

DIAGNOSTIC REVIEW REPORT FOR RIDGELAND ELEMENTARY SCHOOL

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Table of Contents

Introduction 4

Results..... 7

 Teaching and Learning Impact..... 7

 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™)..... 10

 eleot™ Summary Statement..... 11

 eleot™ Analysis by Learning Environment 12

 Findings 19

 Leadership Capacity 22

 Standard 1 Purpose and Direction 23

 Standard 2 Governance and Leadership..... 23

 Stakeholder Feedback Diagnostic 24

 Findings 25

 Resource Utilization 27

 Standard 4 Resource and Support System..... 27

Conclusion..... 29

Team Roster 31

About AdvancED 33

References 34

Student Performance Data Table..... 36

Stakeholder Survey Plus/Delta..... 38

Diagnostic Review Team Schedule 41

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

Ridgeland Elementary hosted a Diagnostic Review on April 5-8, 2016. The on-site review involved a five-member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

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

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications through emails to complete the initial intensive study, review and analysis of various documents provided by the school. The Lead Evaluator conducted conference calls with the principal of the school. School leaders planned and conducted the Internal Review in a thoughtful manner. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school Self Assessment and other diagnostics were organized and accessible by Diagnostic Review Team members.

A total of 108 stakeholders were interviewed and 30 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, school leaders, faculty and staff were thoughtful in their reflections and open in discussing their continuous improvement efforts at Ridgeland Elementary.

Stakeholder Interviewed	Number
Administrators	3
Instructional Staff	16
Support Staff	9
Students	75
Parents/Community/Business Leaders	5
TOTAL	108

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

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Average Team Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.00
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.60
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00
3.6	Teachers implement the school's instructional process in support of student learning.	1.80
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00
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.	1.60
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.80

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.	1.80
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.	1.80
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1.60
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1.80
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.	1.80

Student Performance Diagnostic

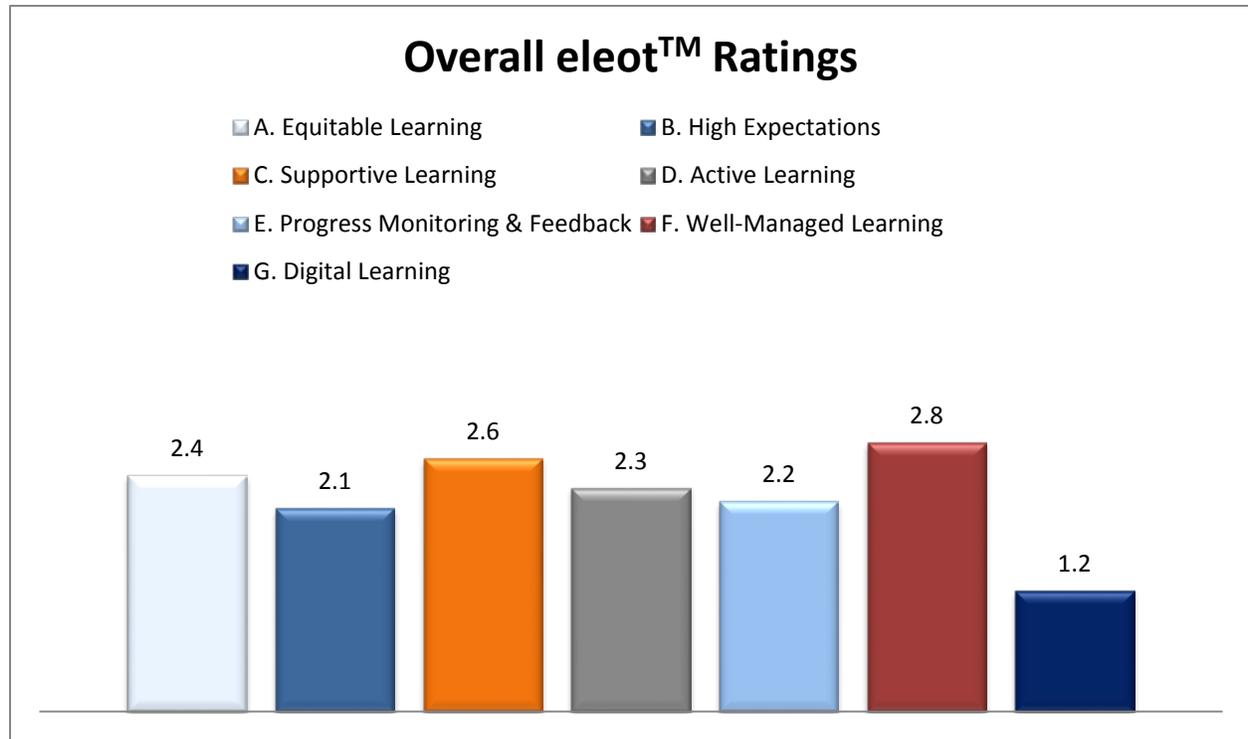
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Average Team Rating
1. Assessment Quality	2.20
2. Test Administration	2.20
3. Quality of Learning	2.00
4. Equity of Learning	1.20

Effective Learning Environments Observation Tool (eleot™)

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

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



eleot™ Summary Statement

The Diagnostic Review Team used the eleot™ classroom observation tool to conduct 30 classroom observations, including all core content classes. The overall ratings ranged from 1.2 to 2.8 on a four-point scale. The highest rated was the Well Managed Learning Environment and the lowest rated was the Digital Learning Environment. Classroom observation data reflected a heavy reliance on traditional, teacher-centered learning environments in which students were primarily passive listeners or observers. Teachers infrequently used differentiated learning opportunities, established high expectations or provided rigorous course work for students. The Team found few instances in which students had differentiated learning tasks and ongoing activities to connect classwork with their own and others’ backgrounds and real-life experiences. Varied instructional practices were limited, and minimal opportunities existed for students to understand how schoolwork connects to the realities of their lives. Observers noted a lack of student understanding about how work would be assessed, few exemplars of high quality work and infrequent formative assessments for learning.

eleot™ Analysis by Learning Environment

A. Equitable Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	2.1	Has differentiated learning opportunities and activities that meet her/his needs	7%	17%	53%	23%
A.2	2.9	Has equal access to classroom discussions, activities, resources, technology, and support	30%	33%	37%	0%
A.3	3.1	Knows that rules and consequences are fair, clear, and consistently applied	27%	57%	17%	0%
A.4	1.6	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0%	10%	37%	53%
Overall rating on a four-point scale:		2.4				

Equitable Learning Environment

The Equitable Learning Environment received an overall rating of 2.4 of a four-point scale. This learning environment focused on students being able to access differentiated learning opportunities and activities, classroom discussions, activities, resources, technology and support. Observations revealed that students rarely had “differentiated learning opportunities and activities that meet her/his needs” (A1) with this item being evident/very evident in 24 percent of classrooms. The majority of classrooms employed teacher-centered lectures and whole group instruction as the instructional delivery method. Instances of students had “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” (A4) were evident/very evident in only 10 percent of the classrooms.

B. High Expectations Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	2.5	Knows and strives to meet the high expectations established by the teacher	7%	40%	50%	3%
B.2	2.4	Is tasked with activities and learning that are challenging but attainable	3%	40%	50%	7%
B.3	1.5	Is provided exemplars of high quality work	3%	10%	23%	63%
B.4	2.1	Is engaged in rigorous coursework, discussions, and/or tasks	3%	17%	63%	17%
B.5	1.9	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	7%	13%	43%	37%
Overall rating on a four-point scale:		2.1				

High Expectations Learning Environment

The High Expectations Learning Environment was rated 2.1 on a four-point scale. Observations revealed instances of students being “provided exemplars of high quality work” (B3) was evident/very evident in 13 percent of classrooms. It was evident/very evident in 20 percent of classrooms that students were “asked and responds to questions that require higher order thinking” (B5). Classroom observations revealed that students were seldom asked higher order questions.

C. Supporting Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.7	Demonstrates or expresses that learning experiences are positive	17%	40%	43%	0%
C.2	2.7	Demonstrates positive attitude about the classroom and learning	13%	43%	43%	0%
C.3	2.3	Takes risks in learning (without fear of negative feedback)	13%	27%	37%	23%
C.4	2.8	Is provided support and assistance to understand content and accomplish tasks	13%	57%	27%	3%
C.5	2.4	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	13%	27%	47%	13%
Overall rating on a four-point scale:		2.6				

Supportive Learning Environment

Observers rated the overall Supportive Learning Environment at 2.6 on a four-point scale. The Supportive Learning Environment focused on students being provided with positive learning experiences, support and assistance to understand content, additional/alternative instruction and feedback. Instances of students being provided “support and assistance to understand content and accomplish class task” (C4) were evident/very evident in 70 percent of classrooms, earning it the highest rating in this learning environment with a 2.8 on a four-point scale. The lowest rated item, “Takes risks in learning” (C3) was evident/very evident in 40 percent of classrooms and rated 2.3 on a four-point scale. In the majority of classrooms, teachers used whole-group instruction as the primary delivery model rather than differentiating or providing individual support.

D. Active Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.2	Has several opportunities to engage in discussions with teacher and other students	3%	30%	50%	17%
D.2	1.9	Makes connections from content to real-life experiences	7%	7%	60%	27%
D.3	2.7	Is actively engaged in the learning activities	17%	43%	37%	3%
Overall rating on a four-point scale:		2.3				

Active Learning Environment

The Active Learning Environment earned an overall rating of 2.3 on a four-point scale. It focused on students being engaged in discussions, making connections from content to real-life and being actively engaged in the learning process. In 14 percent of the classrooms, it was evident/very evident students made “connections from content to real-life experiences” (D2), making it the lowest rated item in this learning environment with a 1.9 on a four-point scale. It was evident/very evident in 33 percent of classrooms students “had several opportunities to engage and discuss with teachers and other students” (D1). In most classrooms, observers noted students were compliant and well-behaved, but most students were not actively participating in the learning process.

E. Progress Monitoring and Feedback Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	2.2	Is asked and/or quizzed about individual progress/learning	0%	27%	63%	10%
E.2	2.2	Responds to teacher feedback to improve understanding	0%	33%	50%	17%
E.3	2.5	Demonstrates or verbalizes understanding of the lesson/content	0%	53%	43%	3%
E.4	2.0	Understands how her/his work is assessed	0%	30%	40%	30%
E.5	1.9	Has opportunities to revise/improve work based on feedback	3%	23%	37%	37%
Overall rating on a four-point scale:		2.2				

Progress Monitoring Learning Environment

The Progress Monitoring and Feedback Learning Environment was rated a 2.2 overall (on a four-point scale) and focused on students being provided authentic feedback so they can improve their individual progress and learning. The highest rated item, a 2.5 on a four-point scale, showed students who demonstrated and verbalized “understanding of the lesson/content” (E3) were evident/very evident in 53 percent of classrooms. Classroom observations revealed it was evident/very evident in 26 percent of classrooms that students had “opportunities to revise/improve work based on feedback” (E5).

F. Well-Managed Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	3.0	Speaks and interacts respectfully with teacher(s) and peers	33%	40%	23%	3%
F.2	3.1	Follows classroom rules and works well with others	30%	50%	20%	0%
F.3	2.8	Transitions smoothly and efficiently to activities	17%	57%	13%	13%
F.4	1.8	Collaborates with other students during student-centered activities	3%	20%	27%	50%
F.5	3.1	Knows classroom routines, behavioral expectations and consequences	27%	60%	10%	3%
Overall rating on a four-point scale:		2.8				

Well-Managed Learning Environment

The Well-Managed Learning Environment, rated a 2.8 on a four-point scale, focused on students respectfully interacting with teachers and peers, as well as knowing behavioral expectations and consequences. It was evident/very evident in 23 percent of classrooms that students collaborated “with others during student-centered activities” (F4). Instances in which students transitioned “smoothly and efficiently to activities” (F3) were evident/very evident in 74 percent of classrooms.

G. Digital Learning Environment						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	1.5	Uses digital tools/technology to gather, evaluate, and/or use information for learning	3%	10%	20%	67%
G.2	1.1	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	3%	7%	90%
G.3	1.1	Uses digital tools/technology to communicate and work collaboratively for learning	0%	0%	7%	93%
Overall rating on a four-point scale:		1.2				

Digital Learning Environment

The overall rating for the Digital Learning Environment was a 1.2 on a four-point scaled, making it the lowest-rated learning environment. The learning environment focused on students using technology to gather, evaluate, research, solve problems, create, communicate and collaborate information for learning. It was evident/very evident in 13 percent of classrooms that students used “digital tools/technology to gather, evaluate, and/or use information for learning” (G1). Observations revealed that it was evident/very evident in three percent of classrooms that students used “digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). Classroom observations revealed a lack of technology in classrooms and use of technology by students was limited to accessing information or behavioral intervention programs.

Findings

Improvement Priority

Identify, prioritize and implement instructional strategies that promote student engagement and collaboration. Provide professional development that ensures achievement of established learning expectations. Implementation should consist of the following activities: (1) professional learning opportunities for all teachers on lesson plan development, including designing small group instruction, differentiated instructional strategies and data analysis for identifying small groups, (2) ensure all teachers post daily learning goal on boards, (3) develop and publish an observation schedule that ensures each teacher is observed at least once a week using a common rubric, and is provided immediate post-observation feedback using a common protocol, (4) create and maintain a Coaching Conversation log to document support provided to teachers by the school facilitator, reading coach, or other applicable trained member of the leadership team, (5) establish a regular schedule for developing and implementing quarterly interdisciplinary units that incorporate the use of technology as an instructional resource, and authentic assessments that exemplify high expectations and best practices and (6) implement a continual cycle of professional development to ensure that all faculty and staff members are oriented to Ridgeland Elementary School's instructional strategies protocol and achievement-of-learning expectations due to the continuous turnover of faculty and staff. **(Indicator 3.3)**

Student Performance Data:

Student performance data, as detailed in the addendum to this report, indicated students were performing significantly below both the South Carolina statewide averages and the averages for similar schools in South Carolina. Based on the most recent report card ratings, an absolute rating of "at-risk" was assigned for the last two years with a growth rating of "average." Although the school achieved a growth rating of "average," an achievement gap remained in all core areas of student performances with the exception of writing, which was at or below 50 percent in the met/exemplary category. In comparison to schools functioning in a similar educational context, students' status, improvement and/or growth evidence indicated that the level of student learning was below what would be expected.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, indicated students did not routinely engage in high-level learning tasks. During observations, student "engaged in rigorous coursework, discussions, and/or tasks" (B4) was evident/very evident in 20 percent of classrooms. In 20 percent of classrooms, it was evident/very evident that students were "asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" (B5). It was evident/very evident in 14 percent of classrooms that students were making "connections from content to real-life experiences" (D2). In three percent of classrooms, students used "digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2).

Stakeholder Survey Data:

Stakeholder survey data revealed that 75 percent of students agreed/strongly agreed with the statement, "My teachers listen to me." Survey data revealed 91 percent of students agreed/strongly

agreed with the statement, “My teachers use different activities to help me learn.” However, classroom observation data showed it was evident/very evident in 60 percent of the classrooms that students were actively engaged in the learning activities. Forty-nine percent of staff agreed/strongly agreed with the statement, “Teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.” Fifty-three percent of staff agreed/strongly agreed with the statement, “Our school regularly uses instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.” Additionally, 55 percent of staff agreed/strongly agreed that “All teachers in our school use a variety of technologies as instructional resources.” Parent surveys indicated that 57 percent agreed/strongly agreed “All of my child’s teachers use a variety of teaching strategies and learning activities” while 52 percent of parents agreed/strongly agreed “All of my child’s teachers meet his/her learning needs by individualizing instruction.”

Stakeholder Interviews:

Interview data revealed teachers did not articulate a consistent process used for lesson planning or expectations that teachers should design instruction that infused student collaboration, self-reflection and critical thinking. Interview data showed most students thought teachers did not provide hands-on activities in their classes. In addition, many students expressed that they did not like to come to school. Parent interview data suggested some teachers provided personalized instruction in reading.

Documents and Artifacts:

A review of artifacts and documents, including the lesson plan non-negotiable protocol, power planning session notes and a sample curriculum guide for week 20 did not reveal the existence of teachers engaging in their learning through instructional strategies that ensure achievement of learning expectations.

Improvement Priority

Develop and implement a process for school leaders to monitor and support the improvement of instructional practices to ensure academic success for all students. School leaders should establish a monitoring schedule and development-observation tools that focus on high yield practices (e.g., learning targets, use of exemplars, active learning, differentiation, higher-order thinking skills, collaboration, student-centered technology, post observation feedback). **(Indicator 3.4)**

Student Performance Data:

Student performance data, as detailed in the addendum to this report, indicated overall students were performing significantly below both the South Carolina statewide averages and the averages for similar schools in South Carolina.

Stakeholder Survey Data:

Survey data suggested evaluation procedures were not well established. Survey data revealed that 61 percent of the staff agreed/strongly agreed that “Leaders ensure all staff members use supervisory feedback to improve student learning.” Additionally, 67 percent of the staff agreed/strongly agreed that the school’s “purpose statement is based on shared values and beliefs that guide decision making.” South Carolina Department of Education School Climate Survey data revealed that 57 percent of teachers agreed with the statement, “Teacher evaluation at my school focuses on instructional improvement.”

Stakeholder Interviews:

Interview data revealed teachers and administrators were unable to define or explain the school’s instructional process. Teacher interview data revealed that while teachers receive professional development, little follow-up is provided. Interview data showed few staff members were able to describe a consistent process or procedures used by school leaders for conducting regular observations or classroom walkthroughs. Finally, interview data revealed most teachers rarely examined student work to drive instructional modifications.

Documents and Artifacts:

A review of the school Professional Development Plan showed little evidence of it being based on the collection and analysis of data generated from supervision, evaluation or monitoring processes. There was evidence that leadership team meetings have occurred inconsistently since September 14, 2015.

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.	2.00
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	1.80
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.80

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.	2.00
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.	1.80
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

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	1.80
2. Stakeholder Feedback Results and Analysis	1.80

Findings

Improvement Priority

Establish and commit to a culture of shared beliefs and values about teaching and learning that supports student success through challenging and equitable learning experiences (e.g., active student engagement, depth of understanding, high academic expectations, application of knowledge). **(Indicator 1.2)**

Student Performance Data:

Student performance data, as detailed in the addendum to this report showed the school achieved an “average” growth rating for the 2014-2015 school year. Students were performing significantly below the South Carolina statewide averages for all subjects, as well as below the average for similar schools in South Carolina. During the 2014-2015 school year, 8.9 percent of students scored “proficient” on the state reading exam, compared to 67.9 percent of all South Carolina students and 17.8 percent of students in schools similar to Ridgeland Elementary. Similarly, 18.6 percent of students were proficient in math, with the statewide average at 46.7 percent and the similar-school average at 36 percent. Double-digit gaps also existed in the averages of English, science and social studies when compared to statewide and similar-school averages.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, indicated challenging and engaging learning experiences were inconsistently implemented across the school. While student-centered learning activities and high learning expectations were observed in a few classrooms, the vast majority of observations showed teacher-centered, whole class instruction. Observers noted most students were not engaged in higher-order thinking activities. Student questioning that required “higher order thinking (e.g. applying, evaluation, synthesizing)” (B5) was evident/very evident in 20 percent of classrooms. The extent to which students knew and strived “to meet the high expectations established by the teacher” (B1) was evident/very evident in 47 percent of classrooms, while students being “tasked with activities and learning that were challenging but attainable” (B2) was evident/very evident in 43 percent of classrooms. Additionally, it was evident/very evident in 60 percent of classrooms that students were “actively engaged in the learning activities” (D3).

Stakeholder Survey Data:

Survey data varied regarding the existence of a culture committed to challenging and equitable learning experiences for all students. Sixty percent of parents agreed/strongly agreed that the school “has high expectations for students in all classes.” Additionally, 57 percent of parents agreed/strongly agreed with the statement, “All of my child's teachers provide an equitable curriculum that meets his/her learning needs” and “All of my child's teachers give work that challenges my child.” Fifty-seven percent of staff members agreed/strongly agreed that “challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills.” Survey data also showed that 68 percent of staff members agreed/strongly agreed that the school’s “purpose statement is supported by the policies and practices adopted by the school board or governing body,” and 67 percent of staff members agreed/strongly agreed that the school's “purpose statement is based on shared values and belief that guide decision-making.”

Stakeholder Interviews:

Interview data showed while the school had a mission and vision, stakeholders could not articulate a core set of shared beliefs and values to guide teaching and learning. Administrators expressed a need for these to be developed. Administrators and staff members were not able to describe a process in which shared beliefs and values had been discussed. When asked if the values and beliefs of the school had been communicated, parents stated that they had not been. Additionally, students indicated that they did not look forward to coming to school and did not have many hands-on learning activities. Interview data revealed that students did not have opportunities for challenging, engaging and collaborative learning experiences.

Documents and Artifacts:

A review of the Self Assessment, the professional development plan, leadership team meeting agendas, a faculty meeting agenda and parent communication samples did not show that a set of shared beliefs and values focused on teaching and student learning had been established. In addition, these documents did not show that the school had focused on student engagement, higher-order thinking and student collaboration.

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.	2.60
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2.40
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.	2.60

4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	1.40
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	2.00
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	2.40

Conclusion

Strengths

The leadership team and teachers of Ridgeland Elementary School genuinely cared for their students. The Diagnostic Review Team observed a well-managed and maintained facility. The facility and grounds provided a positive, safe, clean and healthy environment for students to engage in learning. The school leadership team and staff members demonstrated support for a safe, orderly and equitable learning environment for all students.

Continuous Improvement Planning

The leadership team at Ridgeland Elementary School consisted of the principal, two assistant principals, a literacy coach, an instructional coach and a schoolwide facilitator. Leadership team members conducted classroom walkthrough observations and discussed support for teachers. The leadership team and staff members shared their concerns related to student performance. Staff members also expressed a need for daily, direct and consistent instruction. Stakeholder interviews, survey data and a review of documents and artifacts validated the need for a comprehensive, continuous program of professional learning that enables teachers to reflect, revise and evaluate their classroom practices to improve student learning and ensure achievement of established learning expectations.

Addressing curriculum, instruction and assessment practices are critical areas of need for the school. Classroom observations revealed a lack of consistently used research-based, rigorous instructional practices. Furthermore, high-quality student work and meaningful feedback to students were seldom observed. The school must find ways to actively engage teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data used to assess student progress and differentiated instruction and student learning tasks.

Classroom observations, stakeholder interviews, stakeholder surveys and a review of documents and artifacts suggested the school had done little to establish effective, results-driven, continuous improvement planning processes. The Diagnostic Review Team found little evidence suggesting the school engaged stakeholders in the systemic and systematic processes of continuous improvement, nor were systems established to monitor and communicate results from improvement efforts to stakeholders. Functions within the school were not directly aligned to the expected outcomes for student learning. In addition, little evidence was found that data were being used to evaluate program progress over time, to monitor the impact of specific strategies in goal areas or to determine whether improvement goals were attained. The Team noted the importance of the school establishing and committing to a clear set of performance metrics to monitor and determine its ability to meet future improvement goals.

To continue growth toward proficiency, school staff members need coaching and mentoring to maximize their understanding of and efficacy for implementing instructional practices with fidelity and consistency. Specifically, classroom teachers need additional support in the areas of differentiating instruction, using exemplars to promote student understanding of “high-quality work” and creating a

culture and climate conducive to learning. Continual vacancies within the school faculty have created challenging conditions for staff and students. Therefore, to provide consistent conditions for learning, the school leadership team and staff should embrace and consistently implement systematic processes to ensure the efficacy of implementing initiatives, monitoring instruction, evaluating programs, coaching, mentoring, supporting all staff members and becoming more adept at providing and participating in opportunities that share and build on the strengths of the staff.

Improvement Priorities

Identify, prioritize and implement instructional strategies that promote student engagement and collaboration. Provide professional development that ensures achievement of established learning expectations. Implementation should consist of the following activities: (1) professional learning opportunities for all teachers on lesson plan development including designing small group instruction, differentiated instructional strategies and data analysis for identifying small groups, (2) ensure all teachers post daily learning goal on boards, (3) develop and publish an observation schedule that ensures each teacher is observed at least once a week using a common rubric and is provided immediate post-observation feedback using a common protocol, (4) create and maintain a Coaching Conversation log to document support provided to teachers by the school facilitator, reading coach, or other applicable trained member of the leadership team, (5) establish a regular schedule for developing and implementing quarterly interdisciplinary units that incorporate the use of technology as an instructional resource and authentic assessments that exemplify high expectations and best practices and (6) implement a continual cycle of professional development to ensure that all faculty and staff members are oriented to Ridgeland Elementary School's instructional strategies protocol and achievement of learning expectations due to the continuous turnover of faculty and staff. **(Indicator 3.3)**

Develop and implement a process for school leaders to monitor and support the improvement of instructional practices to ensure academic success for all students. School leaders should establish a monitoring schedule and develop observation tools that focus on high-yield practices (e.g., learning targets, use of exemplars, active learning, differentiation, higher-order thinking skills, collaboration, student-centered technology, post observation feedback). **(Indicator 3.4)**

Establish and commit to a culture of shared beliefs and values about teaching and learning that supports student success through challenging and equitable learning experiences (e.g., active student engagement, depth of understanding, high academic expectations, application of knowledge). **(Indicator 1.2)**

Team Roster

Lead Evaluator	Brief Biography
Ms. Milagros Fornell Florida	Milagros Fornell is an educator who has had a powerful impact on her community, students, parents and peers since her first day as a mathematics teacher in 1978. This 1983 McMillan Mathematics Teacher of the Year went on to chair the Math Department at Hammocks Junior High School. In 2009 she became the Associate Superintendent/Chief Academic Officer for Miami-Dade County Public Schools (M-DCPS) after holding numerous leadership titles within the county. Ms. Fornell's many achievements in this role include the increase of participation and performance of M-DCPS students in Advanced Placement and Dual Enrollment courses. Throughout her career she has served as a school-site administrator, a regional curriculum director and a regional superintendent.
Team Members	
Mr. Larry Allen South Carolina	Larry Allen currently serves as a Transformation Coach with the South Carolina Department of Education working with South Carolina Priority Schools. He has teaching experience at junior high and high school levels in math and social studies. Mr. Allen's administrative experiences include being a junior high Assistant Principal, a middle school Assistant Principal and a Director of an alternative high school. Larry has extensive experience in visiting schools on Schools To Watch Teams and External Review Teams. Larry holds a Bachelor's degree, a Master's degree in Secondary Administration and an Educational Specialist degree.
Mr. Josh Kitchens South Carolina	Josh Kitchens graduated from Georgia Southern University in 2007 with a B.S. in Political Science Education. In 2011, he earned his M.Ed. in School Administration from Liberty University. Currently, he serves as the middle and high school principal for South Carolina Connections Academy, an online public school serving students in grades K-12. Prior to this role, he served as the high school assistant principal and taught high school social studies at South Carolina Connections Academy. He has also served as the school's trainer.
Dr. Tammy F. Martin South Carolina	Dr. Tammy F. Martin currently serves as an elementary principal in Fairfield County School District. She taught mathematics for seven years at Fairfield Middle School, where she served as team leader and department chairperson. She has served as an assistant principal at the high-school level and principal at a middle school. Dr. Martin earned her Bachelor of Arts degree in Elementary Education and a Master of Arts in Divergent Learning from Columbia College, a Master of Education degree in Educational Leadership from Winthrop University, and an Educational Specialist and a Doctorate in Education degrees in School Leadership from South Carolina State University. Dr. Martin is a South

	Carolina certified Turn-Around Specialist.
Ms. Jerri M. Pautler South Carolina	Ms. Jerri Pautler has taught in Christian-based schools, public schools, and handicapped schools. She holds certificates from Illinois and South Carolina in Art. She presently teaches in a private multi-cultural school.

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 Table

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

Content Area by Grade Level	% Ready Grade 3	% Ready Grade 4	% Ready Grade 5	Total School	% Ready State
English	38.3	30.6	44.1	37.9	67.9
Reading	9.4	7.1	10.0	8.9	37.2
Math	25.0	13.3	16.6	18.6	46.7
Writing	7.1	4.3	8.7	6.8	24.4
ACT Readiness	N/A	N/A	N/A	76.0	N/A

Plus

- Based on the data for 2014-2015 ACT Aspire, the percentage of fifth grade students meeting benchmarks was higher across all content areas.
- Based on the data for 2014-2015 ACT Aspire, the percentage of third through fifth grade students meeting benchmarks was highest in English.

Delta

- Based on the data for 2014-2015 ACT Aspire, the percentage of our students meeting benchmarks ranks significantly below the “Ready” state percentage in all content areas.
- Based on the data for 2014-2015 ACT Aspire, the percentage of third through fifth grade students meeting benchmarks is significantly below in Reading and Writing.

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

	Grade 4			Grade 5		
	2015	2014	2013	2015	2014	2013
Writing	N/A	41.4	50.0	N/A	50.4	42.3
ELA	N/A	45.5	46.3	N/A	56.3	49.2
Math	N/A	44.0	53.7	N/A	35.9	46.2
Science	23.0	22.4	29.3	18.5	26.2	19.7
Social Studies	47.8	47.0	48.8	22.7	27.0	27.1

Plus

- Based on the data from SCPASS for the years 2012-2013, 2013-2014 and 2014-2015, the percentage of fifth grade students meeting grade-level standards improved 2013 to 2014 in writing by 8.1 percent and in ELA by 7.1 percent
- Based on the data from SCPASS for the years 2012-2013, 2013-2014 and 2014-2015, the percentage of fifth grade students meeting grade-level standards in science increased by 6.5 percent.

Delta

- Based on the data from SCPASS for the years 2012-2013, 2013-2014 and 2014-2015 the percentage of fourth grade students meeting grade-level standards decreased from 2013 to 2014 in writing by 8.6 percent, in ELA by .08 percent and in math by 9.7 percent. From 2013 to 2015 percentages decreased in science by 6.3 percent and social studies by 1 percent.
- Based on the data from SCPASS for the years 2012-2013, 2013-2014 and 2014-2015, the percentage of fifth grade students meeting grade-level standards decreased from 2013 to 2015 in science by 6.5 percent and in social studies by 4.4 percent.

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

(Standards 3 and 5)

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

1. 78 percent of staff agreed/strongly agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."
2. 79 percent of staff agreed/strongly agreed with the statement, "Our school's leaders hold staff members accountable for student learning."
3. 75 percent of staff agreed/strongly agreed with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."
4. 84 percent of staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
5. 75 percent of all staff agreed/strongly agreed with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."
6. 90 percent of staff agreed/strongly agreed with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."
7. 76 percent of staff agreed/strongly agreed with the statement, "Our school has a systematic process for collecting, analyzing and using data."

Δ Delta:

1. 49 percent of staff agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning need of students."
2. 51 percent of staff agreed/strongly agreed with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills."
3. 51 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
4. 57 percent of parents agreed/strongly agreed with the statement, "All my child's teachers use a variety of teaching strategies and learning activities."
5. 61 percent of staff agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
6. 51 percent of parents agreed/strongly agreed with the statement, "All of my child's teacher meet his/her learning needs by individualizing instruction."
7. 61 percent of students agreed/strongly agreed with the statement, "My family likes to come to my school."

Leadership Capacity

(Standards 1 and 2)

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

1. 98 percent of students agreed/strongly agreed with the statement, "My teacher wants me to learn."
2. 88 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
3. 84 percent of staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
4. 79 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
5. 79 percent of staff agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning."

Δ Delta:

1. 56 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."
2. 60 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."
3. 57 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers give work that challenges my child."
4. 67 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
5. 57 percent of staff agreed/strongly agreed with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."

Resource Utilization

(Standard 4)

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

1. 95 percent of students agreed/strongly agreed with the statement, "I am safe at school."
2. 98 percent of students agreed/strongly agreed with the statement, "My school has books for me to read."
3. 95 percent of students agreed/strongly agreed with the statement, "My school has computers to help me learn."
4. 76 percent of staff agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
5. 91 percent of students agreed/strongly agreed with the statement, "My school has many places I can learn, such as a library."

Δ Delta:

1. 40 percent of parents agreed/strongly agreed with the statement, "Our school ensures the effective use of financial resources."
2. 35 percent of staff agreed/strongly agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."
3. 54 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."
4. 60 percent of staff agreed/strongly agreed with the statement, "Our school maintains facilities that contribute to a safe environment."
5. 54 percent of parents agreed/strongly agreed with the statement, "Our school provides excellent support services (e.g., counseling, and/or career planning)."

Diagnostic Review Team Schedule

Tuesday – April 5, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	
4:00 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 Overview	Hotel Conference Room	Diagnostic Review Team Members
7:45 p.m. – 9:00 p.m.	Determine interview questions, review Monday's schedule, overview of eleot™ and discuss review logistics	Hotel Conference Room	Diagnostic Review Team Members

Wednesday – April 6, 2016

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

Thursday – April 7, 2016

Time	Event	Where	Who
	Breakfast	Hotel	
7:30 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Continue interviews and artifact review, conduct classroom observations that were not done on Day #1		Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Lunch – Team Members eat when it can fit into their individual schedule		
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.	<p>Team Work Session #3</p> <ul style="list-style-type: none"> • Review findings from Tuesday • Tabulate and review final eleot™ Learning Environment ratings • Team Members determine individual final ratings for all indicators <p>The team should examine and reach consensus on:</p> <ul style="list-style-type: none"> • Powerful Practices (indicators rated at 4) • Improvement Priorities (indicators rated at 1 or 2) • Learning Environment narrative 	Hotel Conference Room	Diagnostic Review Team Members

Friday– April 8, 2016

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