

DIAGNOSTIC REVIEW REPORT FOR BISHOPVILLE PRIMARY SCHOOL

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29010

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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 seven 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

Bishopville Primary School hosted a Diagnostic Review on April 24-27, 2016. The on-site review involved a six-member Team that provided its knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of findings. Individually and collectively, members of the Team possessed an intense depth of knowledge regarding the teaching and learning process as well as knowledge regarding leadership, management and organization effectiveness.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Bishopville Primary School for the hospitality and support rendered throughout the Review process. Students enrolled at Bishopville Primary are housed on two separate campuses, with each campus having its own building level administrator. An initial phone call was made to both principals on March 16, 2016, with additional phone calls and email communications occurring throughout every phase of the Review. Because the Review took place during the week of state mandated testing, it was critical to cohesively work with both school leaders to develop a schedule that would be as least obtrusive as possible while still addressing the key activities that needed to occur during the process. Ongoing communications with both principals helped to ensure the development of a schedule that addressed both of these concerns and provided the Team with quality time in both buildings.

Prior to the start of the Diagnostic Review, the Team completed the initial intensive study, review and analysis of various documents provided by the school and conducted several email communications to prepare for the on-site work. Additionally, Team Members participated in a conference call on April 19, 2016 to discuss final plans before on-site arrival for the Review.

Collaboratively, the school's administrative team and faculty planned and conducted the Internal Review and noted the staff's final ratings on each of the indicators for the five *AdvancED Standards for Quality*. 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. Staff members completed the Self Assessment as well as the supporting documentation included in the Student Performance Diagnostic, Stakeholder Feedback Diagnostic and Student Performance Analysis in the Adaptive System of School Improvement Support Tools (ASSIST) platform so that members of the Review Team would have sufficient time to read and review the documents prior to arriving on site. These critical documents provided Team Members with valuable information that served as a foundation for the Review.

Team Members arrived at the Towne Place Suites by Marriott in Florence, South Carolina on Sunday, April 24, 2016 to review the schedule, listen to the principals' presentation and discuss stakeholders' interview questions. Team Members worked on both campuses on April 25-27, 2016 for the purpose of conducting interviews, reviewing artifacts and documents and visiting classrooms. Each evening, the Team examined acquired evidence that related to each of the *AdvancED Standards*, reviewed eleot™

results, individually rated each indicator and held discussions regarding recommended areas for improvement efforts. The complete schedule of the Diagnostic Review Team's activities is included as an addendum to this report.

An extensive compilation of evidence and artifacts were available at both school sites for examination by Team Members. While on-site, staff members readily provided any additional information or evidence, if available, upon the request of the Team.

A total of 89 stakeholders were interviewed and 26 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, the school leaders, faculty, staff, students and parents all welcomed the Review Team and shared their pride, concerns and their hopes for Bishopville Primary School. The feedback gained from interviews with stakeholders was considered with other evidence and data to support the findings of the Diagnostic Review. The following chart depicts the numbers of persons interviewed as representatives of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	5
Instructional Staff	11
Support Staff	12
Students	46
Parents/Community/Business Leaders	15
TOTAL	89

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

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Average Team Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.33
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.	1.66
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.66
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.50
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.	1.66
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.66
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.	1.66
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.	1.50
3.11	All staff members participate in a continuous program of professional learning.	1.83
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.33

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Average Team Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.33
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.	1.33
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.00
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.16
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.	1.16

Student Performance Diagnostic

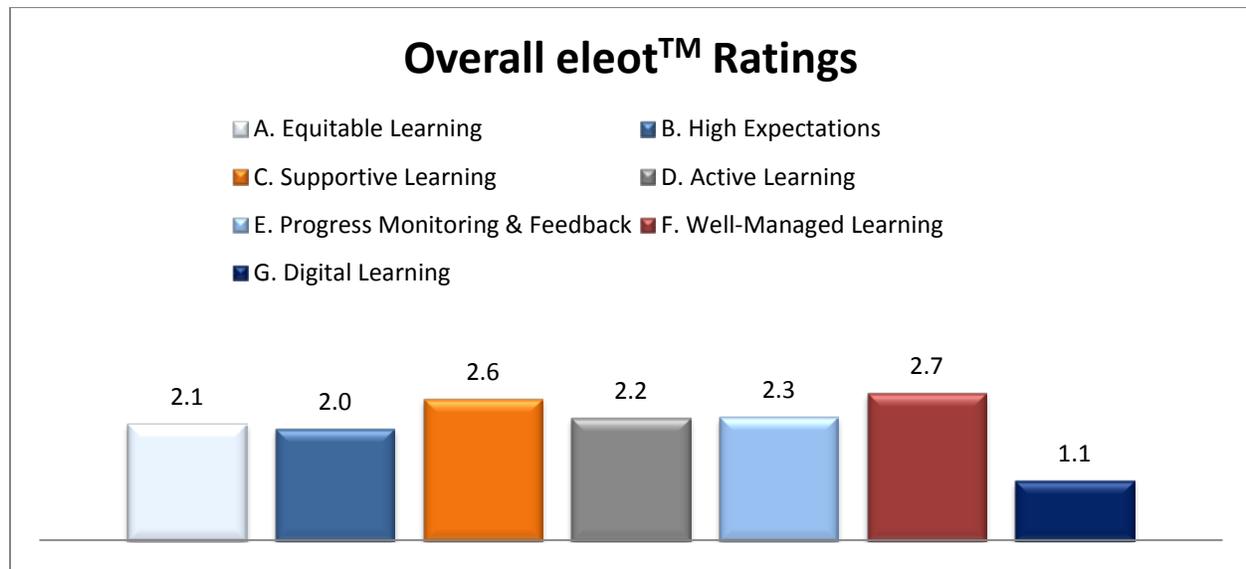
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

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

Effective Learning Environments Observation Tool (eleot™)

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

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



eleot™ Summary Statement

The Diagnostic Review Team conducted 26 classroom observations using the eleot™ classroom observation tool. Observations were conducted in all core academic classrooms throughout both buildings except one in which instruction was being facilitated by a substitute teacher. Ratings on the seven environments ranged from 1.1 to 2.7 on a four-point scale. Such ratings indicate that practices that promote student engagement were limited. The Digital Learning Environment received the lowest rating while the highest rating was in the Well-Managed Learning Environment. Even though in some classrooms teachers have access to SmartBoards, Team Members observed low levels of student use of digital tools to support learning.

It was evident that students were knowledgeable of classroom routines, behavioral expectations and consequences. Team Members noted positive interactions between the teachers and the students, and observed that students were knowledgeable of and adhered to rules. Furthermore, students were generally respectful in their interactions with teachers and peers.

The following eleot data summary provides a breakdown of average scores in each of the seven learning environments, as well as for each item. The Team discussed how effectively the scores in some areas identified promising classroom practices that serve to support student academic performance. These practices should be strengthened, shared and used as models for improvement. However, the lower-

rated items clearly identify areas of improvement that, when addressed through systematic alignment and improvement processes, will provide growth across the spectrum of items.

eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.6	Has differentiated learning opportunities and activities that meet her/his needs	8%	8%	19%	65%
A.2	2.6	Has equal access to classroom discussions, activities, resources, technology, and support	8%	54%	31%	8%
A.3	2.7	Knows that rules and consequences are fair, clear, and consistently applied	19%	42%	23%	15%
A.4	1.7	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4%	23%	12%	62%
Overall rating on a four-point scale:		2.1				

Equitable Learning Environment

The Equitable Learning Environment received an overall rating of 2.1 on a four-point scale. Within the classrooms, Team Members noted that students knew “that rules and consequences were fair, clear and consistently applied” (A3), with this environment item being evident/very evident in 61 percent of classrooms. The highest rated item in this environment was students having “equal access to classroom discussions, activities, resources, technology and support” (A2), with this item being evident/very evident in 62 percent of classrooms. Item A4, where students had “ongoing opportunities for students to learn about their own and other’s backgrounds/cultures/differences,” was evident/very evident in only 27 percent of classrooms. Instances in which students had “differentiated learning opportunities and activities that meet her/his needs” (A1), were evident/very evident in 16 percent of classrooms. One example of differentiation was observed in a kindergarten classroom where one group of students worked independently while the teacher’s assistant worked with a second group and the teacher worked with a third group. Students in each group completed tiered reading activities that were designed based on ability levels. However, Team Members noted students engaging in differentiated learning activities were not pervasive in the majority of classrooms.

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	8%	38%	35%	19%
B.2	2.2	Is tasked with activities and learning that are challenging but attainable	8%	23%	54%	15%
B.3	1.6	Is provided exemplars of high quality work	4%	12%	27%	58%
B.4	2.1	Is engaged in rigorous coursework, discussions, and/or tasks	8%	23%	38%	31%
B.5	2.0	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	8%	27%	19%	46%
Overall rating on a four-point scale:		2.0				

High Expectations Learning Environment

The High Expectations Learning Environment received an overall rating of 2.0 on a four-point scale. Student engagement in “rigorous coursework, discussions and/or tasks,” (B4) was evident/very evident in only 31 percent of classrooms observed while the providing of “exemplars of high quality work” (B3) was evident/very evident in only 16 percent of classrooms. Team Members observed students participating in low-level classroom activities such as coloring pages and completing worksheets. Additionally, many of the classes observed focused on reviewing for the South Carolina standardized assessment which was scheduled to begin the day following the Team’s classroom observations. It was evident/very evident that students strived “to meet the high expectations established by the teacher” (B1) in 46 percent of classrooms, even when these expectations did not project a high level of performance.

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	3.0	Demonstrates or expresses that learning experiences are positive	31%	35%	35%	0%
C.2	2.8	Demonstrates positive attitude about the classroom and learning	23%	42%	31%	4%
C.3	2.7	Takes risks in learning (without fear of negative feedback)	12%	58%	23%	8%
C.4	2.6	Is provided support and assistance to understand content and accomplish tasks	19%	31%	38%	12%
C.5	1.8	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	8%	15%	31%	46%
Overall rating on a four-point scale:		2.6				

Supportive Learning Environment

The overall rating for the Supportive Learning Environment was 2.6 on a four-point scale. In 65 percent of classrooms, it was evident/very evident that students demonstrated a “positive attitude about the classroom and learning” (C2). Likewise, students’ demonstrating or expressing that learning experiences were positive (C1) was evident/very evident in 66 percent of classrooms. The provision of support or assistance “to understand the content and accomplish tasks” (C4) was evident/very evident in 50 percent of classrooms. The highest rated item in this environment was students’ willingness to take “risks in learning without fear of negative feedback” (C3) which was evident/very evident in 70 percent of classrooms. However, classroom observations revealed that “additional/alternative instruction and feedback at the appropriate level of challenge” (C5) was evident/very evident in only 23 percent of classrooms.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.2	Has several opportunities to engage in discussions with teacher and other students	15%	19%	35%	31%
D.2	2.3	Makes connections from content to real-life experiences	12%	35%	23%	31%
D.3	2.3	Is actively engaged in the learning activities	15%	19%	42%	23%
Overall rating on a four-point scale:		2.2				

Active Learning Environment

The Active Learning Environment received an overall rating of 2.2 on a four-point scale. “Opportunities to engage in discussions with the teacher and other students” (D1) were evident/very evident in 34 percent of classrooms. Active engagement of students in the learning activities (D3) was also evident/very evident in 34 percent of classrooms. These results underscore the need for the school to more carefully examine the extent to which classroom instruction is consistently engaging students in their learning and resulting in achievement of learning expectations. Opportunities for students to make “connections from content to real-life experiences” (D2) were evident/very evident in 47 percent of classrooms. The Team noted that students were mostly passive participants in the learning. However, one example of active learning observed by a Team Member occurred in a fifth grade classroom where students developed hypotheses, worked in small groups to test their hypotheses and documented their experimentation on a rubric.

E. Progress Monitoring and 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	15%	19%	35%	31%
E.2	2.5	Responds to teacher feedback to improve understanding	15%	31%	46%	8%
E.3	2.4	Demonstrates or verbalizes understanding of the lesson/content	8%	38%	42%	12%
E.4	2.0	Understands how her/his work is assessed	8%	19%	35%	38%
E.5	2.2	Has opportunities to revise/improve work based on feedback	8%	27%	42%	23%
Overall rating on a four-point scale:		2.3				

Progress Monitoring and Feedback Learning Environment

The overall rating for the Progress Monitoring Learning Environment was 2.3 on a four-point scale. When questioned by Team Members about their understanding of the lesson/content (E3), positive responses from the students were evident/very evident in 46 percent of classrooms observed. In 34 percent of classrooms, it was evident/very evident that students were “asked and/or quizzed about individual progress/learning” (E1). Students’ understanding of how their work was being assessed (E4) was evident/very evident in only 27 percent of classrooms, suggesting observers infrequently detected the use of rubrics or checklists to enhance students’ understanding of the expectations for their work or how their work would be graded. Additionally, there existed only limited opportunities for students “to revise/improve work based on feedback” (E5) as this item was evident/very evident in 35 percent of classrooms. The majority of the progress monitoring occurred during whole-class questioning where the students were asked to respond to questions and inquiries related to the lesson, skill or topic being discussed.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	3.0	Speaks and interacts respectfully with teacher(s) and peers	31%	42%	27%	0%
F.2	3.0	Follows classroom rules and works well with others	38%	35%	19%	8%
F.3	2.3	Transitions smoothly and efficiently to activities	12%	38%	15%	35%
F.4	2.0	Collaborates with other students during student-centered activities	23%	12%	12%	54%
F.5	3.1	Knows classroom routines, behavioral expectations and consequences	46%	27%	15%	12%
Overall rating on a four-point scale:		2.7				

Well-Managed Learning Environment

The Well-Managed Learning Environment was rated 2.7 on a four-point scale. Students tended to speak and interact “respectfully with teachers and peers” (F1) as this item was evident/very evident in 73 percent of classrooms. Also, in 73 percent of classrooms, it was evident/very evident that students knew “classroom routines, behavioral expectations and consequences” (F5). Instances where students followed “classroom rules and worked well with others” were evident/very evident in 73 percent of classrooms (F2).

Opportunities for students to collaborate “with other students during student-centered activities” (F4) were evident/very evident in only 35 percent of classrooms. Classroom observation data revealed limited chances for students to work together to complete tasks or activities. Instances in which students demonstrated smooth and efficient transitions to activities (F3) were evident/very evident in 50 percent of classes observed.

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	1.2	Uses digital tools/technology to gather, evaluate, and/or use information for learning	0%	4%	8%	88%
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	1.1	Uses digital tools/technology to communicate and work collaboratively for learning	0%	4%	4%	92%
Overall rating on a four-point scale:		1.1				

Digital Learning Environment

The overall rating in the Digital Learning Environment was 1.1 on a four-point scale. Student use of digital tools was minimal and focused at the level of drill and practice. Student use of “digital tools/technology to gather, evaluate and/or use information for learning” (G1) was evident/very evident in only four percent of the classrooms. The use of “digital tools/technology to conduct research, solve problems and/or create original works for learning” (G2) was evident/very evident in zero percent of classrooms. The Team’s observation of students using “digital tools/technology to communicate and work collaboratively for learning” (G3) was evident/very evident in four percent of classrooms.

Findings

Improvement Priority

Establish, communicate, implement and systematically monitor research-based instructional practices to enhance student achievement. Align budgetary expenditures to ensure the availability of resources to address and support instruction and the individual learning needs of students. (Primary Indicator 3.3, Secondary Indicator 4.2)

Student Performance Data:

Results of the 2014-2015 American College Testing (ACT) Aspire revealed 13.4 percent of third and fourth grade students met the benchmark of “Ready” in reading, and 29.1 percent met this standard in math. In the testing areas of writing and English, 3.9 percent and 39.6 percent met the “Ready” benchmark, respectively. Even though students at Bishopville Primary scored higher than students enrolled at the other elementary schools in the district in all tested areas except writing, student performance overall was significantly lower than the state.

Scores reported on the South Carolina School Report Card for 2014 revealed significantly higher scores in all grade levels. According to data included on the Report Card, 57.9 percent and 50.4 percent of third and fourth grade students scored “met” or “exceeding” on the South Carolina Palmetto Assessment of State Standards (SCPASS), respectively. In the area of English/language arts, 52.3 percent of third grade students scored “met” or “exceeding” on the SCPASS while 44.6 percent of fourth graders scored “met” or “exceeding” in this category. Math data revealed 39.1 percent of third graders and 28.1 percent of fourth graders scored “met” or “exceeding.” Subsequent administration of the SCPASS in 2015 only covered science and social studies for fourth and fifth grades.

Both schools use the Measures of Academic Progress (MAP) as a formative assessment to routinely gauge student mastery of content related knowledge and skills. Even though the Student Performance Diagnostic revealed, “There has been an increase in Measures of Academic Progress (MAP) scores”, the Team did not find a comprehensive analysis of schoolwide performance derived from the MAP assessments.

Classroom Observation Data:

Data compiled from classroom observations using the eleot revealed limited use of differentiated instruction, rigorous coursework and challenging activities. During classroom observations, students being tasked with “challenging but attainable learning experiences” (B2) was evident/very evident in only 31 percent of the classrooms. Student engagement in “rigorous coursework, discussions and/or tasks” (B4) was evident/very evident in 31 percent (B) of classrooms. Exemplars of high quality work (B3) were evident/very evident in 16 percent of the classrooms observed. The incorporation of higher order questioning where students were expected to engage in skills such as applying, evaluating and synthesizing (B5) was evident/very evident in 35 percent of classrooms.

In the Equitable Learning Environment, it was noted that differentiated learning opportunities and activities (A1) were evident/very evident in 16 percent of the classrooms observed. Traditional

instructional delivery was noted in the vast majority of classrooms with students primarily engaged in whole group activities.

Team Members observed very limited consistency in the framework being used for instructional delivery. Even though there is an established districtwide instructional protocol, the Team rarely observed the implementation of practices and strategies incorporated on the checklist. During instructional delivery, limited reference was made to the standards being taught. Rarely were students informed of learning expectations or standards of performance. Progress monitoring by students being “asked and/or quizzed about individual progress/learning” (E1) was evident/very evident in 34 percent of classrooms. Students’ active engagement in the learning activities (D3) was evident/very evident in 34 percent of classrooms. In the Digital Learning Environment, student use of “digital tools/technology to conduct research, solve problems, and/or create original works for learning” was evident/very evident in zero percent of classrooms.

Stakeholder Survey Data:

Stakeholder feedback data revealed that 51 percent of staff agreed/strongly agreed with the statement, “All teachers personalize instructional strategies and interventions to address individual learning needs of students.” Survey results indicated 52 percent of staff agreed/strongly agreed that “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.” Thirty-one percent of staff agreed/strongly agreed that “All teachers in our school use a variety of technology as instructional resources.”

Even though 83 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities”, only 66 percent agreed/strongly agreed that “My child has up-to-date computers and other technology to learn.” Even though, during interviews, elementary students shared that most of their lessons were not engaging, on the student feedback survey, 93 percent agreed/strongly agreed with the statement, “My teachers use different activities to help me learn.”

Only 28 percent of staff members agreed/strongly agreed with the statement, “Our school provides sufficient material resources to meet student needs.” Fifty-five percent of parents agreed/strongly agreed that, “our school ensures the effective use of financial resources.”

The 2015 South Carolina Department of Education School Climate Survey data revealed that 59 percent of teachers agreed with the statement, “Effective instructional strategies are used to meet the needs of low achieving students.” Similarly, 38 percent of teachers agreed with the statement, “There are sufficient materials and supplies available for classroom and instructional use.” In addition, 49 percent of teachers agreed with the statement, “I am satisfied with the learning environment in my school.”

Stakeholder Interviews:

Stakeholder interview data revealed that parents were concerned about the level and quality of instruction their children were receiving. Parents articulated that very seldom do students complete

projects or use any form of technology in the classroom. One parent responded that “my child’s teacher keeps them in order” but the parent did not respond to questions regarding the child being engaged in activities where he had to apply his learning. Parent interviews provided evidence that students were passive learners where tasks/assignments were mainly worksheets. One parent expressed concern that students never go on field trips to support what they are learning in the classrooms or to serve as an incentive for hard work and good behavior.

Students stated they very seldom worked in groups but completed most of their work alone at their desk. Interviews with stakeholders at all levels indicated instructional delivery included very little technology or exposure to technology even when most students and parents revealed they have digital devices in the homes. One parent recalled experiences when her child was enrolled in Head Start and the teacher regularly communicated with her electronically, and her child even used some form of technology on a regular basis.

During interviews, teachers discussed the lack of resources such as digital tools and up-to-date science kits. Administrative interviews revealed the outdated computer lab desktops that are housed in one of the buildings at the school, as well as concerns about the infrastructure itself. Infrastructure concerns in this particular building were evident. Conversely, the Annex campus had more reliable internet connectivity during the visit, but had limited digital resources. Conversations with administrators included discussions about upgrading the infrastructure and adding more digital tools next year as all students will be housed under one roof. Currently, both buildings have media centers but neither has a media specialist or any specific person designated to oversee media services. Conversations with central office administrators indicated that currently the budget for the upcoming school year did not include appropriated funds for a media specialist.

Interviews with school level staff members revealed the school has protocols and expectations in place for instructional delivery, but there are limited systematic structures in place to monitor the delivery of instruction. It was noted during interviews that the eleot is used by administrators as the instrument to capture data from informal classroom observations. Interviews with staff revealed that lesson plans are collected by the principals but “there is no clear system for reviewing and providing feedback.” Additionally, staff interviews divulged concerns about the appropriateness of the lesson plan template provided by the district office, deeming it was not age appropriate for the students they serve.

Documents and Artifacts:

A review of the school’s Self Assessment, which provided an explanation of the school’s instructional process, revealed that teachers posted their daily agenda, essential questions and standards and indicators. Yet, classroom observations exposed no postings of essential questions and limited reference to standards and indicators.

Referenced during the principals’ presentation and included in the artifact collection was a document entitled “Instructional Protocol Checklist”. Developed and mandated by district-level administrators, the protocol began with the descriptor “Agreed upon procedures for effective teaching and learning.” The

protocols, one specifically for Early Elementary School (K-2) and the other for Elementary School (3-5) outline a time-segmented model for delivery of instruction in English/language arts (ELA), math, science and social studies. Examples of strategies referenced in the protocols included Direct Writing Instruction (30 minutes), which was composed of mini-lessons (writing strategies, concepts), modeling and teachers holding conferences with students. The requirements listed for science included Inquiry Process (some steps may take more than one class session). Subtitles included: Engage (15-20 minutes), Explore (30 minutes), Explain (30-40 minutes), Extend (60-75 minutes), Evaluate (can be imbedded in the explain and extend stage, 15-20 minutes) and Journal entries (5 minutes).

District-level staff members also created a lesson plan template. Sample copies of completed plans were available for the Team to examine during the Review. Samples of categories included on the template were lesson objectives, essential questions, flexible grouping/differentiation, evaluation/assessment, homework (differentiated) and accommodations.

A review of documentation revealed a schedule of professional learning sessions facilitated by the reading coach, as well as agendas and sign-in sheets from the session. Sample session topics included differentiated instruction and effective instructional strategies. While discussing the lack of resources, specifically technology, during the principals' presentation, the reading coach chimed in and stated, "We should not allow what we don't have to hinder us. One of the things we can control is teacher quality. Out of the things we can control, we have to look at what can we do to help our students be successful."

During the principals' presentation, it was noted that the eleot is used for informal observations. The collection of artifacts included blank copies of the eleot templates. The documentation did not include any samples of completed eleot or a compilation of results from eleot observations that could be used to drive professional learning or to determine the level of implementation of learner-centric practices.

Improvement Priority

Design, implement and evaluate a clear process for identifying and addressing academic and behavioral concerns. Systematically and continuously review and use data to support the individualized learning needs of each student. (Indicator 3.12)

Student Performance Data

Data results from the 2014-2015 ACT Aspire for reading revealed that 13.4 percent of Bishopville Primary's students scored at the benchmark level of "Ready." In the content areas of math, writing and English, 29.1 percent, 3.9 percent, and 36.9 percent of students scored at the "Ready" level, respectively. Scores from the SCPASS revealed fourth grade scores in science increased from 22.3 percent meeting grade level in 2014 to 26.8 percent meeting grade level in 2015. Fourth grade student performance demonstrated a similar increase in social studies, with 54.5 percent meeting grade level standards in 2014 and 56.1 percent meeting that same performance level in 2015. Because fifth grade students were only assessed in science and social studies during the 2105 school year, there is no longitudinal data at this grade level. However, in 2015, 20.5 percent of fifth grade students met grade-level standards in science, while 27.8 percent met standards in social studies. When comparing cohort groups, students demonstrated a drastic decline in performance, as 54.5 percent of fourth grade students in 2014 demonstrated grade-level mastery of standards, while only 27.8 percent of students in that same group demonstrated mastery in 2015 as fifth grade students.

Classroom Observation Data:

Observation data, as detailed in the Teaching and Learning Impact section of this report, revealed that differentiated learning opportunities and activities that meet individual student needs were evident/very evident in only 16 percent of classrooms (A1). It was evident/very evident in 50 percent of classrooms that students were provided "support and assistance to understand content and accomplish tasks" (C4). Additionally, students being "asked and/or quizzed about individual progress/learning" (E1) was evident/very evident in 34 percent of classrooms. It was evident/very evident in 23 percent of classrooms that students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5).

Stakeholder Survey Data:

Stakeholder feedback data revealed 43 percent of teachers agreed/strongly agreed to the statement "In our school, related learning support services are provided for all students based on their needs" while 54 percent agreed/strongly agreed that "in our school, all staff members use student data to address the unique learning needs of all students." Comparably, 69 percent of parents agreed/strongly agreed that "my child has access to support services based on his/her identified needs" while 74 percent agreed/strongly agreed that "all of my child's teachers meet his/her learning needs by individualizing instruction."

Stakeholder Interviews:

Interviews with school staff members and administrators revealed there was not a defined Response to Intervention (RTI) process on either of the school campuses. During staff interviews, it was revealed that

the presence of Student Intervention Teams (SITs) served more as a referral entity for evaluation and qualification for special education services. When asked about RTI, one staff member quickly responded, "We don't have it." However, staff members did talk about the Individual Learning Plan (ILP) developed for each student. Further discussions during staff interviews revealed there was limited monitoring to ensure the learning plans, if developed, were followed, reviewed or updated during the school year. One teacher commented that the ILPs were recreated each year by the child's new teacher as the documentation and/or plan did not follow the student from year to year. During staff interviews it was stated, "In all honesty, we don't really follow it. The document was given out; no follow up was given. We don't necessarily know what to do with it."

Interviews with staff also provided information about intervention services. Staff interviews revealed that the district's interventionist spent 30 minutes with selected students every other week and provided support services in reading. Germane to support services provided by AmeriCorps volunteers, staff interviews divulged that the volunteers were provided lesson plans and strategies by the reading coach, and were very consistent in performing their services.

During parent interviews, one participant talked about how her grandson's academic performance had greatly declined and his need for academic support had not been addressed. Consequently, she had requested supplemental work so she can help him at home. Interviews revealed the after-school program is intended to provide additional help and support for selected students based on academic performance. However during the interviews, parents stated they did not understand how or why the after-school program participation was reduced. Throughout the interview sessions with all stakeholder groups, there was never any reference to how results from the many utilized assessments were used to identify tiered interventions in an attempt to aid in students' success in the regular education class.

Documents and Artifacts:

Information shared during the principals' presentation indicated one delivery model for remediation for struggling students is the after-school program. The program meets Monday through Friday and serves 50 students who were selected based on STAR Reading scores. The school specifically targeted students who scored between 10 and 40 points on the STAR assessment and selected the first 50 students who submitted permission forms to participate.

One slide in the presentation listed "Correlates of Effective Schools" and one item included under the listing was "frequent monitoring of student progress." In discussing this item, one administrator discussed the ILPs and shared that each student has an individual learning plan that is updated every quarter, discussed with students and shared with parents at Parent Teacher Organization (PTO) conferences. She indicated that she reviews every ILP before signing it. During the Overview, the Intervention Program was described as bi-weekly reading intervention that includes small group math and reading with the district interventions on the fourth and fifth grade campus on Tuesdays and at Bishopville Primary on Wednesdays. The AmeriCorps volunteers are in the school three days per week. The presentation also referenced that foster grandparents are utilized as part of the intervention program.

The Team had the opportunity to examine a copy of completed sample ILPs. Data captured on the plan included MAP scores for reading and math, benchmark scores and semester grades. The plan also included a listing of identified interventions for each subject area and a statement of a learning goal. Subsequent components of the plan included tracking sheets where interventions/strategies that were being tried were documented, along with the dates for monitoring performance. A section of the plan entitled "Intervention Status" included a three-part listing where the teacher/interventionist marked if the student was not progressing in a timely manner, was making progress or had mastered and completed the ILP. There were sections for Student Reflections, Parent Strategies, Parent Reflections and Parent Information. Lines were included for signatures from a school official, the parent(s), and the student.

A data notebook was available for the Team to examine, which included printouts of MAP scores per grade level. However, the Team could not find an analysis of this compilation of scores to identify schoolwide or grade-level strengths and/or areas of needed improvement. The Data Notebook did, however, include a listing of students served by the AmeriCorps volunteers, individual students' fall, winter and spring MAP scores, and an indication of the points gained/lost in MAP performance over the school year.

Both schools had visual depictions of student performance on data walls that pictorially displayed MAP data for individual students in a "stoplight" format. Scores in the red area indicated students who were at risk, scores in the yellow area represented students who were on target and scores in the green area represented students who may be advanced learners. One document included in the artifacts compiled by the reading coach was an agenda from a January 2016 professional learning session that included a discussion on MAP scores and the opportunity for participants "to make sticky notes for the data wall."

Documents also revealed that 7.2 percent of the students at Bishopville Primary receive special education services while 22 percent of students at Bishopville Primary Annex have been identified for inclusion in the program for students with disabilities. The principals' presentation indicated four students have been identified for gifted and talented services at Bishopville Primary while seven students have been identified at the Annex.

Improvement Priority

Establish and maintain a clearly defined and comprehensive student assessment system. This system should include the identification of formative measures to assess skill mastery, a consistent timeline for administering these assessments and ongoing training for all staff members on the interpretation and use of data. (Primary Indicator 5.1, Secondary Indicators 5.2 and 5.3)

Student Performance Data:

Student performance data, as detailed in the addenda of this report, revealed that Bishopville Primary School earned an Absolute Rating of “At Risk” and a Growth Rating of “Below Average.” Student results on the ACT Aspire for 2015 revealed Bishopville Primary’s students scored slightly higher than elementary schools with similar students in the area of math, but lower than the overall performance of students throughout the state. Approximately 42 percent of students scored at the “exceeding” and “ready” levels as compared to 34.4 percent of students enrolled in schools similar to Bishopville Primary, and 46.7 percent of students throughout the state. In writing and English, fewer students at Bishopville Primary scored at the “exceeding” and “ready” levels as compared to similar schools and all South Carolina elementary schools. Only 1.6 percent of Bishopville Primary’s students scored at the “exceeding” and “ready” levels in writing, while 12.7 percent of students at similar schools and 24.4 percent of students across the state scored at these levels. In English, 47.9 percent of students at Bishopville Primary scored at the “exceeds” and “meets” level while the performance at these levels were 51.5 percent for similar schools and 67.9 percent statewide. In reading, Bishopville Primary’s students scored almost 20 points below the state. Results indicated that 17.6 percent of Bishopville Primary’s students scored at the exceeding and meeting with 37.2 percent of elementary students across the state at these levels.

Both schools routinely utilize various assessments as formative measures of students’ skill mastery. These include MAP, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), DRA2, My Individual Goal and Development Indicators (MyIgdIs), and the DIAL-R. However, there were no schoolwide comparative data on these performance measures available for the Team’s examination during the on-site Review.

Classroom Observation Data:

Classroom observation data revealed instances in which students were “asked and/or quizzed about individual progress/learning” (E1) were evident/very evident in 34 percent of classroom observations. It was evident/very evident in 35 percent of classrooms that students had the opportunity to “revise/improve work based on feedback” (E5). In one classroom, a Review Team member observed the teacher circulating around the room individually addressing student questions and posing follow up questions to enhance understanding. In this classroom, students referred to anchor charts posted around the room to gain additional support. However, the availability of differentiated learning opportunities and activities that met student needs (A1) was evident/very evident in 16 percent of classrooms observed throughout both campuses. The provision of “additional/alternative instruction and feedback at the appropriate level of challenge” (C5) for individual student needs was evident/very evident in 23 percent of classrooms observed.

Stakeholder Survey Data:

Stakeholder feedback data revealed 72 percent of staff members agreed/strongly agreed that “our schools use multiple assessment measures to determine student learning and school performance.” Sixty-eight percent of the staff agreed/strongly agreed that “employees use consistent assessment measures across classrooms and courses.” Feedback from surveys indicated 64 percent of staff agreed/strongly agreed with the statement, “Our school has a systematic process for collecting, analyzing, and using data,” while 54 percent of staff agreed/strongly agreed that “our school ensures all members are trained in evaluation, interpretation and use of data.”

Stakeholder Interviews:

During interviews with school stakeholders, Team Members repeatedly heard about the use of the MAP to assess student progress. However, interviews yielded various responses in terms of how often and at what grade levels MAP is utilized. The most commonly heard response was that students were evaluated using MAP three times per year (i.e., fall, winter and spring). As of winter 2016, students in grades one through five were assessed using the MAP.

Interviews provided the names of numerous formative assessments used throughout the school. During conversations with the teachers and the administrators, Team Members learned 3K and 4K students were evaluated on the PALS; 4K students were assessed fall, winter and spring on the MyIGDIs and on the DIAL-R; fifth grade students were assessed on the DRA2 PLUS; first and second grade students were administered the DIBELS; and the MAP was used in first through fifth grades. Interviews also revealed that in the past, the CASE benchmark was administered three times per year. During the current school year, students took the CASE benchmark twice – fall and winter. After the winter administering, central office administration discontinued the CASE assessment. In an interview with district-level administrators, it was noted that the CASE was discontinued because the “children were being tested too much.” In interviews with teachers about the quantity of assessments and the understanding and use of the results, the response was, “Less is more. There are too many initiatives introduced and we would have a better outcome if we had fewer programs and had a deeper understanding/implementation of ones that were proven effective for student achievement.” One staff member stated, “One of our weak points is instruction is not tailored. We need to get teachers to use data and to differentiate instruction.” When Team Members posed questions to school staff to gain a better understanding regarding the use of the information visually depicted on the data walls in each school, responses were not clearly articulated.

Team Members very rarely heard about the analysis of any other data beyond academic performance results. When asked about the collection and analysis of discipline data, school-level staff responded that the only time student behavior data was entered into the computer was when a student was suspended.

Interviews with students and parents revealed limited knowledge about how MAP or any other formative assessment data were used. Students could not share goals or strategies included on the ILP which was developed based on MAP data results. Parents indicated they received information on their

child's daily performance through notes written in the agenda and progress reports that were sent home every nine weeks. However, parents did not articulate receiving results from the many formative assessments administered at the schools.

Documents and Artifacts:

A review of information displayed during the principals' presentation included data on school demographics, student and teacher population and student performance on state assessments. However, these data points were only included on slides as part of the presentation. No explanation was provided as each of these slides was displayed as part of the overview. Information included in the Self Assessment indicated, "Assessment results are displayed on a data wall that is updated following each assessment period." Team Members had an opportunity to view the data walls in each building. The Self Assessment further stated, "While each grade level has a standardized assessment, there are also reading benchmarks, teacher made assessments, curriculum based measures, and other data sources that are used, such as Study Island."

Included in the collection of artifacts was a Data Notebook which housed individual student performance results on various assessments administered at the school. The collection of artifacts did not include a compilation of the results from various assessments to use when analyzing trends in student performance and when identifying school, grade level, or individual student strengths and/or areas of needed improvement. MAP data comprised the majority of the reports included in the Data Notebook. The Student Performance Diagnostic referenced, "There has been an increase in Measures of Academic Progress (MAP) scores" but the school did not include any comparative data to validate this statement. In analyzing subgroup performances, school staff wrote in the Student Performance Diagnostic that "The achievement gap is closing between the African American females and the special education population." Additionally, it was noted, "The achievement gap is greater between the Special Education population and the African American males." Again, there were no specific data points captured that provided an explanation for these conclusions.

Members of the Team examined documentation from monthly professional learning sessions facilitated by the reading coach. The documentation included agendas, sign-in sheets and sample work products. One agenda item included at the November 2015 session was "Analyzing Data." For the January 2016 professional learning session, a topic included on the agenda was "Data and Differentiating Instruction (third-fifth)." The Self Assessment included information on training 3K and 4K teachers who had participated in administering of assessments for their specific grade level. Additionally, included in the artifact collection was the district's Professional Development Plan for 2015-2016. Areas listed in the plan included (exactly as written): Goal 1 – School Leadership, Goal 2 – Student Achievement, Goal 3 – Student Achievement, and Goal 4 – Culture and Student Management. Goal 2 included a focus on specific instructional strategies, such as guided reading, guided writing and writing across the content areas. Goal 3 focused on interpreting assessment data and data use. While the review of meeting agendas, sign-in sheets and professional learning sessions verified that professional learning activities did occur, interviews and observations conducted by the Team while on site could not validate the extent to which learnings from these opportunities was being transferred to the classroom and

implemented during instructional practices.

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.	1.50
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.	1.50
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.50

Standard 2 Governance and Leadership

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

Indicator	Description	Average Team Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	1.66
2.2	The governing body operates responsibly and functions effectively.	2.00
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	1.50
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	1.50
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.50
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.83

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Average Team Rating
1. Questionnaire Administration	3.0
2. Stakeholder Feedback Results and Analysis	3.0

Findings

Improvement Priority

Engage representatives of all stakeholder groups in a collaborative process that results in the development of a consolidated statement of purpose and direction and a comprehensive plan for continuous improvement. (Indicator 1.3)

Stakeholder Survey Data:

Survey data indicated 64 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." Likewise, 64 percent of staff members agreed/strongly agreed with the statement, "Our school has a systematic process for collecting, analyzing and using data." Seventy-nine percent of parents agreed/strongly agreed with the statement, "Our school has established goals and a plan for improving student learning." When responding to the statement, "Our school communicated effectively about the school's goals and activities", 77 percent of parents agreed/strongly agreed while 73 percent agreed/strongly agreed with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."

Stakeholder Interviews:

Even though Bishopville Primary is housed on two campuses, interviews confirmed the campuses operate under one School Improvement Plan. However, when asked about the goals of the plan, one administrator responded, "I don't remember." The other administrator responded with three broad areas, "offer more parenting workshops, provide professional development on flexible guided reading groups and increase teacher attendance." When asked about the process used to complete the school's Diagnostic Report, administrators discussed how staff members were divided into committees to review the indicators and descriptors and to reach consensus on the ratings. During interview sessions, parents indicated they had completed the surveys associated with the Diagnostic Review but had not participated in any of the committees to identify the school's ratings on the indicators. Parents were not able to articulate any of the goals or initiatives included in the School Improvement Plan. When asked about the presence of a School Improvement Council (SIC) and the responsibilities of the Council, parents indicated they were not aware of the existence of such an entity. Parents did indicate they did not have any hesitations about approaching the principal of either building if they had concerns or ideas. One parent responded that "the principal is nice and easy to talk to." However, none of the parents present during interviews indicated they had been asked or approached about serving on the SIC or about assisting with school improvement efforts.

When asked if the schools had engaged in a plan to develop one statement of purpose and direction as part of the consolidation efforts of the two campuses, the response was that this had not occurred. One staff member indicated, "There is no collaborative process to create continuous improvement."

Documents and Artifacts:

Prior to arriving on site, Team Members reviewed the Executive Summary which was completed in collaboration by the two principals. The Executive Summary included the mission of the Bishopville

Primary Pre-K-3 Campus and the mission of the Bishopville Primary School Annex-Dennis Campus. The Executive Summary further stated that the mission and vision statements were “developed under the leadership of the previous administrator for the Pre-K-3 campus and under the current leadership of the fourth-fifth campus.” The process described for developing the mission and vision statements for each school included sharing draft statements with parents and community stakeholders at a PTO meeting as a means of soliciting input.

Team Members had an opportunity to review the School Renewal Plan, which was the long range outline of goals and initiatives for both campuses. The plan that was included in the collection of artifacts was for the 2011-2016 school years but was updated during the 2014-2015 school year. The plan included initiatives such as “Success for All for whole school RTI model to help increase prime instructional time” and “Gender based classrooms.” When asked about the status of these initiatives, the response was “We haven’t done those things in years.” Even though a more current plan should have been developed and submitted to the South Carolina State Department of Education for approval, Team Members were not able to access a copy of a current plan while conducting its on-site work. Subsequent interviews indicated the district had requested and was granted permission by the state to have additional time to develop the plan.

Much of the additional documents related to school improvement were district level plans. Team Members examined the District Literacy Plan for 2015-2016 which identified goals in four areas: Environment, Data Driven Instruction, Instruction and Family & Community Involvement. There were no initiatives in the document that included plans for any specific school in the system. Similarly, the Team looked at the district’s Technology Plan and the district’s Professional Development Plan.

One artifact, entitled “School Improvement Council–Handbook for Effectiveness”, included the guidelines, expectations and responsibilities of the SIC. Inside the handbook were handouts that had been completed by parents indicating their willingness or desire to serve on the School Improvement Council. None of these parents were a part of the parent interview session conducted during the Review.

Improvement Priority

Develop a culture that is consistent with the school's purpose and direction, and that promotes collective accountability, shared leadership, positive relationships, effective communication and a sense of community. (Primary Indicator 2.4, Secondary Indicator 1.2)

Student Performance Data:

Discipline data revealed consistency in the percentages of students suspended at least once over a four-year period of time. Ten percent of enrolled students were suspended at least once during the 2011-2012 school year; eight percent of enrolled students were suspended at least once during both the 2012-2013 and 2013-2014 school years. The most recent data report indicated nine percent of students enrolled during the 2014-2015 school year were suspended at least once. The suspension data for Bishopville Primary for 2014-2015 were slightly lower than the data from the other two elementary schools in the school district with one school reporting a 22 percent suspension rate for that year and the other a 12 percent rate. Information on the 2015 South Carolina State Report Card revealed zero percent of students at Bishopville Primary had received out-of-school suspension.

The district's data also indicated that four students from Bishopville Primary had been expelled in 2011-2012, two students in 2012-2013, and zero students were expelled during both the 2013-2014 and 2014-2015 school years.

The South Carolina State Report Card also indicated a student attendance rate of 97.9 percent which was up from the previous year's reported rate of 93.8 percent. Elementary schools across the state with students similar to Bishopville Primary had an overall attendance rate of 95.2 percent.

Classroom Observation Data:

Observation data, as detailed previously in the Teaching and Learning Impact section of this report, highlighted that instances where students knew and worked to "meet the high expectations established by the teacher" (B1) were evident/very evident in 46 percent of classrooms. Additionally, active engagement in the learning activities was evident/very evident in 34 percent of classrooms (D3).

Stakeholder Survey Data:

Stakeholder feedback data revealed 79 percent of parents agreed/strongly agreed that "Our school has high expectations for students in all classes." Sixty-five percent of staff members agreed/strongly agreed that "Our school's purpose statement is based on shared values and beliefs that guide decision-making." Only 60 percent of staff agreed/strongly agreed that "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing board." An examination of survey results also revealed that 59 percent of staff agreed/strongly agreed that "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills." When responding to the prompt, "Our school's leaders support an innovative and collaborative culture," 63 percent of staff members agreed/strongly agreed. Only 54 percent of staff agreed/strongly agreed to the statement, "Our school leaders hold themselves accountable for student learning." Sixty-seven percent agreed/strongly agreed that "Our school's

leaders hold all staff members accountable for student learning.” Forty-seven percent of students surveyed agreed/strongly agreed to the statement, “In my school students treat adults with respect.” The mission statements of both school campuses focused on qualities such as respect, responsibility, readiness and high expectations. Survey results from all stakeholder groups indicated that the actions and decisions at all levels did not always align with the stated purpose of the schools’ work.

Stakeholder Interviews:

During student interviews, fourth and fifth grade students shared concerns that they are not included in establishing rules for the students. This group of students was especially vocal about not being allowed to go to the restroom when needed. Furthermore, during interviews, students confirmed that an adult has to come to the classroom and accompany an individual student to the restroom, or the teacher has to take all students to the restroom together. Subsequent interviews with staff members confirmed this practice was based on a decision established by district administration in response to a fight that happened in the restroom during the previous school year. Students articulated how administration did not trust them. Interviews with parents, students and staff indicated concerns about bullying that happens at the school on a regular basis.

During interviews, parents expressed concerns about consistency in school leadership. One parent stated, “My child has had three different principals during the three years he has been enrolled at the school.” Interviews revealed the principal of seven years abruptly left in July of 2015. A retired principal was hired to open the school year. After two months in the position, the retired principal resigned. The current principal, who also holds the title of Early Childhood Coordinator, was asked to come to the school in the capacity of Interim Principal while still performing the responsibilities of the Early Childhood Coordinator. Since October 2015, the current principal at Bishopville Primary has continued to perform the duties of both the school and the district-level positions.

Teachers voiced concerns about the lack of communication and collaboration not just within the school but also throughout the school system. A teacher shared that the fifth grade team worked together to support one another and collaborative planning was done only by these teachers without the guidance or support from the district office. One staff member stated, “We might all be on the same page but we don’t know it because we don’t talk to each other.” Another staff member stated, “We do a lot of things out of compliance. We have lost sight of what the real meat of our work is all about.”

One major improvement action currently taking place in the school district is the consolidation of students from both schools to one campus beginning in the fall of 2016. During interview sessions with staff and parents, stakeholders acknowledged very limited involvement in the decision to move to one campus. One parent asked, “Why are we doing this anyway?” Even though letters were sent to all parents, one parent stated he did not know about the transition. Because of very little involvement in the decision to combine the schools, and limited communication regarding the consolidation, many stakeholders expressed a sense of uneasiness based on a “fear of the unknown.” Members of the Review Team were asked questions such as “Will the building be ready?”, “What color uniforms will I need to purchase for my child?”, “Will they have computers that the students can use at the new

school?” and “Will I have a job?” One teacher stated many staff members are concerned about the logistics of combining schools, such as classroom space, playground space and the availability of restrooms conducive for primary students, especially those students who are three, four and five years old. The campus currently known as the Bishopville Primary Annex and the future home of the consolidated Bishopville Primary School is a former high school facility.

Interviews with school and district-level administrators provided more clarity about the consolidation. Team Members learned that on March 10, 2016, a joint staff meeting was convened where the announcement was made that students from the primary school would be moving to the Annex building currently housing fourth and fifth grade students. One of the major reasons provided for the consolidation was fiscal responsiveness, as the current facility housing Bishopville Primary was in need of a roof replacement. Other factors defined as considerations for making the decision was the need for a major infrastructure overhaul at the primary building and space needed for enrollment growth. Team Members also learned that contracts had been offered to all of the current certified staff members. However, teacher interviews revealed the job assignment on the contract was not specified.

Documents and Artifacts:

A review of discipline data revealed reported incidents for the 2011-2015 school years and the number of individual students suspended at least once for each year. These data were divided by each school in the district. Also reported by schools were data on the number of students who were referred for expulsion.

The 2015 State Report Card also included valuable information not only on student academic performance, but also in areas such as student attendance rates, teacher retention rates, teacher attendance rates and character education program ratings. This data source revealed 72.8 percent of teachers returned from the previous school year, teachers were in attendance 97 percent of the school year, and the character education program at the school received a rating of “excellent” which was up from the previous year’s rating of “good.”

An examination of the district’s Professional Learning Plan for 2015-2016 revealed a goal section on culture and student management. The focus of professional learning to address this section included classroom management training and sessions on understanding poverty. There was no clear evidence that indicated either of these topics had been addressed through professional learning.

The Team examined a copy of a letter from the superintendent to the parents/guardians of students enrolled at both schools. Dated February 26, 2016, the letter shared the decision that had been made to merge the two campuses and informed parents that all of Bishopville Primary’s students would be housed at the current Annex campus. The letter referenced information would be forthcoming regarding a date and time when parents could visit the new school.

A clear reference to the culture of the school and the impending consolidation was mentioned in the Executive Summary. It stated, “As the two campuses, BPS and BPS-Annex merge together in one

building, teachers, students, and parents will need to pull together to create a positive and nurturing environment for learning. As when any two schools merge, there are always stressors. The administration will need to be proactive in providing team-building activities for the faculty and staff to learn to work together. Parents of our youngest students have already expressed concerns about all grades being under one roof. Parents will need to be consistently reassured and shown that their children will not only be safe, but will be afforded the best possible education.”

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.	1.50
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	1.66
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	1.00
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	1.00
4.6	The school provides support services to meet the physical, social and	1.50

	emotional needs of the student population being served.	
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	1.30

Conclusion

Prior to the Team's arrival, staff members at both schools approached the Diagnostic Review with an open mind and with the desire to use the Improvement Priorities identified by the Team as part of their improvement efforts. They willingly engaged in the process of completing the Self Assessment and analyzed student performance data and stakeholder feedback data. The process provided the school with the opportunity to identify its strengths as well as potential areas for improvement.

During interviews with one group of parents, the question was posed, "When you hear the title Bishopville Primary School, what is the first word that comes to mind?" Responses included words such as "old", "good", "work", "improving" and "poverty". Such first reactions demonstrate the opposing forces that exist within the school. Parent responses reflect the challenges that Bishopville Primary faces, such as poverty and the age of the facility, but also promotes a sense of hope and belief that things can and will get better. Even though historical scores on academic performance have caused Bishopville to be placed on the "Priority School" list, recent test scores have demonstrated that in some content areas, the students at the school have performed higher than students from other schools in the district, and in some cases students in schools similar to Bishopville Primary. Data reveal extremely high marks in other areas such as teacher and student attendance.

Even though the school has a plethora of data that can be used to identify trends, root causes, goals and initiatives for student performance, the school has not engaged in an effective, results-driven, continuous improvement planning process. The past three years have included several major changes in leadership at the school level. One parent stated his child has had three different principals over the past three years. Although a school improvement plan should transcend changes in school leadership, a degree of consistency in leadership is needed to establish the foundation for a comprehensive improvement process. This has not been the case for Bishopville Primary School. An additional factor that has impeded the school's continuous improvement efforts are changes in the organizational structure of the school. At one time, Bishopville Primary served as a kindergarten through fourth grade campus with fifth through eighth grade students housed at Lee Central Middle School. In 2014, the kindergarten through fourth grade campus became overcrowded due to increased student enrollment. Consequently, the Annex building, a former high school campus, was opened for fourth and fifth grade students. The former high school facility has recently been used as a charter school, a magnet school and a storage unit. On March 10, 2016, a joint staff meeting was held when an announcement was made that the staff from Bishopville Primary School would be moving to Bishopville Primary Annex, merging the two student populations beginning in the fall of 2016.

Team Members learned that even though there is one consolidated School Renewal Plan, currently, each campus has its own mission, vision and beliefs. The School Renewal Plan that was provided for the Team's examination covered a five-year period from 2011-2016 but was updated in 2014-2015. The Team found that several initiatives included in the plan, such as Success for All for RTI and gender-based classes had not been in place for several years. Additionally, several district-level non-negotiables, such as a lesson plan template and an Instructional Protocol, had been handed down to the schools.

Observations revealed that several of the district initiatives as well as many of the assessment and instructional programs available at the school level were not being implemented with fidelity. Interviews revealed implementation in many cases was more for compliance. According to South Carolina State Department of Education guidelines, a new School Renewal Plan should be submitted no later than April 30, 2016. Members of the Team were not able to access a copy of an updated plan. Based on interviews, it was learned that an extension had been requested for the submission of the plan.

The consolidation of the two campuses can serve as a pivotal event to expedite the processes of establishing a continuous improvement process. However, it will be imperative that open lines of communication are initiated and maintained throughout the process, deliberate actions are conducted to foster and sustain a culture of trust, and that representatives of all stakeholder groups are empowered through their involvement and representation in critical decision-making processes.

The Team has identified the following Improvement Practices as actions that will facilitate the growth processes at Bishopville Primary School:

1. Establish, communicate, implement and systematically monitor research-based instructional practices to enhance student achievement. Align budgetary expenditures to ensure the availability of resources to address and support instruction and the individual learning needs of students in the building. (Primary Indicator 3.3, Secondary Indicator 4.2)
2. Design, implement and evaluate a clear process for identifying and addressing academic and behavior concerns. Systematically and continuously review and use data to support the individualized learning needs of each student. (Indicator 3.12)
3. Establish and maintain a clearly defined and comprehensive student assessment system. This system should include the identification of formative measures to assess skill mastery, a consistent timeline for administering these assessments and ongoing training for all staff members on the interpretation and use of data. (Primary Indicator 5.1, Secondary Indicators 5.2 and 5.3)
4. Engage representatives of all stakeholder groups in a collaborative process that results in the development of a consolidated statement of purpose and direction and a comprehensive plan for continuous improvement. (Indicator 1.3)
5. Develop a culture that is consistent with the school's purpose and direction and that promotes collective accountability, shared leadership, positive relationships, effective communication and a sense of community. (Indicator 2.4)

Team Roster

Lead Evaluator	Brief Biography
Dr. Cynthia Anderson Georgia	As a public school educator, Dr. Anderson served as an elementary school teacher, Instructional Lead Teacher, elementary school principal, Director of Professional Learning, Director of Elementary Curriculum, and Director of Middle Grades Curriculum. She holds degrees from Auburn University, the State University at West Georgia, and the University of Georgia. Dr. Anderson recently retired after 36 years in a public school system. Currently, she serves as a Field Consultant for the Georgia Office of AdvancED and has served as the Lead Evaluator for numerous External Review Teams in districts throughout the South and Midwest, as well as schools within the state of Georgia. In the past, Dr. Anderson has taught undergraduate and graduate classes for Clark-Atlanta University, Clayton State College and University, and the University of Georgia. Currently, she serves as an Assistant Professor for Mercer University where she teaches coursework specifically in the areas of curriculum and instruction, assessment and data analysis, and teacher leadership. Additionally, she supervises pre-service teachers during field experiences such as practicum, student teaching and internship.
Team Members	
Dr. Kathryn Lee D'Andrea South Carolina	Prior to her public school career retirement in June 2015, Dr. Kathryn Lee D'Andrea served as Superintendent of Anderson School District 4 for six years. She previously served the district as the Assistant Superintendent of Curriculum and Instruction from 2003-2006. Dr. D'Andrea grew up in Anderson County, SC, before earning her Bachelor of Science in Education from the University of Georgia. In 1976, she began her career as a first grade teacher in Columbus, Georgia. She also served as Coordinator of Early Childhood and Family Literacy, Principal of West Market Family Education Center, and Assistant Superintendent of Data and Accountability in Anderson School District 5. From 2006-2008, she was the Superintendent of the School District of Pickens County. A lifelong learner, Dr. D'Andrea earned a Masters of Education and a Doctorate of Philosophy in Education Leadership from Clemson University. She served on numerous states and regional committees and task-forces. "Learning, growing, networking and serving are all critical elements of the superintendent," according to Dr. D'Andrea. She currently facilitates systemic planning through her organization, Leading Quality Learning.
Mrs. 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 former 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. This curriculum was used in over 35 school districts in South Carolina. She has created and led professional development

	<p>courses/classes in the areas of reading and math, specializing in small group instruction. Mrs. Oxford's areas of interest include school improvement, school turnaround, reading and literacy, and data-driven decision-making. In addition, she is a certified K-12 teacher, superintendent, elementary principal, elementary supervisor, Special education teacher with emphasis in EMD and EH, and a SAFE-T/TEAM/ADEPT evaluator. She holds an endorsement in Gifted and Talented. Mrs. Oxford earned an Ed.S. in school leadership from South Carolina State University and a M.Ed from Clemson University and Auburn University.</p>
<p>Mrs. Amy Strickland South Carolina</p>	<p>Ms. Strickland holds a BS degree in Elementary Education from the University of Tennessee, Knoxville. She is currently enrolled in the Master's Program in Early Childhood Education at Arizona State University. She taught in both Elementary and Middle School settings in Atlanta for 4 years. Ms. Strickland was also a Human Resources Generalist where her clients included several large corporations and the Federal Government. She now owns and operates two licensed Early Childhood Education facilities which are AdvancED accredited and P21 Exemplar. Ms. Strickland is on the Rock Hill School District Steering Committee and the York Technical College Advisor Board for the on-campus Lab School.</p>
<p>Dr. Beth Taylor South Carolina</p>	<p>Dr. Taylor currently serves as the Director of Secondary Education for Greenwood School District 50 in Greenwood, SC. Prior to that time she served as the Principal of Greenwood High School in Greenwood, SC and the Principal of Abbeville High School in Abbeville, SC. She began her career in education as a classroom teacher and athletic coach. Dr. Taylor holds a Ph.D. and a Masters in Educational Administration from the University of South Carolina. She also holds a Master of Education from Lander University in South Carolina, a Bachelor of Business Administration from Ohio State University and a Bachelor of Science in Physical Education and Health from Erskine College in South Carolina.</p>
<p>Dr. Mendi Tucker South Carolina</p>	<p>Dr. Mendi B. Tucker is the instructional coordinator of Douglas Elementary School. Dr. Tucker began her career in Saluda County in 1992. She taught kindergarten, pre-kindergarten, fourth grade, Reading Recovery, served as a Curriculum Coordinator/Literacy Coach for pre-kindergarten through second grades, and Assistant Director and Director of Adult Education. In 2007, she served as Assistant Principal of Gilbert Elementary School in Lexington District One, Principal of Marshall Primary School in Anderson District Two for the 2011-2012 school year, and Principal of Merriwether Elementary. Dr. Tucker graduated from Saluda High School in 1987 and University of South Carolina-Aiken in 1992 with a BA in Early Childhood Education. She then received her MA in 1994 in Elementary Education. In 2008, she received a doctorate in Educational Leadership with a minor in Curriculum and Instruction.</p>

About AdvancED

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

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

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

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Student Performance Data 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	47.9	37.3	25.5	39.6	67.9
Reading	17.6	10.8	7.8	13.4	37.2
Math	41.9	19.3	13.3	29.1	46.7
Writing	1.6	12.2	1.1	3.9	24.4
ACT Readiness	N/A	N/A	N/A	N/A	N/A

Plus

- Third-graders on the Pre-K – 3 campus scored higher than elementary schools with like-students like in reading and mathematics. They also scored higher than the district in all areas.

Delta

- A large number of students are in need of support in reading across the tested grade levels.
- A low percentage of students scored “Ready” in writing across the tested grade levels.
- All subjects and all grade level performed below the state.

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

	Grade 4			Grade 5		
	2015	2014	2013	2015	2014	2013
Writing	N/A	50.4	45.8	N/A	N/A	N/A
ELA	N/A	44.6	67.8	N/A	N/A	N/A
Math	N/A	28.1	51.7	N/A	N/A	N/A
Science	26.8	22.3	34.5	20.0	N/A	N/A
Social Studies	56.1	54.5	50.6	27.8	N/A	N/A

Plus

- Social studies scores grew consistently in fourth grade across the three-year period.

Delta

- In fourth grade, science scores decreased in 2014. Although it increased in 2015, it is not as high as it was in 2013.
- There were no fifth grade scores for a three-year period to compare because they joined our campus last school year.

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 (Δ).

Teaching and Learning Impact

(Standards 3 and 5)

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

1. 90 percent of elementary students agreed/strongly agreed with the statement, "My teachers help me learn things I will need in the future."
2. 91 percent of parents agreed/strongly agreed with the statement, "My child knows the expectations for learning in all classes."
3. 95 percent of staff agree/mostly agree with the statement, "My school provides challenging instructional programs for students."
4. 100 percent of staff agree/mostly agree with the statement, "Teachers at my school effectively implement the State Curriculum Standards."
5. 100 percent of staff agree/mostly agree with the statement, "Teachers at my school focus instruction on understanding, not just memorizing facts."
6. 97.8 percent of staff agree/mostly agree with the statement, "Teachers at my school have high expectations for students' learning."
7. 95.5 percent of staff agree/mostly agree with the statement, "Student assessment information is effectively used by teachers to plan instruction."

Δ Delta:

1. 51 percent of staff agreed/strongly agreed with the statement, "All teachers personalize instructional strategies and interventions to address individual learning needs of students."
2. 52 percent of staff agreed/strongly agreed with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical-thinking skills."
3. 31 percent of staff agreed/strongly agreed with the statement, "All teachers in our school use a variety of technologies as instructional resources."
4. 57 percent of staff agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
5. 56 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."
6. 54 percent of staff agreed/strongly agreed with the statement, "All staff members are trained in the evaluation, interpretation and use of data."
7. 43 percent of staff agreed/strongly agreed with the statement, "In our school, related support services are provided for all students based on their needs."

8. 69 percent of parents agreed/strongly agreed with the statement, "My child has access to support services based on his/her identified needs."
9. 66 percent of parents agreed/strongly agreed with the statement, "My child has up-to-date computers and other technology from which to learn."
10. 59 percent of staff agreed/strongly agreed with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."

Leadership Capacity

(Standards 1 and 2)

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

1. 97 percent of elementary students agreed/strongly agreed with the statement, "In my school my teacher want me to do my best work."
2. 87 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers help me to understand my child's progress."
3. 97 percent of elementary students agreed/strongly agreed with the statement, "In my school my principal and teachers want every student to learn."
4. 79 percent of parents agreed/strongly agreed with the statement, "Our school has high expectations for all students in all classes."
5. 93.4 percent of staff agree/mostly agree with the statement, "The school administration communicates clear instructional goals."
6. 90.7 percent of staff agree/mostly agree with the statement, "The school administration provides effective instructional leadership."

Δ Delta:

1. 65 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and belief that guide decision-making."
2. 60 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."
3. 59 percent of staff agreed/strongly agreed with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills."
4. 47 percent of elementary students agreed/strongly agreed with the statement, "In my school students treat adults with respect."

Resource Utilization

(Standard 4)

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

1. 96 percent of elementary students agreed/strongly agreed with the statement, "My school has computers to help me learn."
2. 93 percent of students agreed/strongly agreed with the statement, "My school has many places I can learn, such as a library."
3. 83 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."

Δ Delta:

1. 28 percent of staff agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs."
2. 23 percent of staff agreed/strongly agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."
3. 63 percent of students agreed/strongly agreed with the statement, "My school is clean."
4. 55 percent of parents agreed/strongly agreed with the statement, "Our school ensures the effective use of financial resources."
5. 47 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)."
6. 62.2 percent of staff agree/mostly agree with the statement, "There are sufficient materials and supplies available for classroom and instructional use."
7. 60.0 percent of staff agree/mostly agree with the statement, "Our school has a good selection of library and media material."
8. 47.7 percent of staff agree/mostly agree with the statement, "Our school has sufficient computers for instructional use."

Diagnostic Review Team Schedule

Sunday – April 24, 2016

Time	Event	Where	Who
2:00 p.m.	Arrive at Hotel/ Check-in	Hotel	
3:00 p.m. – 4:00 p.m.	Team Work Session #1: Review and discuss performance data, stakeholder survey data, Self-Assessment, Executive Summary, other diagnostics in ASSIST, documents and artifacts provided by the school, to determine initial ratings for all indicators.	Hotel Conference Room	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Principals Overview -Towne Places Suites by Marriott	Hotel Conference Room	Diagnostic Review Team Members/Prin cipals
5:00 p.m. – 6:30 p.m.	Continue Work Session #1-Determine interview questions, review Monday's schedule, overview of eleot™, and discuss review logistics		Diagnostic Review Team Members
6:30 pm	Dinner (On Your Own)		

Monday – April 25, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00-9:00 a.m.	Principals' Interview Bishopville Primary Annex 321 Roland St., Bishopville, SC		Diagnostic Review Team Members
9:15 a.m. – 11:45 a.m.	Classroom observations and stakeholder interviews Bishopville Primary & Bishopville Primary Annex		Diagnostic Review Team Members
11:30 a.m.- 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedules		
11:45 a.m. – 4:00 p.m.	Continued Classroom Observations Individual interviews: 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty) 3. school leadership team Small groups (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students 3. support staff		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on their own		
6:00 p.m. – 9:00 p.m.	Team Work Session #2 (Agenda provided by Lead Evaluator): <ul style="list-style-type: none"> • Tabulate classroom observation data from Day #1 • Team Members determine individual second ratings for all indicators • Discuss potential Powerful Practices and Improvement Priorities • Team Members draft Improvement Priorities or Powerful Practices that are then shared with the Team. Team Members and Lead Evaluator provide feedback. • Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

Tuesday – April 26, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school Bishopville Primary 603 North Dennis Avenue Bishopville, SC (803) 484-5156		
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review; conduct classroom observations that were not done on Day #1 NOTE: Supt’s Interview will occur at some point during the day.		
11:30 a.m.- 12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedules		
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on their own		
6:00 p.m. – 9:00 p.m.	<p>Team Work Session #3 (Agenda provided by Lead Evaluator):</p> <ul style="list-style-type: none"> Review findings from Tuesday Tabulate and review final eleot Learning Environment ratings Team Members determine individual final ratings for all indicators <p>The team should examine and reach consensus on:</p> <ul style="list-style-type: none"> Powerful Practices (indicators rated at 4) Improvement Priorities (indicators rated at 1 or 2) Summary overview for each standard Learning Environment narrative (Optional) Identification of Promising Practices which may or may not be linked to a specific indicator. These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the indicator rating, student performance, or the effectiveness of the school/district. 	Hotel Conference Room	

Wednesday – April 27, 2016

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