

DIAGNOSTIC REVIEW REPORT FOR C.A. JOHNSON HIGH SCHOOL

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Table of Contents

Introduction	4
Results.....	8
Teaching and Learning Impact.....	8
Standard 3 - Teaching and Assessing for Learning.....	9
Standard 5 - Using Results for Continuous Improvement	10
Student Performance Diagnostic	10
Effective Learning Environments Observation Tool (eleot™)	11
eleot™ Summary Statement.....	11
eleot™ Analysis by Learning Environment	13
Findings	20
Leadership Capacity	26
Standard 1 Purpose and Direction	27
Standard 2 Governance and Leadership.....	27
Stakeholder Feedback Diagnostic.....	28
Resource Utilization	29
Standard 4 Resource and Support System.....	29
Conclusion.....	31
Team Roster	34
About AdvancED	36
References	37
Student Performance Data Tables	39
Stakeholder Survey Plus/Delta.....	42
Diagnostic Review Team Schedule	44

Introduction

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

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

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

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

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the Diagnostic Review, the institution conducted a Self Assessment using the AdvancED Standards and provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- An indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices and Improvement Priorities.

Powerful Practices

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices, yielding a performance level of 4, serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices which identified as essential to the institution's effort to continue its journey of improvement.

Improvement Priorities

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 or Level 2 Indicator rating, an Improvement Priority may be identified by the Team to guide improvement efforts. Improvement Priorities are supported by extensive explanation and rationale to give leaders and stakeholders a clear understanding of the conditions, practices,

policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

The Review

C.A. Johnson High School hosted a Diagnostic Review on April 17-20, 2016. The on-site review involved a six-member team who demonstrated their considerable knowledge, skills and expertise in carrying out the Diagnostic Review process and eventually developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of C.A. Johnson High School for their warm welcome throughout the visit. The school is commended for their preparation and response to the Team's varied requests for the essentials documents needed to complete this review with fidelity.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through emails in an effort to complete the initial and intensive study, review and analysis of various documents provided by the school and district. The Lead Evaluator conducted the primary conference call with Principal Dr. Veronica Scott and Assistant Principal Dr. Cleve Pilot. Subsequent phone calls and emails took place to both ensure all essential documents were uploaded as well as to finalize logistical and scheduling details. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in preparation for the visit. Evidence and documentation to support the school's Self Assessment and other diagnostics were eventually assembled and were sufficient for the Team to conduct their preliminary work. All Team Members were able to access all essential documents.

The Diagnostic Review Team met on Sunday, April 17, 2016 for their first work session. Items addressed included a review of the preliminary indicator results as well as a general overview of the Diagnostic Review schedule. Dr. Scott arrived that same day along with various members of her leadership team to conduct the principal presentation. In her 45-minute conversation, Dr. Scott shared the history of C.A. Johnson High School as well the school's mission and vision. She is new to the community, having only served for eight months at the time of the presentation. She included the school's academic performance since 2012, drawing on results from district score cards as well as various stakeholder feedback documents AdvancED requires. Dr. Scott noted the at-risk status of the school for the past five years and cited the need to improve test scores, graduation rates as well as a renewed commitment to more effective teaching strategies. As for the latter item, Dr. Scott highlighted the introduction of new instructional programs and a more intentional use of data to inform teaching and learning. Dr. Scott ended the presentation by thanking the Team and expressing her appreciation for our presence and efforts.

Over the three-day on-site visit, the Diagnostic Review Team conducted interviews with the school leadership team, teachers, support staff, parents and students. The feedback acquired through stakeholder interviews was used in conjunction with other evidence and data to support the findings of the Diagnostic Review. The Team used the eleot™ classroom observation tool to observe classroom

environments and quantify student engagement, attitudes and dispositions. The Team was also able to observe four different professional learning community (PLC) meetings, which was very beneficial.

A total of 113 stakeholders were interviewed and 22 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the school leaders, faculty and staff were open, candid and helpful during their conversations. Their desire to aid the process and their community's efforts towards continuous improvement at C.A. Johnson High School was more than evident.

Stakeholder Interviewed	Number
Administrators	4
Instructional Staff	22
Support Staff	23
Students	57
Parents/Community/Business Leaders	7
TOTAL	113

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.	1.50
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.	1.33
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.	1.83
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.	1.83
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.50
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.50
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.	1.50

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.	1.83
3.11	All staff members participate in a continuous program of professional learning.	1.66
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.83

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Average Team Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.83
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	2.16
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.66
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.83
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.	1.83

Student Performance Diagnostic

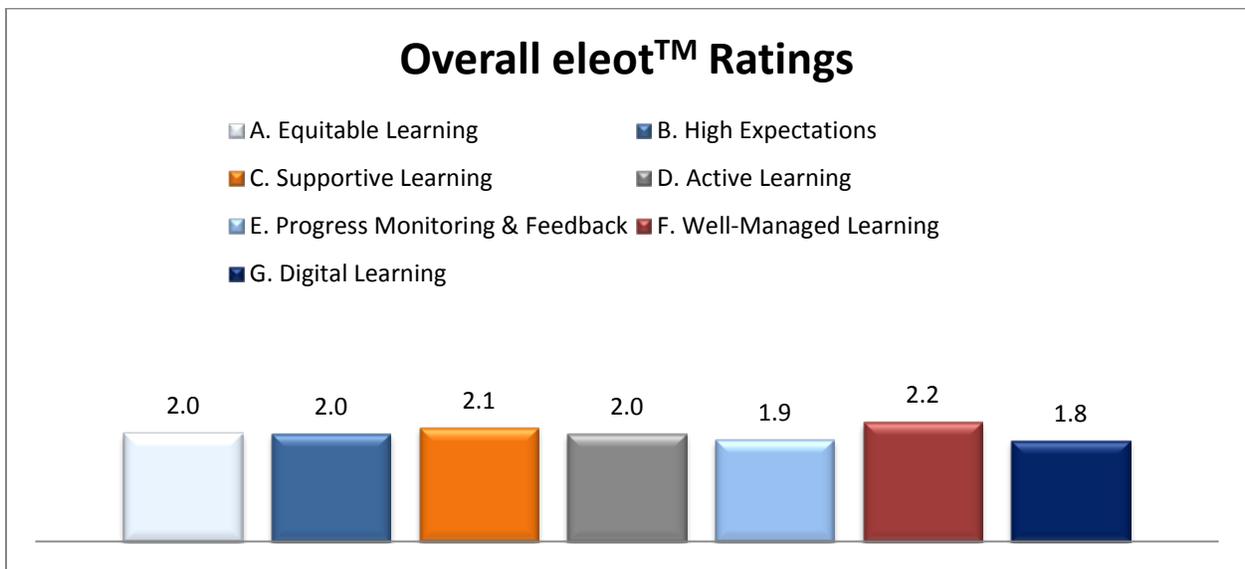
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	2.00
2. Test Administration	2.00
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 22 classroom observations, which included all core subjects. The overall ratings ranged from 1.8 to 2.2 on a four-point scale. The Well-Managed Learning Environment was the highest rated, and the lowest rated was the Digital Learning Environment. Though the school recently decided to move to a one-to-one teaching/learning model, the Team observed little intentional use of technology to support learning or instruction. The instances where technology was observed, the Team noted few occurrences where students used technology to actively engage in collaborative problem solving or project-based learning. Classroom observation data revealed learning environments with low expectations and a lack of rigorous instruction, which paralleled student achievement data results. There were few examples of teachers triggering higher order thinking, despite the

administration's expressed directive that essential questions be part of every lesson plan. Furthermore, very few observations revealed varied teaching instructional practices. Classroom observation data reflected a heavy reliance on traditional, teacher-centered learning environments in which students were primarily passive listeners or observers. Also apparent was a lack of student understanding about how work would be assessed, frequent formative assessments for learning and exemplars of high-quality work.

eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	2.2	Has differentiated learning opportunities and activities that meet her/his needs	0%	32%	55%	14%
A.2	2.3	Has equal access to classroom discussions, activities, resources, technology, and support	5%	36%	41%	18%
A.3	2.0	Knows that rules and consequences are fair, clear, and consistently applied	0%	23%	59%	18%
A.4	1.5	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	5%	36%	59%
Overall rating on a four-point scale:		2.0				

Equitable Learning Environment

The overall rating for the Equitable Learning Environment was 2.0 on a four-point scale. The extent to which students had "equal access to classroom discussions, activities, resources, technology, and support" (A2) was evident/very evident in 41 percent of classrooms. Instances where a student had "differentiated learning opportunities and activities that meet her/his needs" (A1) were evident/very evident in only 32 percent of classrooms. These results underscored a leverage point for improvement in the area of providing challenging learning opportunities to meet individual needs. School leaders will also need to provide support, direction and professional development on differentiated instruction that meet individual student learning needs. Stakeholder feedback data also supported this as an area that needs focus, where 45 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs." Of particular concern was that in only five percent of classrooms did it was it evident/very evident that students had "ongoing opportunities to learn about their own and others backgrounds/cultures/and differences," (A4). The Team did note that the use of varying themed days in a newly developing advisory program may help to foster greater understanding, learning and application of real life experiences and backgrounds.

B. High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	2.1	Knows and strives to meet the high expectations established by the teacher	0%	32%	45%	23%
B.2	2.2	Is tasked with activities and learning that are challenging but attainable	5%	32%	45%	18%
B.3	1.8	Is provided exemplars of high quality work	5%	23%	18%	55%
B.4	2.0	Is engaged in rigorous coursework, discussions, and/or tasks	0%	27%	41%	32%
B.5	1.9	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0%	23%	41%	36%
Overall rating on a four-point scale:		2.0				

High Expectations Learning Environment

The High Expectations Learning Environment was rated a 2.0 on a four-point scale, suggesting a need for staff members to implement rigorous instructional strategies and establish high expectations for student learning. It was evident/very evident in only 27 percent of the classrooms that students "engaged in rigorous coursework, discussions and/or tasks," (B4). The item "Is tasked with activities and learning that are challenging but attainable" (B2) was evident/very evident in 37 percent of classrooms. Additionally, the extent to which students "know and strive to meet the high expectations established by the teacher" (B1) was evident/very evident in only 32 percent of the classrooms. Instances where students "asked and responded to questions that required higher order thinking (e.g., applying, investigating, evaluating, synthesizing)" (B5) were evident/very evident in only 23 percent of the classrooms. When considered with student performance data these learning item results support that the school is struggling to provide a challenging learning environment coupled with instructional strategies that require student collaboration, self-reflection and development of critical-thinking skills. While the school has started to embark upon a program of staff development through professional learning communities (PLCs), classroom observation data suggested a more comprehensive program is needed where all stakeholders are clear about expectations and are held accountable for continuous improvement.

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.1	Demonstrates or expresses that learning experiences are positive	5%	23%	50%	23%
C.2	2.3	Demonstrates positive attitude about the classroom and learning	5%	27%	59%	9%
C.3	2.1	Takes risks in learning (without fear of negative feedback)	5%	36%	23%	36%
C.4	2.1	Is provided support and assistance to understand content and accomplish tasks	5%	32%	36%	27%
C.5	1.9	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	5%	23%	27%	45%
Overall rating on a four-point scale:		2.1				

Supportive Learning Environment

The Supportive Learning Environment was rated a 2.1 on a four-point scale. Instances where students "demonstrated or expressed that learning experiences are positive" (C1) were evident/very evident in 28 percent of classrooms. The extent to which students were, "provided support and assistance to understand content and accomplish tasks" (C4) was evident/very evident in 37 percent of the classrooms. Instances in which students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" (C5) were evident/very evident in 28 percent of the classrooms. Stakeholder feedback revealed that 68 percent of teachers agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning," suggesting that attention to effective assessment and feedback in order to strengthen student support and learning could be a possible leverage point for improvement.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.0	Has several opportunities to engage in discussions with teacher and other students	0%	32%	36%	32%
D.2	1.8	Makes connections from content to real-life experiences	0%	23%	32%	45%
D.3	2.1	Is actively engaged in the learning activities	5%	23%	55%	18%
Overall rating on a four-point scale:		2.0				

Active Learning Environment

The Active Learning Environment received a rating of 2.0 on a four-point scale. It was evident/very evident that students were "actively engaged in the learning activities" (D3) in only 28 percent of the classrooms. Further, it was evident/very evident that only 32 percent of students had "several opportunities to engage in discussions with teacher and other students" (D1). Finally, in 23 percent of the classrooms, it was evident/very evident of students made "connections from content to real-life experiences" (D2).

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	1.8	Is asked and/or quizzed about individual progress/learning	0%	27%	27%	45%
E.2	1.9	Responds to teacher feedback to improve understanding	0%	27%	36%	36%
E.3	1.9	Demonstrates or verbalizes understanding of the lesson/content	5%	18%	36%	41%
E.4	1.8	Understands how her/his work is assessed	5%	18%	32%	45%
E.5	2.0	Has opportunities to revise/improve work based on feedback	5%	27%	27%	41%
Overall rating on a four-point scale:		1.9				

Progress Monitoring and Feedback Learning Environment

The Progress Monitoring and Feedback Learning Environment received a rating of 1.9 on a four-point scale. Instances in which students "had opportunities to revise/improve work based on feedback" (E5) were evident/very evident in 32 percent of the classrooms, suggesting that observers infrequently detected teachers effectively using rubrics or feedback to help students improve their work. It was evident/very evident in only 27 percent of the classrooms that students "responded to teacher feedback to improve understanding" (E2). Instances in which students "understood how her/his work is assessed" (E4) were evident/very evident in 23 percent of the classrooms. The Team noted the absence of any cohesive assessment policy, which the above ratings and data support. Stakeholder feedback data also supported a lack of a progress monitoring environment in the school. Forty-eight percent of parents agreed/strongly agreed with the statement "My child has administrators and teachers that monitor and inform me of his/her learning progress" and 58 percent of students agreed/strongly agreed with the statement, "All of my teachers provide me with information about my learning and grades." Monitoring students' learning is a critical component to an effective school, one to which the administration C.A. Johnson expressed a growing commitment.

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.5	Speaks and interacts respectfully with teacher(s) and peers	14%	36%	36%	14%
F.2	2.3	Follows classroom rules and works well with others	5%	36%	45%	14%
F.3	2.1	Transitions smoothly and efficiently to activities	5%	18%	59%	18%
F.4	1.7	Collaborates with other students during student-centered activities	5%	18%	23%	55%
F.5	2.3	Knows classroom routines, behavioral expectations and consequences	5%	32%	55%	9%
Overall rating on a four-point scale:		2.2				

Well-Managed Learning Environment

The Well-Managed Learning Environment received a rating of 2.2 on a four-point scale and serves as C.A. Johnson's highest rated learning environment. Instances in which students "collaborated with other students during student-centered activities" (F4) were evident/very evident in 23 percent of classrooms. It was evident/very evident in 50 percent of classrooms that students "spoke and interacted respectfully with teacher(s) and peers" (F1) and it was evident/very evident in 41 percent that students "followed classroom rules and worked well with others" (F2). Finally, it was evident/very evident in only 23 percent of classrooms that students "transitioned smoothly and efficiently to activities" (F3), suggesting a need for teachers to more effectively embrace the bell-to-bell teaching model in order to maximize instructional time.

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	2.1	Uses digital tools/technology to gather, evaluate, and/or use information for learning	9%	23%	36%	32%
G.2	1.9	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	14%	5%	36%	45%
G.3	1.6	Uses digital tools/technology to communicate and work collaboratively for learning	5%	9%	27%	59%
Overall rating on a four-point scale:		1.8				

Digital Learning Environment

Of the seven Learning Environments, the Digital Learning Environment received the lowest average rating with a 1.8 on a four-point scale. Instances in which students used "digital tools/technology to communicate and work collaboratively for learning" (G3) were evident/very evident in 14 percent of classrooms. Moreover, students using "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2) was evident/very evident in just 19 percent of the classrooms. Perhaps of most concern was the fact that when technology was used (e.g., students using computers, SmartBoards), the Team observed that its role and function was not to encourage collaboration, problem solving or higher-level thinking.

Findings

Improvement Priority

Incorporate and monitor instructional strategies that ensure achievement of challenging learning expectations so that all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (Primary Indicator 3.1, Secondary Indicator 3.3)

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, showed it was evident/very evident that 32 percent of the classroom lessons included “differentiated learning opportunities and activities” (A1) to meet student needs, indicating that two thirds of the student population is not receiving instruction based on individual need. Students being “provided support and assistance to understand content and accomplish tasks” (C4) was evident/very evident in 37 percent of the class observations. In 28 percent of the classroom observations it was evident/very evident that students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs” (C5)

It was evident/very evident in 32 percent of the classroom observations that students made an effort to “meet the high expectations established by the teacher” (B1). Instances in which students were assigned with “challenging but attainable” activities and learning were evident/very evident in 37 percent of the classrooms (B2). Twenty-three percent of observations indicated that it was evident/very evident that students were asked and responded to “questions that require higher order thinking” (B5). Additionally, it was evident/very evident that 27 percent of the classrooms were “engaged in rigorous coursework, discussions, and/or tasks” (B4), illuminating that almost three fourths of the students were not engaged in rigorous studies in the classroom.

Stakeholder Survey Data:

Survey data revealed that 69 percent of teachers agreed/strongly agreed, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students,” while 45 percent of the students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs.”

Sixty percent of students agreed/strongly agreed, “My school provides me with challenging curriculum and learning experiences,” suggesting that almost half of the students feel as though they are not challenged with a rigorous curriculum. Fifty-eight percent of the students agreed/strongly agreed, “My school prepares me for success in the next school year.” In addition, 60 percent of the students agreed/strongly agreed, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed,” suggesting a lack of varied instructional strategies to impact student success.

Stakeholder Interviews:

Interview data revealed a shift in academic focus this school year; however, very little oversight and professional development of research-based instructional practices was evident. One teacher commented that they were, “often was unclear as to the expectations of the weekly Monday afternoon

faculty meetings.” Interviews with stakeholders suggested that while teachers are observed, the feedback they received is inconsistent regarding instructional practices to help teachers grow and refine their craft. Many administrators and faculty members mentioned the need to hire and retain effective teachers. To that end, the principal expressed excitement about hiring new, highly qualified teachers. All stakeholders unanimously agreed that expectations have increased this year, which has improved behavior in the school, but it is a concern to the Team that the expectations do not transcend to academic oversight and effectiveness in the classroom.

Documents and Artifacts:

While the C.A. Johnson Professional Development Plan for the 2015-2016 school year lists “professional development for all department chairs in reference to how to facilitate a proper PLC,” observations of these meetings revealed that they were more reflective of traditional departmental meetings. In addition, this document stated a major action was to employ the district instructional framework model, but this was not evident in lesson plans. Another major action in this document was to “increase student engagement and rigor in all classes” with Explicit Direct Instruction (EDI) training, but there was very little evidence of these “strategic instructional practices for design and delivery of well-crafted lessons that explicitly teach grade-level content to all students.” PLC minutes, overview of standards and learning objectives by subject and grade level, as well as teacher observations and feedback forms, were not evident or provided during the on-site visit.

Improvement Priority

Create a system to ensure collaboration, monitoring and adjustment of curriculum, instruction and assessments to effectively address data from multiple sources of student learning and examinations of professional practices. (Indicator 3.2)

Student Performance Data

Student performance data, as detailed in an attachment to this report indicated the school's ACT Benchmark composite score was 13.4. The average passage rate of End-of-Course (EOC) tests was 44.4 percent as compared to the state average of 77.3 percent, which is a significant gap. The school's graduation rate was 53.2 percent for the four-year cohort. WorkKeys scores meeting the threshold of Platinum, Gold and Silver in Applied Mathematics, Reading for Information and Locating Information were below the state average.

This examination of student performance demonstrates the need for a collaborative process to ensure alignment of curriculum, instruction and/ or assessments. A process for review and revision is also needed as indicated by the data to influence professional practices. Moreover, the student performance data indicated there is not an ongoing improvement process with clear guidelines to ensure that vertical and horizontal alignment is reflective of the school's purpose and mission.

The effective implementation of PLCs will provide the staff with the skills to analyze and utilize both standardized testing data and classroom formative and summative assessments.

Classroom Observation Data:

The Progress Monitoring and Feedback Learning Environment received an overall rating of 1.9 on a four-point scale. A component of that environment "responds to teacher feedback to improve understanding," (E2) scored at 1.9. Another component of that environment "understands how her/his work is assessed," (E4) scored at 1.8. These components were evident/very evident less than 30 percent of the time.

The High Expectations Environment received an overall rating of 2 on a four-point scale. The component "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" (B5) was scored at 1.9 and was evident/very evident 27 percent of the time. The data derived from classroom formative assessments should be used to adjust instruction and curriculum to meet the needs of all students.

Stakeholder Survey Data:

Survey data indicated that 44 percent of the students agreed/strongly agreed, "All of my teachers change their teaching to meet my learning needs," suggesting the majority of students may not be receiving the help they need to be successful. In contrast, 78 percent of the staff agreed/strongly agreed "All teachers in our school use multiple assessments to modify instruction and to revise the curriculum." In addition, 70 percent of the staff agreed/strongly agreed, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."

Survey data revealed 67 percent of teachers agreed/strongly agreed, “All teachers provide students specific and timely feedback about their learning.” In addition, 69 percent of the staff agreed/strongly agreed, “Our school ensures all staff members are trained in the evaluation, interpretation and use of data.” The staff’s responses to surveys and interview questions indicated a lack of uniformity in data use and analysis.

The survey data indicated the staff agreed or strongly agreed that there is a need for a systematic approach to student performance data. The disparity between the staff’s understanding of the use of data and the students’ perception of teachers making adjustments to instruction and curriculum should be addressed. Creating a system to ensure collaboration, monitoring and adjustment of curriculum, instruction, and assessment to effectively address data from multiple sources of student learning and the examination of professional practices is needed.

Stakeholder Interviews:

Interview data showed that staff members meet by department on a regular basis, but these meetings are not structured as PLCs. There was not a clearly established school-wide system to use data from multiple assessments of student learning and the examination of professional practice to monitor and adjust curriculum, instruction and assessment. Administrative direction and oversight of the staff meetings was not observed to be consistent across departments. Teacher descriptions of activities during meetings varied widely. During the interview with the principal, she conceded the structure and focus of the staff meetings was, “their (staff) responsibility,” and that the meetings were “departmental.”

Interview data revealed a wide range of professional development activities, and the teachers’ understanding of the purpose of PLCs varied. The Team also noted the collective lack of administrative feedback and inconsistent attendance at PLCs.

Strategically planned and organized PLCs will enable the staff to improve instruction and curriculum development, and provide needed student performance data and feedback to improve learning.

Documents and Artifacts:

The Team’s analysis of the data revealed certain pieces of assessment data and various reports had not been updated since the first quarter of the academic year. Minutes from PLCs indicated that data analysis was a component of meetings, but was not consistently the primary focus. A uniform agenda with learning outcomes and goals was also missing for these weekly meetings. In addition, staff survey data showed that a system to ensure collaboration, monitoring and adjustment of curriculum, instruction, and assessment to effectively address data from multiple sources of student learning and the examination of professional practices had not been effectively communicated or implemented.

Improvement Priority

Develop, implement and document regular and consistent procedures for supervision, evaluation and monitoring of instructional effectiveness through direct classroom observations to support continuous improvement in student learning. (Primary Indicator 3.4, Secondary Indicator 2.6)

Student Performance Data:

Student Performance Data, as detailed in an attachment to this report, revealed performance results that were significantly below other high schools in the district and the state. Data further indicated that student performance over the past three years have remained static with little upward trajectory noted. This has significantly contributed to the downward trend in the four-year graduation rate, which averages slightly above the 50 percent margin for the past four years, as documented in the C.A. Johnson School state report card. Moreover, as also revealed in the school's report card, C.A. Johnson has averaged a seven percent "drop out" rate over the past three years. EOC exam results are additional examples of the sizeable gap between C.A. Johnson and other state high schools. This was most notable in U.S. History, where there was a 53 percent differential between C.A. Johnson and the rest of the state in 2014-2015.

Classroom Observation Data:

Observation data, as detailed previously in the Teaching and Learning Impact section of this report indicated that professional practices do not focus on instructional strategies that promote higher order thinking as was evident/very evident in only 23 percent of the classes observed (B5). Students responding to teacher feedback (E2) and being quizzed about their individual learning progress (E1) were only evident/very evident in 27 percent of classes. Additionally, it was evident/very evident in 23 percent of the observations that students understood how their work is assessed (E4). Similarly, student collaboration was only evident/very evident in 23 percent of these same observations (F4). In relation to professional practices, this observation data indicated instruction is not rigorous and may be a result of minimal supervision, instructional evaluation and oversight.

Stakeholder Survey Data:

Survey data revealed that 60 percent of students agreed/strongly agreed, "All of my teachers change their teaching to meet my learning needs." Similarly, 69 percent of teachers agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." Forty-five percent of students also agreed/strongly agreed that, "All of my teachers change their teaching to meet my learning needs." Conversely, 69 percent of teachers recognize, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." This indicates, to a degree, that students and teachers acknowledge that teaching and learning is not differentiated to meet the needs of a significant number of students. Students and teachers once again congruent as indicated in the student statement, "All of my teachers provide me with information about my learning and grades." This is an opinion shared by 58 percent of the students who agreed/strongly agreed with the statement and reasonably matched by 68 percent of the teachers who agreed/strongly agreed that, "All teachers in our school provide students with specific and timely feedback about their learning." The survey data cited is

a strong indicator that professional practices related to instructional procedures to support student success require administrative involvement and monitoring as a means to change current practices.

Stakeholder Interviews:

Interview data revealed that support staff participated in professional development related to their specific work assignment and received ongoing assistance, as needed, which enabled them to directly support instructional processes and professional practices. Parents felt the school was focused on students, and the principal had established an “open door” policy that made them feel welcome. To parents, this translated to better information regarding school events and expectations and this enabled them to better support their child’s education.

Teacher interviews revealed that while observations of professional practices took place, “...no feedback was given.” Another response from a teacher noted that, “...feedback would be given if requested.” This lack of feedback speaks to the need for a comprehensive accountability process for assessing and improving professional practices. This conclusion is further buttressed by the lack of requested documentation related to teacher evaluations.

Students were candid with their comments and noted they felt safe at the school and were able to learn. One student noted that he had a mentor who was like a “father figure” to him. All seven students interviewed felt prepared for life after high school because they are “taking challenging classes,” and because of their relationships with the guidance department. Despite these feelings and perceptions, multiple data sources revealed that many students are not prospering within the current instructional process. This same data indicated professional practices are in need of continued monitoring, support and assessment if needed change is to occur to ensure student growth, achievement and success.

Documents and Artifacts:

A review of the school’s state report cards (2013, 2014 and 2015) revealed that all professional staff received in excess of 13 professional development days in each of the last three years. Interviews with administration, a department chair and teachers also established that PLCs were a weekly occurrence and were structured to directly support the enhancement of professional practices. Administrative interviews also established that ongoing professional development is a constant feature at C.A. Johnson.

Despite these resources, professional practices have not remediated the poor performances of students in EOC exams, state assessments or national indicators such as the ACT. Teacher interviews also revealed administrative observations occur, and there was often a dearth of feedback that could be used to alter professional practices in the classroom, but that information had not been analyzed. This was supported by an absence of classroom observation protocols, logs and feedback requested by the Team.

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.	2.16
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.	1.83
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

Standard 2 Governance and Leadership

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

Indicator	Description	Average Team Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	1.67
2.2	The governing body operates responsibly and functions effectively.	2.16
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.16
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.50
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.83

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	1.00
2. Stakeholder Feedback Results and Analysis	1.00

Resource Utilization

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

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

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

Standard 4 Resource and Support System

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

Indicator	Description	Average Team Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	2.33
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.50
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.33
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.16
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2.16
4.6	The school provides support services to meet the physical, social and	2.16

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

Conclusion

Dr. Veronica Scott has served as head of C.A. Johnson High School for nearly one year. C.A. Johnson High School holds a unique position in South Carolina, let alone the district, having been built in 1949 as an African American high school during Jim Crow era segregation. The student demographics reveal the school still serves a predominately African American community, with enrollment vacillating between 410 and 460, of which 96 percent of the student population is black. There are 44 certified teachers on staff, and three assistant principals support Dr. Scott as a part of her leadership team. The school is still very much a point of pride for the community at-large, but has undergone significant challenges as an “at-risk” school for the past five years. Basic indicators such as attendance, suspension and graduation success rates coupled with testing scores in all areas reveal a school in need of transformational leadership.

Dr. Scott, whose experience is primarily in curriculum and instruction, has taken on the task of turning the school around, both in terms of improving the school’s culture and climate for all stakeholders and also improving instructional practices, student learning and student performance. The principal and her three assistants have addressed what they believe to be the most critical variables in school improvement for C.A. Johnson at this point: getting the kids to school (i.e., improving attendance rates) and keeping them safe. One student remarked during an interview, “C.A. Johnson used to be a place to have fun, but now it is all about the learning.” To that end, the leadership team has attempted to implement a new student pastoral program (a character-based advisor/advisee model) and maximize their In-School Suspension (ISS) Center in an effort to reduce student suspensions and increase student responsibility. As for teaching and instruction, Dr. Scott has attempted, through weekly meetings, to both utilize data produced by the state’s Masterworks platform. She has also implemented a of myriad initiatives to improve instructional practice, including the Star Reading/Star Math, Accelerated Reader, Read 180, Essential/Critical Question lesson/unit planning and Explicit Direct Instruction (EDI). While the principal may have the support to implement multiple initiatives, the Team felt the evidence suggested too many initiatives are competing for scarce resources. The Team recommends that the school’s leadership team prioritize and streamline their focus. Though it appears that the school is on initiative overload, the principal has the support of teachers, parents, students and community stakeholders.

The school has achieved some measure of success in developing a shared culture and climate. School administrators reported that daily attendance is approaching 90 percent. Additionally, the school’s leadership team restricted cell phone use in the classroom through a new policy, attempted to improve the school’s pastoral care and maximized the ISS space to ensure that kids are staying at school and learning. Finally, maximizing the role of the parent liaison has also brought a level of success. One parent remarked that “there is an open door policy and the climate is improving.” The indicators reveal that Dr. Scott is both allocating resources and placing emphasis on the appropriate areas to improve the chances for a successful turnaround.

The principal shared her instructional vision to create a more student-centered, project-based learning environment. There are recent policy decisions and certain elements to support this vision. C.A. Johnson High School has a ninth grade academy. Dr. Scott has worked to establish a summer enrichment

program, called the Bridge Program, to strengthen the transition into C.A. Johnson High School from feeder schools in order to maximize chances for success. Additionally, Dr. Scott altered the 2015-2016 school schedule to ensure that ninth grade students eat separately from the rest of the student population. The expressed goal is to use the incoming ninth grade class to grow and enhance the instructional policies that are currently being considered.

As the instructional leader, Dr. Scott is aware that once students are safely at school, leadership is second only to classroom instruction as an influence on student learning. As a result, Dr. Scott has targeted literacy as a critical and long-term goal. She stressed using the 'instructional framework' provided by the state of South Carolina as a vehicle to ensure this happens. The leadership team members are also in the process of selecting programs to ensure this occurs in a measurable manner. In addition to the programs noted above, Dr. Scott also stressed new opportunities for students including: job shadowing, maximizing local ties and creating internship programs, strengthening the summer school, implementing a partial classroom-without-walls in selected field studies along, school tutoring, Saturday school and an extended school year. These are lofty initiatives. Unfortunately, classroom observation data unveiled low student engagement, absence of differentiated learning opportunities, limited rigorous learning tasks, and low expectations. The school's leadership team also targeted the Health Science Magnate Program as an opportunity to enhance instructional and interdisciplinary strategies. The aforementioned program's success is reflected in the students' responses: of 12 senior students interviewed, seven stated that the Health Magnet Program directly influenced their anticipated choice of major in college.

The Team noted that the required Monday afternoon professional development meetings (PLCs) generated very mixed to mild results. The PLCs are not, upon closer observations, PLCs at all but rather departmental meetings. This point was supported during an interview with Dr. Scott who conceded that direction, agendas and strategic, informed direction are lacking. The positive trend is that leadership has established this time for faculty to meet and collaborate. The next step in the school's turnaround is for the leadership team to meet, set goals and provide the necessary guidance, support and leadership to ensure that these meetings are effective and drive student performance.

Another leverage point for continuous improvement is for the leadership team to consistently monitor and provide feedback to teachers around high expectations for student learning, instructional strategies and the effective use of data to improve student performance. Dr. Scott expressed anticipation of a high turnover of staff next school year. Hiring and training quality staff is also a priority for the leadership team.

Even though significant challenges remain for C.A. Johnson High School, the Team noted a warm, welcoming, and prideful atmosphere. The Executive Report notes that the school earned the Palmetto Silver Award for 2014-2015 for General Performance and that the Biomedical Program is certified nationally by Project Lead the Way. As a school, they are also quite proud of their role in fostering the development of world-class skills by implementing a one-to-one technology initiative. Beyond the classroom, the school has reached out to the community. Reading and Rocking literacy nights, movie nights, military balls, book night with parents and varied partnerships with private business bode well

for increasing community involvement. Final strengths noted by the team were the school's nurturing climate, safe environment, pleasant staff, and caring and friendly arrival and departure protocols.

Improvement Priorities:

1. Incorporate and monitor instructional strategies that ensure achievement of challenging learning expectations so that all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (Primary Indicator 3.1, Secondary Indicator 3.3)
2. Create a system to ensure collaboration, monitoring and adjustment of curriculum, instruction and assessments to effectively address data from multiple sources of student learning and the examination of professional practices. (Indicator 3.2)
3. Develop, implement and document regular and consistent procedures for supervision, evaluation and monitoring of instructional effectiveness through direct classroom observations to support continuous improvement in student learning. (Primary Indicator 3.4, Secondary Indicator 2.6)

Team Roster

Lead Evaluator	Brief Biography
David Swartwout Texas	David started his teaching career at the Ethical Culture Fieldston School in New York, NY. A member of the history department, David designed many upper level electives, played a key role in developing interdisciplinary learning programs and worked hard to establish student centered classrooms. MUN Director, Department Chair and later Dean, David spent nearly 12 years in New York. His international teaching experience includes time at the International School of Geneva, College du Leman and the International School of Panama where he was a principal in the high school division. David now works as an educational consultant for various organizations in the US, as well as the International Baccalaureate Organization in The Hague. He is passionate about effective, student-centered teaching and all-school systems that support authentic learning.
Team Members	
James Broderick South Carolina	James has served in public education for over seventeen years. He is currently the assistant director at the Dorchester County Career and Technology Center. He has served as a middle school guidance counselor and a middle school assistant principal. He is a U.S. Air Force veteran with past work experience as a maintenance planner, retail bank manager, training manager, social worker and an alcohol and drug counselor. He possesses a Bachelors degree in Resources Management, a Masters degree in Management, a Masters degree in School Counseling and a Masters degree in Education Administration. He currently serves on the Walterboro City Council and is a member of the South Carolina AdvancED advisory board. He has served on 8 accreditation teams.
Heather Bundy South Carolina	Mrs. Bundy currently serves the Beaufort County School system. She has teaching experience at the middle level as an English language arts teacher and an instructional coach, specializing in data analysis, strategic planning and implementation, and instructional strategies. She has served as a TAP Mentor Teacher and has extensive experience in curriculum writing, technology integration, and balanced literacy. Heather holds a Bachelor of Arts in English and Secondary Education and a Masters of Arts in Teaching of Elementary Education.
Steve Driscoll South Carolina	Steve Driscoll left high school and joined the United States Marines and served in Vietnam. After earning his GED, Steve went on to graduate from the University of Massachusetts- Boston and Harvard University with an MAT. Steve taught for nine years in Boston before becoming an administrator. Steve's work in administration has included being an assistant principal, principal, program director, associate superintendent and other management positions within central office. Currently Steve is an Educational Associate with the South

	Carolina Department of Education, Office of School Leadership, and recently concluded his work as the coordinator of the Program for Assisting, Developing and Evaluating Principals' performance and as the Coordinator for the South Carolina Transformational Leadership Academy. Steve is now working on various projects within the SCDOE.
Freddie Lawton South Carolina	Freddie Lawton, Jr. has 14 years of experience in education. He began his teaching career in Beaufort County school District where he currently serves as an assistant principal of a middle school. He also has experience at early childhood and elementary levels, teaching kindergarten, third, and fourth grades as well as serving as assistant principal. Mr. Lawton has worked in Title 1 schools for most of his career helping to assist in reaching academic success. He holds a Bachelor of Art Degree in Communications, a Masters of Art in Education and a Masters of Art in Educational Leadership and Supervision.
Arthur Northrop South Carolina	Arthur Northrop received his Bachelors of Science in Secondary Education from Auburn University in 1985. He received his Masters in Administration and Supervision from the University of South Carolina in 1991. During the past thirty years he has taught Marketing Education (Secondary), Career Exploration and South Carolina History (Middle School) and served as an administrator or director of Adult, Alternative, Elementary and Career and Technology Education.

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

Percentages of Students scoring at 70 or above on End-of-Course (EOC) Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	% School (14-15)	% State (14-15)	% School (13-14)	% State (13-14)	% School (12-13)	% State (12-13)
Algebra I	66.7	85.7	70.8	NA	69.0	NA
English I	50.5	75.1	59.8	NA	55.0	NA
Biology	50.4	77.8	49.2	NA	50.4	NA
U.S. History	13.1	69.1	33.8	NA	13.3	NA
All	44.4	77.3	54.0	NA	46.6	NA

Plus

- 1.2 percent increase from 2014 to 2015 in Biology I EOC scores.
- Increase of at least 14 percent over a five-year period in Algebra I, English I and Biology I.
- The highest overall performance with EOC tested areas was Algebra I.
- Benchmark results for Biology indicates possible continued growth on EOC exams.

Delta

- U.S. History remains below the expected performance level.
- U.S. History, Algebra I, and English I were areas of decrease from 2014-2015.
- U.S. History, with a 13.1 percent passage rate, is significantly below the state level.
- Star Reader and Math results continue to indicate that students need remediation in reading and math.

Percentage of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2014-2015)

Content Area	Percentage School (14-15)	Percentage State (14-15)
Composite	13.4	17.9
English	11.6	16.5
Math	14.4	18.1
Reading	13.2	18.3
Science	13.5	18.2
Writing	9.6	13.9

Plus

- Math was the highest area of performance.

Delta

- All scores were below the state's averages.
- The lowest performing area was Writing.

Percentage of Students Meeting Platinum, Gold or Silver Threshold on ACT WorkKeys at School and in the State (2014-2015)

	Percentage School 2014-15	Percentage State 2014-15
Applied Mathematics	42.3	71.2
Reading for Information	81.3	93.2
Locating Information	64.5	87.7

Plus

- Highest score was found in Reading for Information.

Delta

- Students scored below the state's percentage in all areas.
- The lowest performance area was Applied Math.

Graduation Rates for the School and State (2012-2013, 2013-2014, 2014-2015)

	School 2015	State 2015	School 2014	State 2014	School 2013	State 2013
Graduation Rate (for 4-year adjusted cohort)	53.2	80.3	61.2	NA	57.3	NA
Graduation Rate (for 5-year adjusted cohort)	65.8	82.0	62.6	NA	59.8	NA

Plus

- From 2013 to 2014, the 4-year graduation rate increased.
- The five-year graduation rate consistently increased from 2013 to 2015.

Delta

- The four-year graduation rate declined from 2014 to 2015.
- The four-year graduation rate has been inconsistent from 2013-2015.

Stakeholder Feedback 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 agreed/strongly agreed)

1. Ninety-one percent of parents agreed/strongly agreed with the statement, "My child has up-to-date computers and other technology to learn."
2. Ninety-two percent of staff agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning."

Δ Delta:

1. Fifty-two percent of students agreed/strongly agreed with the statement, "In my school, teachers work together to improve student learning."
2. Sixty-nine percent of staff agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."

Leadership Capacity

(Standards 1 and 2)

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

1. Ninety-one percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. Ninety-seven percent of staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."

Δ Delta:

1. Sixty percent of students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences."
2. Sixty-eight percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."

Resource Utilization

(Standard 4)

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

1. Ninety-one 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."
2. Ninety percent of teachers agreed/strongly agreed with the statement, "Our school provides a variety of information resources to support student learning."

Δ Delta:

1. Thirty-seven percent of students agreed/strongly agreed with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning.”
2. Fifty-two percent of students agreed/strongly agreed with the statement, “In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).”

Diagnostic Review Schedule

Sunday – April 17, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in: Embassy Suites by Hilton Columbia Greystone, 200 Stoneridge Drive, Columbia, SC 29210; T: 1 803-252-8700	Hotel	
5:00 p.m. – 6:30 p.m.	Team Work Session #1 Review and discuss performance data, stakeholder survey data, Self-Assessment, Executive Summary, other diagnostics in ASSIST, documents and artifacts provided by the school, to determine initial ratings for all indicators.	Hotel Conference Room	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Principal Presentation:	Hotel Conference Room	Diagnostic Review Team Members
7:45 p.m. – 9:00 p.m.	Team Work Session #1 continued: Determine interview questions, review Monday's schedule, overview of eleot™ and discuss review logistics.		

Monday – April 18, 2016

Time	Event	Where	Who
6:00/6:30 Departure	Breakfast	Hotel	
7:30 a.m.	Team arrives at school/short tour of facilities.	School office	Diagnostic Review Team Members
9:00a.m – 11:00a.m.	Classroom Observations; Stakeholder Interviews; Individual interviews	Classrooms	Diagnostic Team
11:00 a.m. – 12:00a.m.	Classroom Observations; Stakeholder Interviews; Individual interviews	Classrooms	Diagnostic Team
11:00 a.m. – 11:30	Interview Support Staff (Non-Instructional)	Conference Room	Diagnostic Team
12:00p.m. – 1:00p.m.	Team Lunch, eleot™ input and Discussion	Conference Rooms	Diagnostic Team

1:00p.m. – 1:30p.m. 1:30p.m. – 2:00p.m.	Student Group Interviews Parent Group Interviews	Conference Room	Diagnostic Review Team Members, Students and Parents
2:00p.m. – 3:00	Principal Interview	Conference Room	Diagnostic Team Members and Principal
1:00p.m. -- 3:15p.m.	Continued Classroom Observations & Individual interviews Support Staff Interviews (Instructional)	Classroom	Diagnostic Review Team
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on their own		
6:00 p.m. – 9:00 p.m.	Team Work Session #2 <ul style="list-style-type: none"> • Tabulate classroom observation data from Day #1 • Determine individual second ratings for all indicators • Discuss potential Improvement Priorities • We will begin drafting Improvement Priorities, • Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

Tuesday – April 19, 2016

Time	Event	Where	Who
6:00/6:30 Departure	Breakfast	Hotel	
7:30 a.m.	Team arrives at school		
8:00 a.m. – 3:15 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1	Meeting Room	Diagnostic Team
8:00 a.m. – 10:00 a.m.	Interview students of all grades (NOTE ACTs are being administered to 11 th and 12 th grades)	Meeting Room and Classrooms	Diagnostic Team and students
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule	Meeting Room	Diagnostic Team
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on own		
6:00 p.m. – 9:00 p.m.	Team Work Session #3 <ul style="list-style-type: none"> • Review findings from Tuesday • Tabulate and review final eleot™ Learning Environment ratings • Determine individual final ratings for all indicators 	Hotel Conference Room	Diagnostic Team

Wednesday – April 20, 2016

Time	Event	Where	Who
7:00 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 Opportunities for Improvement • Detailed evidence for all of the findings • eleot™ summary statements and narrative by learning environment 	Meeting Room	Diagnostic Team