

# DIAGNOSTIC REVIEW REPORT FOR HARDEEVILLE RIDGELAND MIDDLE SCHOOL

150 HURRICANE ALLEY  
HARDEEVILLE, SOUTH CAROLINA  
29927

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Principal

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## Introduction

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

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

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

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

### **Use of Diagnostic Tools**

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

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

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

### **Powerful Practices**

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

### **Improvement Priorities**

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

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

### **The Review**

Hardeeville Ridgeland Middle School hosted a school Diagnostic Review on April 6-8, 2016, following completion of the school's Internal Review process. The Diagnostic Review Team consisted of six educators representing South Carolina school and system practitioners, the South Carolina Department of Education, and AdvancED. All team members received training in the AdvancED Diagnostic Review Process. More detailed biographical information about each team member is included in the addendum to this report.

The Team wishes to express appreciation to the staff, students, teachers, parents and administrators of Hardeeville Ridgeland Middle School (HRMS) for the thoughtful, inclusive, and honest self-analysis that was carried out prior to the on-site Diagnostic Review. During the Internal Review, school leaders endeavored to engage all faculty in a process to determine indicator ratings through a collaborative examination of school conditions, practices, culture, etc. The Team also appreciated the many stakeholders who were open and candid in their responses during interviews. Finally, the Team greatly appreciated the professional courtesy and helpful attitudes that were extended during the on-site review by students, staff, parents, administrators and other stakeholders.

The Team held one virtual meeting prior to the Diagnostic Review and communicated repeatedly thereafter through email regarding Team assignments, logistics, and so forth. Due to the principal's medical leave, which occurred in the weeks immediately prior to the Diagnostic Review, it was challenging for the school to provide documents and artifacts to the Team in advance. Documents and artifacts were, however, provided once the Team arrived on-site.

During the three-day on-site visit, the Team collected data and information from stakeholder interviews as well as classroom and school observations. The team also examined student performance data and other school documents and artifacts and engaged in analysis of this information to determine findings. The Team met for several hours on the evenings of April 5, 6 and 7 to discuss and review evidence, determine indicator ratings, reach consensus on Improvement Priorities and prepare the report narratives.

A total of 52 stakeholders were interviewed and 24 classrooms were observed during the Diagnostic Review at Hardeeville Ridgeland Middle School.

<b>Stakeholder Interviewed</b>	<b>Number</b>
<b>Administrators</b>	7
<b>Instructional Staff</b>	16
<b>Support Staff</b>	4
<b>Students</b>	17
<b>Parents/Community/Business Leaders</b>	8
<b>TOTAL</b>	52

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.

<b>Indicator</b>	<b>Description</b>	<b>Average Team Rating</b>
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.	1.80
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.40
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.80
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.40
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.20
3.6	Teachers implement the school's instructional process in support of student learning.	1.20
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.80
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.80
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1.40
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.	1.40
3.11	All staff members participate in a continuous program of professional learning.	1.80
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.60

### Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Average Team Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.60
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	1.60
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.40
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.40
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.	1.40

### Student Performance Diagnostic

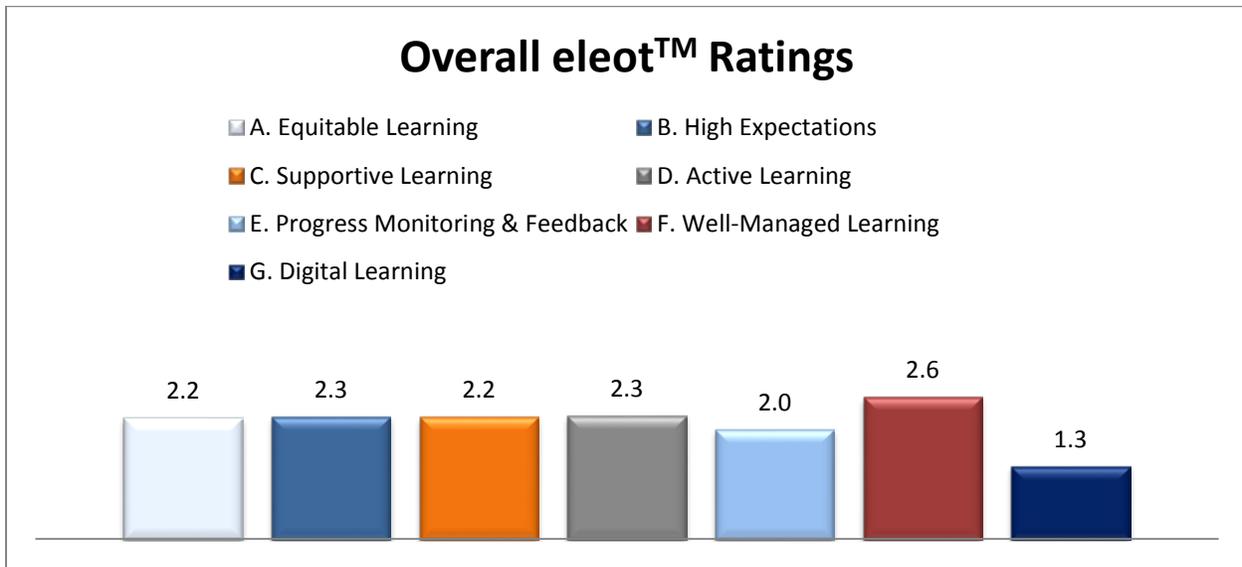
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

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

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

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

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



### eleot™ Summary Statement

Twenty-four core content classrooms (math, English, science and social studies) were observed using the Effective Learning Environment Observation Tool (eleot™). Learning environment ratings overall fell within a fairly narrow range of 2.6 to 2.0 except for Digital Learning Environment which received the lowest rating of 1.3 on a four-point scale. Observation data overall suggest widely varying levels of effectiveness between classrooms which results in some but not all students being provided challenging and equitable learning experiences leading to next level success. These results may suggest the need to more carefully examine the effectiveness of programs and approaches intended to improve professional practices of teachers, such as professional learning/staff development, and the professional learning community (PLC) framework currently being used in the school. These results may also suggest the need to examine the efficacy of processes for monitoring, supporting and evaluating staff, as well as teacher coaching and mentoring programs since these programs are intended to ensure consistent quality and effective instruction across the school.

## eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.8	Has differentiated learning opportunities and activities that meet her/his needs	13%	13%	17%	58%
A.2	2.8	Has equal access to classroom discussions, activities, resources, technology, and support	13%	63%	21%	4%
A.3	2.5	Knows that rules and consequences are fair, clear, and consistently applied	8%	46%	29%	17%
A.4	1.8	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4%	22%	26%	48%
Overall rating on a four-point scale:		2.2				

**Equitable Learning Environment**

The Equitable Learning Environment received an overall rating of 2.3 on a four-point scale. Observers noted that students were frequently provided equal access to materials, resources, classroom discussions, etc. (A2) as this component was evident/very evident in 76 percent of classrooms. These data suggest that the majority of teachers are endeavoring to ensure that all students are included in lessons and have the necessary learning resources. Observers also detected that in 54 percent of classrooms it was evident/very evident that students knew “that rules and consequences are fair, clear and consistently applied” (A3). Other data suggest that students are provided the same learning opportunities and experiences without regard to their needs, interests, learning styles, etc. For example, instances in which students had “differentiated learning opportunities and activities that meet her/his needs” (A1) were evident/very evident in only 26 percent of classrooms.

<b>B. High Expectations Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
B.1	<b>2.6</b>	Knows and strives to meet the high expectations established by the teacher	21%	21%	54%	4%
B.2	<b>2.5</b>	Is tasked with activities and learning that are challenging but attainable	13%	46%	25%	17%
B.3	<b>1.7</b>	Is provided exemplars of high quality work	4%	21%	17%	58%
B.4	<b>2.1</b>	Is engaged in rigorous coursework, discussions, and/or tasks	4%	38%	21%	38%
B.5	<b>2.3</b>	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	8%	38%	33%	21%
<b>Overall rating on a four-point scale:</b>		<b>2.3</b>				

### High Expectations Learning Environment

The High Expectations Learning Environment also received an overall rating of 2.3 on a four-point scale. Instances in which students demonstrated that they knew and were striving to “meet the high expectations established by the teacher” (B1) were evident/very evident in only 42 percent of classrooms. Similarly, it was evident/very evident in 59 percent of classrooms that students were “tasked with activities and learning that (were) challenging but attainable” (B2). Of particular concern to the Team was that students were exposed to truly rigorous coursework (B4) or provided opportunities to use and develop higher order thinking skills (B5) in less than 50 percent of classrooms. For example, instances in which students were “engaged in rigorous coursework, discussions, and/or tasks” (B4) were evident/very evident in 42 percent of classrooms.

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.4	Demonstrates or expresses that learning experiences are positive	8%	42%	29%	21%
C.2	2.5	Demonstrates positive attitude about the classroom and learning	17%	29%	38%	17%
C.3	2.0	Takes risks in learning (without fear of negative feedback)	0%	33%	33%	33%
C.4	2.5	Is provided support and assistance to understand content and accomplish tasks	13%	38%	38%	13%
C.5	1.9	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4%	25%	25%	46%

### Supportive Learning Environment

The Supportive Learning Environment received an overall rating of 2.2 on four-point scale. Some components of a Supportive Learning Environment were clearly evident in about half of classrooms. For example, instances in which students received “support and assistance to understand content and accomplish tasks” (C4) were evident/very evident in 51 percent of classrooms. In these classrooms observers saw teachers ensuring that all student questions regarding content or procedures were answered. Some data within this environment point to potential leverage for improvement. For example, instances in which students were provided “additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5) was evident/very evident in only 26 percent of classrooms. In general, teachers rely almost entirely on whole group and teacher-centered instruction which does not meet the needs of all students in terms of learning styles, readiness, needs, interests, etc.

<b>D. Active Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
D.1	<b>2.6</b>	Has several opportunities to engage in discussions with teacher and other students	13%	46%	29%	13%
D.2	<b>1.8</b>	Makes connections from content to real-life experiences	8%	17%	25%	50%
D.3	<b>2.3</b>	Is actively engaged in the learning activities	17%	26%	30%	26%
<b>Overall rating on a four-point scale:</b>		<b>2.3</b>				

### **Active Learning Environment**

The Active Learning Environment had an overall rating of 2.3 on a four-point scale. These data suggest students were exposed to truly active learning environments in less than half of classrooms. For example, instances in which observers detected that students were “actively engaged in the learning activities” (D3) were evident/very evident in 43 percent of classrooms. In these classrooms observers saw students asking questions, working towards the completion of a task, or other activities that clearly indicated they were intellectually engaged in some way with the curriculum content. Observers more frequently saw students passively listening to the teacher during lectures or direct instruction. Observers infrequently detected that teachers were helping students to make “connections from content to real-life experiences” (D2) either by relating learning to personal experiences or other curriculum content, as these practices were evident/very evident in only 25 percent of classrooms.

<b>E. Progress Monitoring and Feedback Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
E.1	<b>2.1</b>	Is asked and/or quizzed about individual progress/learning	4%	29%	38%	29%
E.2	<b>2.3</b>	Responds to teacher feedback to improve understanding	8%	33%	33%	25%
E.3	<b>2.3</b>	Demonstrates or verbalizes understanding of the lesson/content	4%	46%	21%	29%
E.4	<b>1.7</b>	Understands how her/his work is assessed	0%	25%	17%	58%
E.5	<b>1.8</b>	Has opportunities to revise/improve work based on feedback	4%	17%	38%	42%

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

The Progress Monitoring and Feedback Environment received one of the lowest ratings: 2.0 on a four-point scale. The practices and conditions inherent in this environment, which are intended to help ensure that all students achieve learning goals, were infrequently observed. For example, instances in which teachers asked or quizzed students about their learning progress (E1) were evident/very evident in only 33 percent of classrooms. Similarly, observers detected instances in which students had “opportunities to revise/improve work based on feedback” (E5) were evident/very evident in only 21 percent of classes. These data, as well as student performance results, suggest that the school’s Progress Monitoring practices are having limited impact. Similarly, interviews revealed that teachers were not consistently using the STAR and other formative assessment data to differentiate instruction for individuals or groups.

<b>F. Well-Managed Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
F.1	2.8	Speaks and interacts respectfully with teacher(s) and peers	29%	33%	29%	8%
F.2	2.8	Follows classroom rules and works well with others	25%	42%	25%	8%
F.3	2.6	Transitions smoothly and efficiently to activities	21%	33%	29%	17%
F.4	2.1	Collaborates with other students during student-centered activities	13%	21%	29%	38%
F.5	2.7	Knows classroom routines, behavioral expectations and consequences	25%	33%	29%	13%
<b>Overall rating on a four-point scale:</b>		<b>2.6</b>				

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

The Well-Managed Learning Environment received the highest overall rating of 2.6 on a four-point scale. This relatively higher rating was due in large part to the existence of respectful attitudes and behaviors in the majority, but not all, classrooms. For example, instances in which observers detected that students were speaking and interacting “respectfully with teacher(s) and peers” (F1) were evident/very evident in 62 percent of classrooms. Similarly, instances in which observers detected that students knew “classroom routines, behavior expectations and consequences” (F5) were evident/very evident in more than half of all classrooms, or 58 percent. In addition, observers detected that students transitioned “smoothly and efficiently” between activities (F3) in about 54 percent of classrooms. In the majority of classrooms, observers detected little or no student misbehavior and no loss of instructional time due to student behavior issues. However, observers noted student misconduct and off-task behavior in some classrooms that was clearly disruptive. Observers also noted that student misbehavior in these classrooms might be attributed to the teacher’s unclear or confusing expectations or the lack of clear classroom procedures.

Data within this learning environment suggest clear leverage for improvement and point to the need for more careful examination of the effectiveness of current policies, procedures, support and monitoring that would ensure all students have access to well-managed learning environments in all classrooms. While the school has begun to implement Positive Behavior Interventions and Supports (PBIS) during the

current school year, interviews and observations suggest that these strategies are not being used consistently across the school.

<b>G. Digital Learning Environment</b>						
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
G.1	<b>1.4</b>	Uses digital tools/technology to gather, evaluate, and/or use information for learning	4%	8%	8%	79%
G.2	<b>1.3</b>	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4%	4%	8%	83%
G.3	<b>1.3</b>	Uses digital tools/technology to communicate and work collaboratively for learning	0%	13%	8%	79%
<b>Overall rating on a four-point scale:</b>		<b>1.3</b>				

### **Digital Learning Environment**

The Digital Learning Environment received the lowest overall rating of 1.3 on a four-point scale. Data suggest that students are very infrequently exposed to environments in which they are able to use technology as learning resources and tools. For example, instances in which students used “digital tools/technology to gather, evaluate, and/or use information for learning” (G1) was evident/very evident in 12 percent of classrooms. Of particular concern to the team was that all one-to-one devices were removed from the school by the district less than one month prior to the Diagnostic Review. The removal of this technology very likely had significant impact on the ratings for this learning environment.

## Findings

### Improvement Priority

Design and document the implementation of ongoing and consistent supervision, evaluation, and monitoring procedures conducted by the principal and administrative team. Ensure that these procedures include 1) direct classroom observations, i.e., “walkthroughs,” 2) formal teacher/classroom observations that consistently provide feedback to teachers focused on improving student performance, 3) other processes to monitor school and classroom effectiveness, i.e., reviews of unit or lesson planning documents, examination of student work and assessment results, etc. **(Primary Indicator 3.4; Secondary Indicator 2.6)**

### Student Performance Data:

Student performance data, as discussed below and detailed in the addendum to this report, do not suggest that existing supervision, monitoring and evaluation procedures are well aligned to improve in teacher capacity that could provide high quality instruction or to dramatically higher levels of student achievement and success.

On the 2014 South Carolina State Report Card, Hardeeville Ridgeland Middle School’s absolute rating was “at-risk,” meaning school performance failed to meet the standards for progress toward the 2020 South Carolina Performance Vision. In all academic areas of the South Carolina Palmetto Assessment of State Standards (PASS), 55 percent or more of students earned a score of “Not Met.” Not all state-required tests showed negative results. HRMS offers courses for high school credit in Algebra I and English I, and in those classes, 90 to 100 percent of students passed end-of-course tests in 2014 and 2015. Growth in student performance from 2013 to 2014 was considered average by the state. STAR formative assessment results in 2015-16 show sixth, seventh and eighth grade bands increased STAR Reading test scores between 15 and 43 points and increased STAR Math test scores between 32 and 52 points. Growth on STAR assessment results vary significantly among teachers. Percentile rank and instructional reading-level metrics on STAR post-tests remain significantly lower than national averages, and the eighth grade post-test reading Lexile average remains well below what is considered necessary for academic success. Therefore, while student performance demonstrates some growth, more dramatic growth is vital for HRMS students to meet expectations and leave the school ready for high school and beyond.

### Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, suggest widely varying levels of instructional effectiveness. There is no indication of the existence of systematic processes for monitoring, supervising or evaluating instructional effectiveness that ensure all students have access to challenging and equitable learning experiences leading to next level success. For example, instances in which students were “engaged in rigorous coursework, discussions, and/or tasks” were evident/very evident in 42 percent of classrooms (B4). Of concern to the Team was that these “rigorous” practices and conditions were “not observed” in 38 percent of classrooms.

**Stakeholder Survey Data:**

Stakeholder survey data suggest limited agreement among staff with regard to supervision, evaluation and monitoring. Seventy-two percent of staff indicated that they agreed/strongly agreed with the statement “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.” Similarly, 69 percent of staff indicated that they agreed/strongly agreed with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.” Of particular concern to the Team was that only 63 percent of students indicated that they agreed/strongly agreed with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”

**Stakeholder Interviews:**

Stakeholder interviews consistently revealed that supervision, evaluation and monitoring processes were implemented inconsistently. While interviewees were able to confirm that new teachers were formally evaluated once or twice during the year, other teachers reported that an administrator was never in their classroom for the purpose of monitoring, supervising or evaluating their professional practices. Processes for ongoing review of lesson plans also appear to be inconsistent, and some interviewees indicated that the principal is not engaged in the ongoing review of planning documents.

**Documents and Artifacts:**

There was no evidence of an established and regular walkthrough process to provide teachers useful feedback or to inform their professional development activities. Some walkthroughs followed the district walkthrough process while others used the eleot framework.

**Improvement Priority**

Implement, support and monitor the systematic use of a school-wide “instructional process” that ensures teachers 1) inform students of learning expectations and standards of performance, 2) use exemplars of high quality student work to further inform students of learning expectations, 3) use formative assessments to guide continual modifications of curriculum and instruction and 4) provide students with timely and specific feedback about their learning. **(Indicator 3.6)**

**Student Performance Data:**

Performance data indicate that improvement in student learning is minimal and highly variable across different teachers and classrooms. Of particular concern was that performance is well below state and national averages and that student growth is not significant enough to prepare students for success in high school and beyond. Student performance data do not suggest the systematic implementation of an “instructional process” that effectively communicates learning expectations, uses formative assessment to guide modification of instruction and provides specific and timely feedback to students about their learning.

**Classroom Observation Data:**

Although the Team saw learning targets posted in some classrooms, they rarely saw teachers reference the learning targets at the beginning or conclusion of lessons as one way of communicating learning expectations. Instances in which students were “tasked with activities and learning that are challenging but attainable” (B2) were evident/very evident in 59 percent of classrooms. In addition, the instances in which teachers used exemplars of high quality student work (B3) were evident/very evident in 25 percent of classrooms. Finally, the Progress Monitoring and Feedback Environment received an overall rating of 2.0 on a four-point scale, suggesting that these practices are not applied consistently across the school. For example, instances in which students were “asked and/or quizzed about individual learning progress” (E1), a common formative assessment technique, were evident/very evident in only 33 percent of classrooms.

**Stakeholder Survey Data:**

Student stakeholder surveys suggest limited provision of feedback about learning or use of multiple assessments. For example, 64 percent of students agreed/strongly agreed with the statement “All of my teachers explain their expectations for learning and behavior so I can be successful,” and only 59 percent agreed/strongly agreed with the statement, “My school gives me multiple assessments to check my understanding of what was taught.” Teacher survey results confirm these student perceptions. For example, only 50 percent of staff agreed/strongly agreed with the statement “All teachers in our school provide students with specific and timely feedback about their learning.” In addition, 58 percent of teachers agreed/strongly agreed with the statement “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.”

**Documents and Interviews:**

Evidence indicates that the school expects teachers to submit lesson plans that include an instructional objective, but documents and interviews did not indicate that an “instructional process” exists.

Artifacts and documents provided by the school indicated that there is a common lesson-plan format for professional development, but it is inconsistently monitored. The lesson plan template and expectations insufficiently address actions that will dramatically increase student learning. For example, documents provided for Standard 3 do not show that the school expects teachers to provide students with standards of performance or use exemplars of high quality student work to further inform students of learning expectations.

**Improvement Priority**

Engage in a process to evaluate the effectiveness of current grading and reporting practices. Use the results of this examination to develop or revise policies and procedures that will ensure 1) grades are based primarily on content knowledge and skills, 2) grading practices are consistently applied across grade levels and like courses and 3) information regarding revised policies and practices is effectively communicated to teachers, parents and students to ensure understanding of the meaning and intent of the revised policies. **(Indicator 3.10)**

**Classroom Observation Data:**

Classroom observation data did not suggest that the school has well established policies and practices that ensure teachers are holding students accountable for understanding content knowledge and skills. For example, instances in which students demonstrated that they understood “how her/his work is assessed” (E4) were evident/very evident in only 25 percent of classrooms. Observers noted rubrics, scoring guides, or references to grading criteria were used very infrequently. Observation data did not suggest that teachers consistently hold students accountable for high academic expectations. For example, instances in which students were “engaged in rigorous coursework, discussions, and/or tasks” (B4) were evident/very evident in 42 percent of classrooms.

**Stakeholder Survey Data:**

Survey data suggest limited agreement among stakeholders that grading practices are consistent or contribute to higher levels of student achievement and success. Staff survey data, for example, indicated that 65 percent of staff agreed/strongly agreed that “All teachers in the school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.” Furthermore, only 50 percent of teachers agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning.” Finally, of significant concern to the Team was that only 55 percent of students agreed/strongly agreed that “All of my teachers fairly grade and evaluate my work” and 49 percent of students agreed/strongly agreed with the statement, “All of my teachers keep my family informed of my academic progress.” This suggests that negative perceptions regarding grading and evaluation may be widespread among students.

**Stakeholder Interviews:**

Parent and student interviews parallel the survey data. Concerns were raised by both parent and student interviewees about grading policies and the extent to which existing policies are being consistently followed. Some stakeholders indicated that the school is not consistently following board of education policies that stipulate that grades are not based on effort or behavior. Staff interviews indicated that the school did not attempt to ensure that grading practices and procedures are consistent across grade levels.

**Improvement Priority**

Develop a school-wide process to document and monitor the use of data (formative, summative, student work, teacher generated assessments/projects, etc.) and to analyze 1) what students know and can do, 2) what they don't know and need to know. Use information from this analysis to plan and implement instruction for group and individual needs. Further, change the focus of the professional learning community (PLC) structure to ensure that teachers discuss changes to instruction and student needs in relation to their analyses of data. Provide training that will enable teachers to engage in professional dialogue regarding the use of data for continuous improvement in student learning. **(Primary Indicator 5.2; Secondary Indicator 5.3)**

**Student Performance Data:**

Student performance data, as detailed earlier in this report, is mixed and shows only incremental improvement in student performance. These results did not suggest that teachers are consistently using data and information collected from student assessments to inform instructional practices and decision-making. Results did not suggest that teachers are changing their instructional approach or practices based on student need as revealed through the inconsistent collection and analyses of data, including formative assessments.

**Classroom Observation Data:**

While the Team observed some effective classroom learning environments, the data did not support the existence and consistent implementation of a fully developed, robust system of data analysis that uses data to inform instructional decision-making school-wide. Observations revealed little or no variance in instructional approach (i.e., teacher-centered whole group.) Instances in which students had differentiated learning opportunities and activities that meet his/her needs (A1) were evident/very evident in only 26 percent of the classrooms.

**Stakeholder Survey Data:**

Survey data suggest limited agreement among staff regarding procedures for data collection, analysis and use. For example, 76 percent of staff agreed/strongly agreed that, "Our school has a systematic process for collecting, analyzing and using data." Only 58 percent of staff, however, agreed/strongly agreed to the statement, "All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and an examination of professional practice." Likewise, 57 percent of staff indicated that they agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessment to modify instruction and to revise the curriculum." Student survey data also suggest limited agreement regarding the collection and use of data. For example, 45 percent of students agreed/strongly agreed, "All of my teachers change their teaching to meet my learning needs," suggesting that while these effective practices exist in the school, they are far from being consistently implemented.

**Stakeholder Interviews:**

Stakeholder interviews revealed multiple sources of data are collected, but professional staff has a limited understanding of how to evaluate, interpret and use the data to inform instruction and meet

individual needs of students. Administrators and staff indicated that data is discussed during PLC meetings, but a review of documents and artifacts failed to show that formal training in the analysis and use of data for continuous improvement has been provided. With few exceptions, interviewees were unable to give examples of how data is used in the school to change instructional approach.

**Documents and Artifacts:**

Interviews as well as a review of artifacts suggest there is no documented evidence of systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources. Data sources did not include comparison and trend data that provided a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. Evidence did not suggest that school personnel consistently use data to design, implement or evaluate continuous improvement plans to improve student learning, instruction, organizational conditions and the effectiveness of programs.

## Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience gained through evaluation of best practices has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The

leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

### Standard 1 Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Average Team Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.80
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.40

### 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.	1.80
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.	3.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.60

**Stakeholder Feedback Diagnostic**

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

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

<b>Evaluative Criteria</b>	<b>Average Team Rating</b>
1. Questionnaire Administration	3.80
2. Stakeholder Feedback Results and Analysis	3.00

## 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.	1.20
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.00
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2.60
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	1.80

4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	1.60
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	3.00
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.20

## Conclusion

### Professional Learning Communities (PLC)

Hardeeville Ridgeland Middle School has a well-established framework for teachers to meet in PLC's, including time allocated in the school schedule, dedicated support of an instructional coordinator and the availability of data from a standardized formative assessment system. Interview data suggested that teachers recognize its importance and are positive about the time they spend in PLCs. While a renewed focus on teacher data dialogue to uncover student needs and design differentiated instruction is needed, the PLC structure is already a part of the school culture.

### End-of-Course (EOC) Test Results

Ninety to 100 percent of students taking the Algebra I and English I EOC tests passed in 2014 and 2015. High performance results were consistent in these courses, showing student and teacher accountability, clear instructional goal-setting and a strong instructional process can generate positive results among students. School leaders and PLC's are encouraged to examine instructional components to build similar success across other grade levels and programs.

### Support of the Arts and Sports

Hardeeville Ridgeland Middle School demonstrated a high level of support and engagement in the arts and sports. Students have access to multiple arts options, up-to-date facilities and resources, off-site trips, performance opportunities and on-site portfolio nights. It was reported that community nights and performances generate parent involvement and a general positive regard for the school. During one parent interview a mother stated that her daughter's experience in art class gave her a sense of acceptance and allowed her to explore an area of talent she would not have had the opportunity to explore outside school. Finally, HRMS offers a number of extracurricular sports for students. Student interview data suggested that this helped them see school as fun and provides an opportunity to develop fitness and life skills.

### "Leader in Me " Program

Student leadership was obvious in Hardeeville Ridgeland Middle School. As a whole, students were well behaved, friendly, and eager to learn. The Leader in Me program is a strong addition to current school discipline efforts, and many teachers use the program to incorporate life skills needed for college and career readiness. Teachers were generally positive about this school-wide initiative.

### Facilities and Resources

The school appeared to be a clean and well-kept facility. There was abundant space in the building, a large outdoor area, well-maintained computer labs and an up-to-date library media center. Technology infrastructure included wireless access in all classrooms as well as a security safety camera system throughout the interior and exterior of the building. School observations suggested that teachers have access to sufficient instructional materials and supplies, and all classrooms were well equipped with interactive whiteboards and teacher computer work stations.

## Summary

Student performance data, as discussed previously in this report, suggest that the school has not been effective in implementing an improvement planning process leading to significantly higher levels of student achievement. Previous improvement planning documents were included in the evidence file, and these documents included some components of a comprehensive improvement plan (i.e., identification of improvement goals). Evidence did not suggest that these plans were impactful in significantly improving teacher professional practice, student performance or learning conditions. The review of artifacts and interviews revealed little evidence to suggest that school leaders have developed a well-defined and effective process for identifying goals and strategies for improvement that are widely understood by faculty.

Improvement Priorities identified through the Diagnostic Review process include:

### Improvement Priority

Design and document the implementation of ongoing and consistent supervision, evaluation, and monitoring procedures conducted by the principal and administrative team. Ensure that these procedures include 1) direct classroom observations, i.e., “walkthroughs,” 2) formal teacher/classroom observations that consistently provide feedback to teachers focused on improving student performance and 3) other processes to monitor school and classroom effectiveness, i.e., reviews of unit or lesson planning documents, examination of student work and assessment results, etc. **(Primary Indicator 3.4;Secondary Indicator 2.6)**

### Improvement Priority

Implement, support and monitor the systematic use of a school-wide “instructional process” that ensures teachers 1) inform students of learning expectations and standards of performance, 2) use exemplars of high quality student work to further inform students of learning expectations, 3) use formative assessments to guide continual modifications of curriculum and instruction and 4) provide students with timely and specific feedback about their learning. **(Indicator 3.6)**

### Improvement Priority

Engage in a process to evaluate the effectiveness of current grading and reporting practices. Use the results of this examination to develop revised policies and procedures that will ensure 1) grades are based primarily on content knowledge and skills, 2) grading practices are consistently applied across grade levels and like courses and 3) information regarding revised policies and practices is effectively communicated to teachers, parents and students to ensure understanding of the meaning and intent of the revised policies. **(Indicator 3.10)**

### Improvement Priority

Develop a school-wide process to document and monitor the use of data (formative, summative, student work, teacher generated assessments/projects, etc.) and to analyze 1) what students know and can do and 2) what they don’t know and need to know. Use information from this analysis to plan and implement instruction for group and individual needs. Further, change the focus of the PLC structure to

ensure that teachers discuss changes to instruction and student needs in relation to their analyses of data. Provide training that will enable teachers to engage in professional dialogue regarding the use of data for continuous improvement in student learning. **(Primary Indicator 5.2; Secondary Indicator 5.3)**

## Team Roster

Lead Evaluator	Brief Biography
Thomas E. Jones Kentucky	Mr. Jones retired as Director of Education Improvement for AdvancED in January, 2016, and currently serves as a Lead Evaluator for district and school accreditation teams. He also serves as a Lead Evaluator and Process Coach for AdvancED Diagnostic Reviews and as a Field Consultant for the AdvancED Kentucky Office. Previously he served for 12 years as the State Director for AdvancED Kentucky. Prior to joining AdvancED, he served as a teacher, district office administrator and principal in Fayette County Public Schools (Lexington, KY) for 28 years. His experience included 12 years as a high school teacher and department chairperson, as well as 16 years as principal of Bryan Station Traditional Middle School. Tom earned his undergraduate degree from Transylvania University in English and holds graduate degrees in curriculum and instruction and educational leadership from the University of Kentucky.
Team Members	
Demetria Noisette Clemons South Carolina	Ms. Clemons is a retired school administrator who resides in Columbia, South Carolina. She has over 32 years of experience in education as a Counselor, Grant Coordinator, Principal and Principal Specialist in various schools in South Carolina. She currently works with South Carolina Virtual Charter School. An alumna of the College of Charleston, Ms. Clemons earned a M.Ed. from the Citadel and has taken additional courses with American University. She serves on the College of Charleston Board of Trustees.
Jennifer Morrison South Carolina	Jennifer Morrison currently serves as Director of the Office of School Transformation for the South Carolina Department of Education, where she works with schools across the state on improvement and innovation. She has over 15 years of experience as a teacher leader, coach and international consultant specializing in classroom data and assessment. Ms. Morrison worked at the state and national levels as a teacher trainer and curriculum writer for the North Carolina Teacher Academy and as a policy consultant, and she's been an invited expert on a number of national and state-level panels dealing with teacher retention and advancement. She was ASCD's International Outstanding Young Educator Award winner in 2004 and studied Education at the University of Canterbury in New Zealand on a Fulbright Scholarship. Prior to joining the South Carolina Department of Education, Ms. Morrison served as Chair of the Department of Teacher Education at Newberry College in Newberry, South Carolina.
Judy Pugh Georgia	Ms. Pugh currently serves as Director of Business Development for AdvancED. She has 17 years experience teaching high school Mathematics, English, Chemistry, Physics and Biology. Mrs. Pugh's administrative experience includes working with the Alabama Department of Education as an Education Specialist in the areas of Curriculum and Instruction, and Assessment and Accountability. She has also served as Assistant Superintendent of Muscle Shoals City Schools in Muscle Shoals, Alabama. Her most recent experience prior to joining AdvancED was as an Independent Education Consultant with STI Student Achievement Services. Mrs. Pugh is currently pursuing a PhD in Educational Research from the University of Alabama.

Dr. Lurma Swinney South Carolina	Dr. Swinney is a native of Florence, South Carolina. She is a graduate of Wilson High School, where she now teaches biology and serves as the Science Department Chairperson, New Teacher Mentor, AdvancED Liaison, and Leadership Team member. She holds a BA degree from Francis Marion University in Florence, South Carolina, a MA from Lesley University in Cambridge, Massachusetts, and a PhD from Capella University in Minneapolis, Minnesota.
Tracey Williams South Carolina	Ms. Williams, who is a resident of Cross Hill, South Carolina has over 16 years of educational experience as a science teacher, coach, and administrator. She is currently employed by South Carolina Connections Academy as a high school assistant principal. Ms. Williams earned her undergraduate degree from Clemson University. In addition, she earned a M.Ed. in Natural Sciences from Clemson University and a M.Ed. in Educational Leadership from American Public University.

## About AdvancED

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

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

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

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## Student Performance Data

### 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 6	% Ready Grade 7	% Ready Grade 8	Total School	% Ready State
English	45.9	40.4	43.5	43.3	67.9
Reading	13.8	13.7	20.9	16.3	37.2
Math	22.5	5.6	2.6	10.1	46.7
Writing	18.1	15.5	8.6	13.9	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

#### Plus

- English is consistently the highest performing academic discipline in all grade levels.

#### Delta

- Except for Reading, all other academic disciplines show students perform at the highest level in sixth grade.
- Performance in seventh and eighth grades is significantly lower than in sixth grade.

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

	Grade 6			Grade 7			Grade 8		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
Writing	N/A	43.3	46.0	N/A	43.5	49.2	N/A	45.0	47.8
ELA	N/A	34.2	39.6	N/A	33.2	46.2	N/A	42.1	37.8
Math	N/A	34.7	25.2	N/A	28.5	38.7	N/A	32.3	40.0
Science	21.5	25.3	21.1	27.4	24.8	34.4	20.9	35.8	26.9
Social Studies	48.9	57.3	42.5	27.2	22.5	28.0	33.5	34.1	37.9

Plus

- Sixth grade social studies performance improved from 42.5 to 57.3 percent between 2013 and 2014.
- Sixth grade math performance improved from 25.2 to 34.7 percent between 2013 and 2014.
- Eighth grade science performance improved from 26.9 to 35.8 percent between 2013 and 2014.
- Eighth grade ELA performance improved from 37.8 to 42.1 percent between 2013 and 2014.

Delta

- Between 2013 and 2015, performance declined in sixth, seventh and eighth grade writing; sixth and eighth grade ELA; seventh and eighth grade math; seventh and eighth grade science and seventh and eighth grade social studies.

**Percentages of Students Scoring at 70 or above on the 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)
<b>Algebra I</b>	97.2	85.7	100	NA	94.4	NA
<b>English I</b>	96.0	75.1	92.6	NA	90.6	NA
<b>Biology</b>	N/A	77.8	N/A	NA	N/A	NA
<b>U.S. History</b>	N/A	69.1	N/A	NA	N/A	NA
<b>All</b>	96.7	77.3	95.6	NA	92.0	NA

Plus

- Performance exceeds state percentages in Algebra I and English I in 2014-15.
- One hundred percent of Algebra I students scored above 70 in 2013-14.
- English I scores show consistent improvement between 2012-13 and 2014-15.

## Stakeholder Survey Plus/Delta

The Survey Plus/Delta is the team's brief analysis all stakeholder survey data which is intended to highlight areas of strength (+) that were identified through the survey process as well as leverage points for improvement ( $\Delta$ ).

### Teaching and Learning Impact

(Standards 3 and 5)

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

1. Eighty-six percent of staff strongly agree/agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."
2. Eighty-nine percent of parents strongly agree/agree with the statement, "My child knows the expectations for learning in all classes."
3. Seventy-five percent of parents on the 2015 South Carolina School Climate Survey indicated that they agreed/strongly agreed with the statement, "My child's school has high expectations for student learning."
4. Ninety percent of teachers on the 2015 South Carolina School Climate Survey indicated that they agreed/mostly agreed with the statement, "My school provides challenging instructional programs for students."
5. Ninety percent of teachers on the 2015 South Carolina School Climate Survey indicated that they agreed/mostly agreed with the statement, "Student assessment information is effectively used by teachers to plan instruction."
6. Eighty percent of on the 2015 South Carolina School Climate Survey teachers indicated that they agreed/mostly agreed with the statement, "Effective strategies are used to meet the needs of low achieving students."

### $\Delta$ Delta:

1. Forty-five percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs."
2. Fifty-one percent of staff strongly agree/agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
3. Fifty-two percent of parents on the 2015 South Carolina School Climate Survey indicated that they agreed/strongly agreed with the statement, "I am satisfied with the learning environment at my child's school."
4. Sixty-seven percent of students on the 2015 South Carolina School Climate Survey indicated that they agreed/mostly agreed with the statement, "My teachers spend enough time helping me learn."
5. Seventy-one percent of students on the 2015 South Carolina School Climate Survey indicated that they agreed/mostly agreed with the statement, "My classes are challenging (not too easy; they make me think)."

### Leadership Capacity

(Standards 1 and 2)

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

1. Eighty-nine percent of staff strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."
2. Eighty-nine percent of parents strongly agree/agree with the statement, "Our school has high expectations for students in all classes."

**Δ Delta:**

1. Seventy-one percent of staff strongly agree/agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
2. Twenty-seven percent of students strongly agree/agree with the statement, "In my school, all students are treated with respect."

### Resource Utilization

(Standard 4)

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

1. Eighty-one percent of parents strongly agree/agree with the statement, "Our school ensures that the facilities support student learning."
2. Eighty-one percent of parents strongly agree/agree with the statement, "Our school provides a safe learning environment."
3. Seventy-seven percent of parents indicated on the 2015 South Carolina School Climate Survey that they agreed/strongly agreed with the statement, "My child's school is kept neat and clean."

**Δ Delta:**

1. Forty-six percent of staff strongly agree/agree with the statement, "Our school provides sufficient material resources to meet student needs."
2. Fifty-five percent of students strongly agree/agree 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

### Hardeeville Ridgeland Middle School

Tuesday, April 5

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	
4:30 p.m. – 5:30 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
5:30 p.m. – 6:30 p.m.	Dinner		
6:30 p.m. – 7:30 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members
7:45 p.m. – 9:00 p.m.	Team Work Session # 1 – Continued Determine interview questions, review Wednesday's schedule, overview of eleot™, and discuss review logistics		

Wednesday, April 6

Time	Event	Where	Who
	Breakfast	Hotel	
7:15 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
7:30 a.m. – 11:45 a.m.	Classroom observations and stakeholder interviews		Diagnostic Review Team Members
11:30 a.m.-12:00 p.m.	Lunch times for team members will vary.		
12:00 p.m. – 1:30 p.m.	Continued Classroom Observations and Staff Interviews (See individual team member schedules.)		Diagnostic Review Team Members (working in pairs or as individuals)
1:45 p.m. – 3:30 p.m.	Principal's Interview		
3:30 p.m. – 4:00 p.m.	Team returns to hotel		
4:15 p.m. – 5:30 p.m.	Team Work Session # 2		
5:30 p.m. – 6:45 p.m.	Dinner on your own		
6:45 p.m. – 9:00 p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator) <ul style="list-style-type: none"> <li>• Tabulate classroom observation data from Day #1</li> <li>• Team Members determine individual second ratings for all indicators</li> <li>• Discuss potential Powerful Practices and Improvement Priorities</li> <li>• Team Members draft Improvement Priorities or Powerful Practices that are then shared with the Team. Team Members</li> </ul>	Hotel conference room	Diagnostic Review Team Members

	<ul style="list-style-type: none"> <li>and Lead Evaluator provide feedback.</li> <li>• Prepare for Day 2</li> </ul>		
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**Thursday, April 7**

Time	Event	Where	Who
	Breakfast	Hotel	
7:45 a.m.	Team arrives at school		
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1 Small group interviews 1. (3-5) parent leaders, i.e., PTA leadership, advisory council members, other volunteers 2. Two groups of students (5-7 per group) representing a cross-section of the school in terms of grade level, gender, etc. Students should be selected by the administrative team		Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		Diagnostic Review Team Members
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on own		
6:00 p.m. – 9:00 p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator) <ul style="list-style-type: none"> <li>• Review findings</li> <li>• Tabulate and review final eleot™ Learning Environment ratings</li> <li>• Team Members determine individual final ratings for all indicators</li> </ul> The team should examine and reach consensus on: <ul style="list-style-type: none"> <li>• Powerful Practices (indicators rated at 4)</li> <li>• Improvement Priorities (indicators rated at 1 or 2)</li> <li>• Summary overview for each standard</li> <li>• Learning Environment narrative</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

**Friday, April 8**

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