. Many students reported bullying occurred throughout the school day; however, some students shared a great deal of bullying occurred in bathrooms and at other times when adults were not present. Staff members and a few parents said that some students confused bullying with typical childhood behaviors, suggesting they believed bullying was not occurring. Consequently, of particular concern to the Team was the disparity in the classification between bullying and typical childhood behaviors, suggesting a need for school leaders to further investigate, clarify the difference and thoroughly address all bullying complaints.

Many areas of the school building and grounds (e.g., playground, bathrooms) needed improvements. Team Members noted the playground, for example, was missing a swing and a chain was dangling. In some bathrooms, soap was unavailable. In many parts of the building, cleanliness was an issue. During interviews, students also often reported bathrooms did not have soap and were not clean. Although Team Members found some external doors unlocked, it was unclear whether that was a matter of routine or was for the ease of Diagnostic Review Team Members who needed to move from building to building. The media center underwent a complete renovation beginning in the summer of 2016 through the financial support of external donors. Because the renovation took many months, students did not have full access to all media center texts and resources until recently.

Most teachers espoused their confidence in the current principal and in her ability to improve student learning. To that end, the principal continued the Teacher Advancement Program (TAP) initiative originated during her absence. Several systems had been established to improve student achievement.

For example, a review of weekly lesson plans, implementation of Explicit Direct Instruction, the requirement for teachers to meet weekly during planning periods, designating one day per week specifically to remediate students and the administration of multiple valid student assessments all illustrated school efforts to improve organizational and teacher effectiveness.

A major focus for the Macedonia Elementary School was an initiative implemented several years ago called the Teacher Advancement Program (TAP), which included two master teachers whose primary role was to improve teacher effectiveness. As part of the TAP program, master teachers facilitated job-embedded professional learning (e.g., review student assessment data, share field tested instructional strategies) in weekly grade-level teacher meetings called cluster groups. Master teachers also observed teachers as they implemented newly learned instructional strategies, modeled new strategies and provided feedback to teachers to improve teaching and learning. While the TAP program was established, it had not resulted in the majority of teachers routinely using effective instructional practices. In most classrooms, for example, observers reported teachers did not provide students with exemplars or use data to design differentiated student learning tasks. Typically, students worked independently to complete worksheets or seatwork. In addition, teachers seldom effectively monitored students as they completed assignments to provide students with immediate and meaningful feedback. Team Members observed teachers effectively monitoring student learning in only a few classrooms. Teachers seldom used instructional strategies that actively engaged students in challenging work or motivated them to want to learn. While students usually followed directions, off task behavior caused teachers to frequently redirect students. These behaviors occurred less frequently in classrooms where teachers capitalized on instructional strategies (e.g., hands-on learning, use of manipulatives, collaboration) designed to motivate, capture and pique student interest.

The TAP program, although established, had not resulted in school-wide, effective teaching practices. The Diagnostic Review Team identified the breakdown in the TAP system as an area to leverage for immediate improvements, which could positively impact teacher effectiveness and improve student achievement. Because the TAP system was not fully and effectively functioning and producing the results necessary for immediate and sustained improvements in instructional effectiveness, school leaders are encouraged to reevaluate teacher and master teacher non-negotiables as well as to ensure all teachers are fully engaged in the process of improving instruction. Master teachers conducted weekly lesson plan reviews, but some teachers were excluded from this process. While the school identified several instructional strategies (e.g., inferring, connecting) related to literacy, most teachers were not implementing daily high-yield, research-based strategies (e.g., differentiated instruction based on data, collaboration). The school had not identified and required discussion of specific content and provided protocols with standing agenda items as a catalyst to organize and maximize team planning meetings (i.e., outside of the cluster meetings) or expectations for differentiated instruction. The school provided weekly remediation instead of infusing differentiated instruction, individualized instruction and small group instruction in core classes or designing an effective response to intervention program; rather, the school schedule was changed one day each week for student remediation. School leaders generally used the TAP system for monitoring instruction, but this had not produced effective instructional practices.

The use of a continuous monitoring system to determine the impact from professional learning on classroom practices, coupled with support and swift intervention could improve instructional practices.

Continuous Improvement Planning

The school had developed a variety of improvement plans (e.g., school renewal, Title I) over the last year. These plans included strategies to advance student learning, improve instruction and increase organizational effectiveness. However, interview data, a review of documents and artifacts and survey data revealed no system for monitoring the effectiveness of the plan's activities or progress toward reaching school goals. Interview data showed that as items were completed, they were checked off the "to do" list. The principal ensured all staff members participated in the Self Assessment in preparation for the Diagnostic Review Team's visit. Staff members were divided into committees to complete their work.

Student assessment data (e.g., MAP) were plentiful. The principal reviewed data and discussed findings with teachers. The principal met individually with students who she was concerned about. Similarly, master teachers monitored and shared data with teachers during weekly cluster meetings. However, interview data, a review of lesson plans and classroom observation data revealed that teachers had not been trained to analyze data and use findings to design next instructional steps and differentiated student learning tasks.

The following Improvement Priorities were developed to guide Macedonia Elementary School in continuous improvement.

1. Establish a systematic process to analyze data from a variety of sources and use findings to regularly design and modify instruction (e.g., differentiated student learning tasks, small group) and assessment practices based on the identified learning needs of each student. (Indicator 3.2)
2. Establish, execute and monitor a systematic process to implement and revise instructional practices that provide all students with equitable, engaging and challenging learning experiences (e.g., collaboration, differentiation, connections to other content areas, critical thinking, reflection) to ensure all students achieve learning expectations. (Indicator 3.3)
3. Design, implement and evaluate a variety of effective family engagement strategies through which school leaders, faculty and staff members actively involve families in meaningful ways in their children's education and keep them informed of their child's learning progress. (Indicator 3.8)
4. Establish, articulate, communicate, implement and monitor a process of continuous improvement that unites all stakeholders through a shared purpose and direction, which is collaboratively created and regularly revisited. Monitor the implementation of improvement plan activities to determine progress toward reaching goals. (Primary Indicator 1.1, Secondary Indicator 1.3)

Team Roster

Lead Evaluator	Brief Biography
Dr. Janet Hurt Kentucky	Janet Hurt lives in KY where she currently serves as the Assistant Superintendent in Russellville Independent School District. She recently retired from the Green River Regional Educational Cooperative as an Associate Executive Director and the Project Director for a Race to the Top District grant. Dr. Hurt also served as the Associate Superintendent in Logan County School District for 13 years. Her former roles include principal, assistant principal, guidance counselor and teacher. Dr. Hurt earned her Ph.D from the University of Louisville. Dr. Hurt works extensively as a consultant and is the author of several articles and the book, *Taming the Standards: A Commonsense Approach to Higher Student Achievement, K-12*.
Team Members	
Mrs. Dell Nesbitt Brabham South Carolina	Dell Brabham currently serves as the Principal at Midway Elementary in Kershaw County. She has 21 years of teaching experience in elementary education, having taught 5th grade and served as Instructional Technology Specialist for grades 5K–5th grade. Her experience is extended in rural, suburban and urban settings. Ms. Brabham's administrative experience includes serving as Assistant Principal for eight years and currently in her fifth year as principal. She has extensive experience in classroom, building and district level problem solving, identifying strengths and weaknesses of programs and procedures; recommending solutions, and providing individualized professional learning experiences for teachers and administrators. Ms. Brabham is also a national trainer in Classroom Management.
Dr. Julie Hartwell South Carolina	Dr. Julie Hartwell currently serves as an education consultant working with schools in South Carolina. Previously, she served as a state-level education associate, district-level consultant, adjunct professor, math/science magnet program coordinator and mathematics teacher.
Dr. Brian Newsome South Carolina	Dr. Brian Newsome is the current Superintendent of Orangeburg Preparatory Schools. This is his first year in that role. Previously, he served as the principal of Williston-Elko High School for three years. Brian has also served as a middle level principal, middle level assistant principal, middle school teacher and adjunct professor at Concordia University. He has served with AdvancED for the past eight years as a team member, associate lead and lead evaluator.
Ms. Cindy Oxford South Carolina	Cindy Oxford is Program Manager for Focus Schools in the Office of School Transformation at the South Carolina Department of Education. As the past ELA Coordinator and Director of Elementary and Early Childhood Programs in Anderson School District Five, she was the lead ELA editor of the Anderson Five Approved Curriculum. She has created and led professional development courses/classes in the areas of reading and math, specializing in small group instruction. Cindy's areas of interest include school improvement, school turnaround, reading and literacy, and data-driven decision-making.

About AdvancED

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

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

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

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Student Performance Data Tables

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

Content Area by Grade Level	% Ready Grade 3	% Ready Grade 4	% Ready Grade 5	Total School	% Ready State
English	53.1	52.1	35.6	44.0	67.9
Reading	18.4	16.7	8.9	14.6	37.2
Math	30.6	31.3	26.7	27.7	46.7
Writing	9.5	4.4	4.7	N/R	24.4
ACT Readiness	N/A	N/A	N/A		N/A

Plus

- Third and fourth grade students, although not scoring or above the state percentile, both scored above 50 percentile. Third and fourth grade performance was consistent with findings from NWEA Measure of Academic Performance (MAP).
- Although students were administered the state test for the first time in third grade, these students outperformed fourth and fifth graders in all tested areas.

Delta

- No area in the previous table showed scores at or above the state "ready" percentile in all areas tested.
- Reading performance was weak in all grade levels. All scores were well below state "ready" of 37.2 percent.
- Math performance was below state "ready" score in all grades levels tested.
- Writing performance was well below state "ready" score in all grades tested.

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		
	2015	2014	2013	2015	2014	2013
Writing		58.0	50.0		53.2	51.7
ELA		60.0	57.1		41.3	51.7
Math		56.0	58.7		36.5	38.3
Science	41.7	44.0	33.3	35.6	53.1	32.3
Social Studies	56.3	72.0	37.9	42.2	48.4	37.9

Plus

- Fourth grade Social Studies had a major increase from 2013 to 2014, up from 37.9 percent to 72 percent meeting grade level standards on the South Carolina Palmetto Assessment of State Standards.
- South Carolina Palmetto Assessment of State Standards (SCPASS) scores for 2014 establish that fourth grade students showed strength in writing, English/language arts, math and social studies.

Delta

- SCPASS scores in 2015 establish that science was a weakness for both fourth and fifth grades
- In comparing SCPASS scores from 2014 to 2015, data established a major declined occurred in science in fourth grade by over 15 percentage points.

Stakeholder Plus/Delta

The Survey Plus/Delta is a synopsis of all stakeholder survey data analysis. Its intent is to highlight areas of strength (pluses) that were identified through the survey process as well as leverage points for improvement (deltas).

Teaching and Learning Impact
(Standards 3 and 5)

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

1. 93 percent of students agreed/strongly agreed with the statement "My school has computers to help me learn."
2. 100 percent of students agreed/strongly agreed with the statement "My teachers tell them how they should behave and do their work."
3. 95 percent of early elementary students in grades three through six agreed/strongly agreed with the statement "My teachers help me learn things they will need in the future."
4. 91 percent of parents agreed or strongly agreed with the statement, "All of their child's teachers use a variety of teaching strategies and learning activities."
5. 91 percent of parents agreed or strongly agreed with the statement, "All of their child's teachers meet his or her learning needs by individualizing instruction."
6. 91 percent of parents agreed or strongly agreed with the statement, "All of their child's teachers work as a team to help their child learn."

Delta
1. 61 percent of staff members agreed/strongly agreed with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation and use of data."
2. 61 percent of staff members agreed/strongly agreed with the statement, "Our school employs consistent assessment measures across classrooms and courses."
3. 61 percent of staff members agreed/strongly agreed with the statement, "In our school staff members provide peer coaching to teachers."
4. 63 percent of staff members agreed/strongly agreed with the statement, "Our school leaders support an innovative and collaborative culture."
5. 70 percent of parents agreed/strongly agreed with the statement, "My child has up-to-date computers and other technology to learn."
6. 70 percent of parents agreed/strongly agreed with the statement, "My child has access to support services based on his or her identified needs."
7. 58 percent of parents agreed/strongly agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school."

Leadership Capacity
(Standards 1 and 2)

+ Plus: (minimum of 75 percent agreed/strongly agreed)
1. 100 percent of students agreed/strongly agreed with the statement, "In my school, my teachers want me to do my best work."
2. 100 percent of students agreed/strongly agreed with the statement, "In my school, I am learning new things that will help me."
3. 97 percent of students agreed/strongly agreed with the statement, "In my school, my principal and teachers want every student to learn."
4. 89 percent of staff members agreed/strongly agreed with the statement, "Our school leaders expect staff member to hold all students to high academic standards."
5. 89 percent of staff members agreed/strongly agreed with the statement, "Our school leaders expect staff member to hold all students to high academic standards."
6. 91 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers provide an equitable curriculum that meets his or her learning needs."
7. 91 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers give work that challenges my child."
8. 91 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers help me to understand my child's progress."
9. 91 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."
10. 91 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers report on my child's progress in easy to understand language."

Δ Delta:
1. 68 percent of students agreed/strongly agreed with the statement, "My principal and teachers ask me what I think about school."
2. 70 percent of students agreed/strongly agreed with the statement, "In my school, students treat adults with respect."
3. 61 percent of staff members agreed/ strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
4. 58 percent of staff members agreed/strongly agreed with the statement, "Our school leaders engage effectively with all stakeholders about the school purpose and direction."
5. 50 percent of staff members agreed/strongly agreed with the statement, "Our school governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership."
6. 48 percent of staff members agreed/strongly agreed with the statement, "Our school governing body or school board complies with all policies, procedures, laws and regulations."
7. 50 percent of parents agreed/strongly agreed with the statement, "Our school governing body does not interfere with the operation or leadership of our school."
8. 58 percent of parents agreed/strongly agreed with the statement, "Our school governing body operates responsibly and functions effectively."

9. 58 percent of parents agreed/strongly agreed with the statement, "Our school communicates effectively about the school goals and activities."
10. 55 percent of parents agreed/strongly agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school."

Resource Utilization
(Standard 4)

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

1. 97 percent of students agreed/strongly agreed with the statement, "My school has computers to help me learn."
2. 82 percent of parents agreed/strongly agreed with the statement, "Our school provides a safe learning environment."

Δ Delta:

1. 43 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)."
2. 57 percent of staff members agreed/strongly agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."
3. 59 percent of staff members agreed/strongly agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."
4. 46 percent of staff members agreed/strongly agreed with the statement, "Our school maintains facilities that contribute to a safe environment."
5. 59 percent of staff members agreed/strongly agreed with the statement, "Our school maintains facilities that support student learning."
6. 41 percent of staff members agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs."

Diagnostic Review Schedule

Tuesday – April 12, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
3:00 p.m.	Team checks in to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 9:30 p.m.	Team meeting (principal overview at 6:00 p.m.)	Hotel	Diagnostic Review Team Members

Wednesday – April 13, 2016 Early Release Day

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 a.m. – 9:00 a.m.	Principal's Interview **8:00 a.m. to 9:00 a.m.**		Diagnostic Review Team Members
9:00 a.m. – 11:45 a.m.	9:00 a.m. – 10:00 a.m. Assistant Principal Interview Classroom observations and stakeholder interviews: 1. Random Classroom Observations **9:15 a.m. to 9:35 a.m. and 11:10 a.m. to 11:45 a.m.** 2. Group 1: Students' Interview **9:40 a.m. to 10:00 a.m.** 3. District Administrator interview at **10:00 a.m.** 4. Group 1: Parents and Community Members **10:05 a.m. to 11:05 a.m.** 5. **11:00 a.m.** Guidance Counselor Interview		Diagnostic Review Team Members
11:50 p.m. – 12:25 p.m.	Lunch – Team Members		
12:30 p.m. – 4:00 p.m.	Individual Interviews: 1. All administrators **12:30 p.m. to 1:00 p.m.** 2. School Leadership Team **1:40 p.m. to 2:50 p.m.** Small groups (3–5 persons) interviews: 1. Group 2 parent leaders **2:00 p.m. to 2:20 p.m.** Support Staff **2:20 p.m. to 2:50 p.m.**		Diagnostic Review Team Members (Working in pairs or as individuals)
4:00 p.m. – 9:00 p.m.	Team meeting at hotel		

Thursday – April 14, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 a.m. – 11:45 a.m.	Continued Principal's Interview follow-up **8:00 a.m. to 8:30 a.m.** Classroom observations and stakeholder interviews: 1. Random Classroom Observations **8:35 a.m. to 9:35 a.m. and 9:05 a.m. to 11:45 a.m.** **Group 2**: Students' Interview **9:40 a.m. to 10:00 a.m.**		Diagnostic Review Team Members
11:50 a.m. – 12:25 p.m.	Lunch – Team Members		
12:30 p.m. – 2:00 p.m.	Random Classroom Observations and Interviews Review of Documents and Artifacts		Diagnostic Review Team Members
4:00 p.m. – 9:00 p.m.	Team returns to hotel, Team meeting		

Friday – April 15, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 a.m. – 10:45 a.m.	Classroom observations and stakeholder interviews Review of Documents and Artifacts		Diagnostic Review Team Members