

Cognia Diagnostic Review Report

Results for:
C.A. Johnson High School

March 1-4, 2020

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Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned to Cognia Performance 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 areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help 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. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These talented leaders 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.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance 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 they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	5
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	11
Certified Staff	49
Noncertified Staff	21
Students	24
Parents	4
Total	116

Cognia Standards Diagnostic Results

The Cognia Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution's effectiveness based on the Cognia's Performance Standards identified as essential for realizing growth and sustainable improvement in underperforming schools. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Point values are established within the diagnostic, and a percentage of the points earned by the institution for each Essential Standard is calculated. Results are reported within four categories: Impacting, Improving, Initiating, and Insufficient. The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its 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 implement strategies that improve learner and educator performance.

Leadership Capacity Essential Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Insufficient
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Insufficient
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Insufficient
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Insufficient
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Initiating
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Insufficient
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Initiating



Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Essential Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Insufficient
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Insufficient
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Insufficient
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Insufficient
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Initiating
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Insufficient
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Insufficient
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

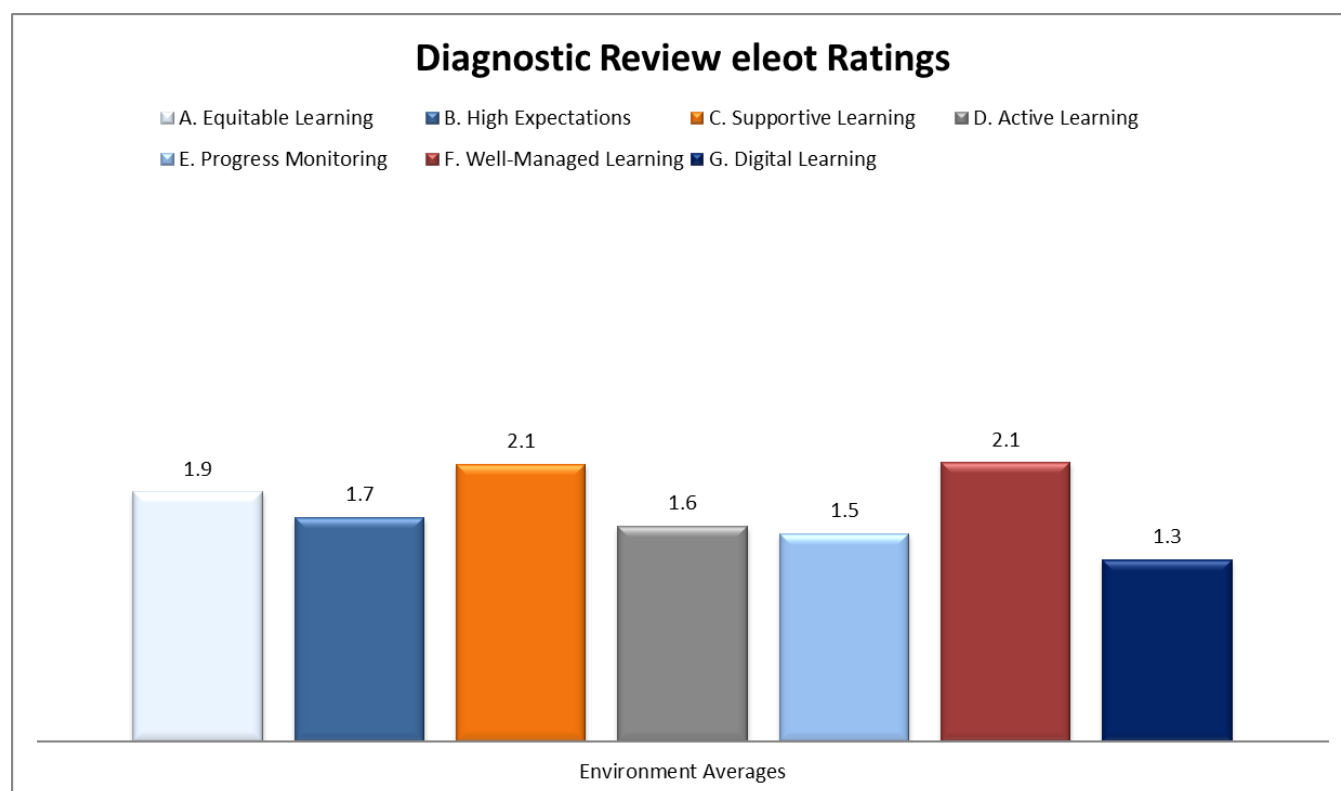
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Initiating
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Insufficient
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Insufficient



Effective Learning Environments Observation Tool[®] (eleot[®]) Results

The eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 22 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	77%	18%	5%	0%
A2	2.2	Learners have equal access to classroom discussions, activities, resources, technology, and support.	32%	23%	36%	9%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	5%	32%	64%	0%
A4	1.3	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	73%	23%	5%	0%
Overall rating on a 4 point scale:			1.9			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.5	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	55%	36%	9%	0%
B2	1.8	Learners engage in activities and learning that are challenging but attainable.	45%	32%	23%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	82%	9%	9%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	41%	36%	23%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	27%	55%	18%	0%
Overall rating on a 4 point scale:			1.7			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	36%	27%	32%	5%
C2	1.8	Learners take risks in learning (without fear of negative feedback).	45%	36%	14%	5%
C3	2.2	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	18%	50%	23%	9%
C4	2.2	Learners demonstrate a congenial and supportive relationship with their teacher.	18%	55%	18%	9%
Overall rating on a 4 point scale:			2.1			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	55%	23%	23%	0%
D2	1.4	Learners make connections from content to real-life experiences.	77%	14%	5%	5%
D3	1.9	Learners are actively engaged in the learning activities.	27%	55%	18%	0%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	77%	0%	23%	0%
Overall rating on a 4 point scale:			1.6			

E. Progress Monitoring and Feedback Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	68%	23%	9%	0%
E2	1.7	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	41%	45%	14%	0%
E3	1.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	45%	32%	23%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	82%	9%	9%	0%
Overall rating on a 4 point scale:			1.5			

F. Well-Managed Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.2	Learners speak and interact respectfully with teacher(s) and each other.	27%	41%	18%	14%
F2	2.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	18%	55%	23%	5%
F3	2.0	Learners transition smoothly and efficiently from one activity to another.	41%	23%	27%	9%
F4	1.9	Learners use class time purposefully with minimal wasted time or disruptions.	32%	50%	14%	5%
Overall rating on a 4 point scale:			2.1			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.6	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	64%	14%	23%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	86%	5%	5%	5%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	91%	0%	9%	0%
Overall rating on a 4 point scale:		1.3				

eleot Narrative

The Diagnostic Review Team conducted 22 observations in core content classrooms and multiple informal classroom and common area observations. The overall average ratings for the seven learning environments were based on a four-point scale and ranged from 2.1 in the Supportive Learning Environment and the Well-Managed Learning Environment to the lowest overall average rating of 1.3 in the Digital Learning Environment.

The two highest-rated items emerged in the Equitable Learning Environment and addressed the treatment of students. Instances of learners “treated in a fair, clear, and consistent manner” (A3) were evident/very evident in 64 percent of classrooms. In 45 percent of classrooms, it was evident/very evident that “Learners have equal access to classroom discussions, activities, resources, technology, and support” (A2). Closely related items found in the Supportive Learning Environment were observed less frequently. For example, students who “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3) were evident/very evident in 32 percent of classrooms. Also, in 37 percent of classrooms, it was evident/very evident that “Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1). The team also noted that learners who “demonstrate a congenial and supportive relationship with their teacher” (C4) were evident/very evident in 27 percent of classrooms.

In most classrooms, students all worked on the same learning task. In five percent of classrooms, it was evident/very evident that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Students who worked together to solve problems were rarely observed. In 23 percent of classrooms, it was evident/very evident that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4).

The Diagnostic Review Team was concerned with the number of students who exhibited off-task behaviors such as playing with their phones, talking, or sleeping. The Well-Managed Learning Environment earned an overall average rating of 2.1 on a four-point scale. Instances of learners who “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2) were evident/very evident in 28 percent of classrooms. Collectively, these data indicate an area of needed improvement, as instructional time was not maximized. In 19 percent of classrooms, it was evident/very evident that “Learners use class time purposefully

with minimal wasted time or disruptions” (F4). Additionally, it was evident/very evident in 18 percent of classrooms that “Learners are actively engaged in the learning activities” (D3).

The Progress Monitoring and Feedback Learning Environment earned an overall average rating of 1.5, which indicated an area to leverage to help students monitor their own progress and use feedback to guide their learning. This Learning Environment emerged as a concern as it was evident/very evident in nine percent of classrooms that “Learners understand and/or are able to explain how their work is assessed” (E4) and that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Also, instances of learners who “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work were evident/very evident in 14 percent of classrooms” (E2).

The Digital Learning Environment was also an area of concern. Students rarely used technology to collaborate and solve problems. It was evident/very evident in nine percent of classrooms that “Learners use digital tools/technology to communicate and work collaboratively for learning” (G3) and in 10 percent of classrooms that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2).

The Diagnostic Review Team encourages the school to thoroughly review each item in the seven learning environments. These findings can be prioritized to guide school improvement and build instructional capacity.

Findings

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1

Collaboratively develop and fully implement a continuous improvement process designed to improve schoolwide (e.g., professional development, improvement planning, program evaluation) and classroom (e.g., use of formative assessment data to drive instructional improvement and to address student needs) practices. Ensure the process is continuously monitored and produces measurable results. Use results to determine the degree to which goals (e.g., increase student learning, improved instructional capacity) have been accomplished. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, suggested instructional processes were not developed, monitored, or evaluated to support student learning and improve student success at all levels. C.A. Johnson High School students performed below the state average in the percentage of students who scored 70 or above in Algebra 1, Biology, and U.S. History in 2016-2017, 2017-2018, and 2018-2019. C.A. Johnson outperformed the state average in English I in 2018-2019. The graduation rate was below the state average in 2017 and 2018.

Classroom Observation Data:

Classroom observation data, as previously discussed, revealed no evidence that the school engaged in a continuous improvement process that produced evidence, including measurable results of improving student learning. Although direct instruction protocols were posted, the team found no evidence to ensure the process was continuously monitored and produced measurable results. Students worked on the same assignment in most classrooms, indicating formative assessment data were not routinely used to drive instructional planning and meet the individual academic needs of students. In five percent of classrooms, for example, it was evident/very evident that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Also, at the classroom level, feedback was not routinely used for continuous improvement of student learning. Instances of learners who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in nine percent of classrooms.

Stakeholder Interview Data:

Interview data showed that staff members engaged in conversations about district-required data meetings and posted districtwide protocols on the walls and dry erase boards; however, district leaders, school leaders, and staff members revealed these strategies were not fully embedded into the instructional practices. Interview data indicated that teachers used many methods to gather data and that Mastery Connect and Edgenuity data provided the current academic status of students. District and school leaders agreed that data from reports were available. Parents, students, and staff members were unable to articulate the school’s continuous school improvement process or tell of a shared schoolwide vision for rigorous learning.

Stakeholder Perception/Experience Data:

Stakeholder survey data showed that 81 percent of parents agreed/strongly agreed that “Our school has established goals and a plan for improving student learning” (C3), and 95 percent of staff members agreed/strongly agreed that “Our school leaders monitor data related to school continuous improvement goals” (G7). Also, 71 percent of parents agreed/strongly agreed that “Our school ensures that all staff members monitor and report the achievement of school goals” (G1). In addition, 78 percent of staff members agreed/strongly agreed that “Our school has a continuous improvement process based on data, goals, actions, and measures for growth” (C5). Interview data, however, contradicted stakeholder perception data. For example, interview data showed that many stakeholders frequently mentioned the sharing of grades and missing assignments but did not speak much about progress monitoring or student learning processes. The focus was on the end product but not incremental learning.

The Diagnostic Review Team was concerned that 54 percent of students agreed/strongly agreed that “In my school the purpose and expectations are clearly explained to me and my family” (C2) and that 31 percent of students agreed/strongly agreed that “All of my teachers change their teaching to meet my learning needs” (E9). Similarly, in classroom observations, students were sitting in groups but working individually. Many finished early and began to play on their cell phones or view YouTube topics that were unrelated to the content of the lesson. As a result, student interview data matched stakeholder perception data that showed instruction was not changed to meet student needs.

Documents and Artifacts:

The Diagnostic Review Team reviewed the school improvement team meeting agendas that contained the End-of-Course Examination Program (EOCEP), WIN preparations, graduation rate, and ACT comparative data. These agendas showed that school leaders shared the contents of the school improvement plan with the school improvement team. The Diagnostic Review Team, however, found no evidence that a robust, collaboratively developed continuous improvement plan was consistently implemented or monitored to improve instructional and organizational capacity.

Although direct instruction protocols (e.g., essential questions, “Do Now/Warm Up,” learning objectives, “I Do, We Do, You Do” protocols, differentiation) were posted and included in lesson plans, the team found no evidence that showed these protocols were consistently used with fidelity to improve student learning. While district and school leader and staff member interview data indicated that data (i.e., student achievement data, Mastery Connect, End of Course, ACT Comparative data) from reports were available, parents, students, and staff members were unable to articulate the school’s continuous school improvement process or tell of a shared schoolwide vision for rigorous learning.



Improvement Priority #2

Establish, implement with fidelity, and monitor processes that ensure instructional practices are high yield and rigorous. Ensure instruction is continuously adjusted to meet student learning needs using current and emerging formative assessment data. Provide ongoing feedback and support to staff in order to improve teaching and learning. (Standard 2.7)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report and discussed in Improvement Priority 1, were used to determine Improvement Priority 2.

Classroom Observation Data:

Classroom observation data revealed that it was evident/very evident in five percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Furthermore, in 23 percent of classrooms, it was evident/very evident that “Learners engage in activities and learning that are challenging but attainable” (B2). Similarly, interview data supported this finding as students reported that when working in groups, they typically worked on the same assignment. The team also found little evidence that students were informed about their progress along the way. Students did not receive and respond to feedback from teachers and peers in class. Likewise, classroom observation data suggested it was evident/very evident in nine percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) and in 14 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2).

During classroom observations, students expressed the desire to participate and engage in the lessons by raising their hands and asking questions such as “Can I work that one on the smartboard?” Students, however, were seldom given opportunities to show or verbalize their understanding of the work or justify and clarify their responses to obtain feedback. Most classroom instruction was teacher led with little student engagement. In the same way, classroom observation data showed that in 77 percent of classrooms, it was evident/very evident that “Learners demonstrate and/or verbalize understanding of the lesson/content” (E3) and in 91 percent of classrooms that “Learners understand and/or are able to explain how their work is assessed” (E4). These data caused concern and illustrated a need to establish, implement with fidelity, and monitor processes that ensure instructional practices are high yield and rigorous. Classroom observation data revealed that instruction was not continuously adjusted to meet student learning needs using current and emerging formative assessment data.

Stakeholder Interview Data:

Stakeholder interview data revealed few staff members reported developing personalized instructional strategies and interventions to address the individual learning needs of each student. The interview data showed that most staff members used online assessments and data collection programs, but the team found little evidence that staff members examined data to adjust instruction. Interview data showed that many teachers work with small groups of students, but few teachers consistently provide individual assistance. The school had an abundance of data; however, the team found little evidence that teachers were trained to use the data to differentiate instruction. Interview data showed parents and students desired more personalized instruction. Additionally, staff members, students, and parents rarely mentioned progress monitoring or learning processes; rather, the interview data showed the focus generally was about the end product and not incremental learning.

Stakeholder Perception/Experience Data:

Stakeholder perception data showed that 81 percent of staff members agreed/strongly agreed that “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice” (E1). However, the interview data showed that progress monitoring and adjustment to curriculum and instruction rarely occurred. Additionally, stakeholder survey data indicated that 73



percent of staff members agreed/strongly agreed that “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). The team found no evidence that the school implemented personalized instructional strategies and interventions to address individual learning needs. In addition, 67 percent of parents agreed/strongly agreed that “All of my child's teachers meet his/her learning needs by individualizing instruction” (E4). Likewise, 49 percent of students agreed/strongly agreed that “My school provides learning services for me according to my needs” (E7). Stakeholder perception data indicated a need to improve instruction in order to ensure it is continuously adjusted to meet student learning needs based on current and emerging formative assessment data. The Diagnostic Review Team encourages the school to provide ongoing feedback and support to teachers to improve teaching and learning.

Documents and Artifacts:

The Diagnostic Review Team found that the school lacked a consistent observation and feedback cycle and plan. Interview data indicated instructional leaders inconsistently conducted teacher observations. While the team found an observation and feedback form, there was little evidence that feedback to teachers resulted in improved instructional practices, specifically in the areas of differentiation, student engagement, and personalized learning. Although various engagement and differentiation strategies were listed on the lesson plan template and in sample lesson plans, few of these strategies were evidenced during classroom observations. The interview data showed that most staff members used data collection reports (i.e., ACT comparative, EOCEP, WIN, Mastery Connect), but the team found little evidence that staff members examined data and used findings to adjust instruction.

A review of the daily absentee report given to the Diagnostic Review Team during the onsite visit showed that a minimum of four staff members were absent each day. Through classroom observation and interview data, the team found that staff attendance was an obstacle to learning. In addition, a review of the daily absentee report and the master schedule showed the school had four or more staff vacancies at the time of the onsite visit.

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs, and practices and provide direction for the institution's continuous improvement efforts. The insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution within the **Levels of Impact of Engagement, Implementation, Results, Sustainability, and Embeddedness**.

Engagement is the level of involvement and frequency with which stakeholders are engaged in the desired practices, processes, or programs within the institution. **Implementation** is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. **Results** represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). **Sustainability** is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). **Embeddedness** is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.

Strengths:

The staff members, parents, and leaders demonstrated a commitment to developing positive relationship with the students. Overall, classroom observation and interview data showed stakeholders had school pride. Students and parents strongly agreed building leaders and staff members were approachable.

C. A. Johnson High School's expectations were posted on walls and organizational protocols were displayed in classrooms. A review of artifacts (e.g., faculty meeting agendas, comparative data, report card reports, Mastery Connect) and interview data showed the school held district-required monthly data meetings. A review of meeting agendas and interview data revealed that the school was committed to collecting and sharing data with staff members during the first Monday of each month.

Continuous Improvement Process:

Classroom observation and parent, leader, and staff member interview data indicated that a few stakeholders were involved in the continuous improvement process (e.g., collaborative school improvement plan), which was minimally implemented. The school collected data from sources such as Mastery Connect, comparative data from school and district report card reports, ACT, and Career Readiness, but little evidence was found that showed an increase in student achievement. While the school generated performance data, the team found little evidence that demonstrated improved student learning and organizational capacity. In addition, the desired continuous improvement process was not ingrained into school norms.

Interview and survey data and a lack of documents and artifacts suggested that staff members and school leaders inconsistently engaged in a continuous improvement and decision-making process that would build instructional and organizational capacity. While a meeting agenda indicated a school improvement plan was communicated to staff members during a faculty meeting, no collaborative plan was found that included all stakeholder signatures showing involvement or evidence of involvement over time. Interviewees, including parents, staff, and school leaders, were unable to describe the school improvement planning process. Additionally, although stakeholders demonstrated that they embraced the vision of helping every student be successful, staff members did not participate in targeted professional learning activities designed specifically to address their professional needs. Further, established short- and long-term processes (e.g., formative assessments with adjusted instructional practices, informal and formal classroom walkthrough schedules, observation and feedback cycles, walkthrough rubrics to monitor instructional improvements) were inconsistently implemented.

The school had monthly faculty meetings where school leaders provided data reports to staff members. A review of the master schedule and staff interview data indicated that staff members did not have weekly common



planning or professional learning community (PLC) meetings during school time to collaboratively plan instruction, unpack standards, review weekly common assessments, or adjust instructional practices based on findings from data analysis. Classroom observation and interview data confirmed that students had few opportunities to engage in personalized or differentiated learning tasks. While high-yield instructional strategies were used in a few classrooms, implementation was inconsistent across the school.

Feedback to staff members about their professional practices was provided during the formal supervision and evaluation process. The Diagnostic Review Team found no evidence that school leaders consistently implemented a routine and a regular observation and feedback cycle and plan. Beyond the required evaluation process, evidence revealed school leaders rarely conducted classroom walkthroughs to provide staff members with non-evaluative feedback and support in order to improve instructional practices. Evidence from staff and school leader interviews indicated that staff members posted district-required protocols, but school leaders inconsistently monitored to ensure that professional practices improved.

Professional development was established primarily by the district. Professional learning sessions rarely occurred at the school level, beyond the data faculty meeting on the first Monday of every month. Interview data showed many missed opportunities to identify professional development and planning needs for staff members.

Overall, effective, results-driven continuous improvement planning processes with systems, programs, and practices were not consistently established or used to monitor and communicate results from improvement efforts to stakeholders. Further, the school did not routinely use data to evaluate program effectiveness or monitor the impact of specific strategies. The Diagnostic Review Team recommends the school establish and commit to a clear set of performance benchmarks and measures and use them to monitor and determine the school's ability to meet improvement goals. School leaders are encouraged to create structures for ongoing weekly meeting times (e.g., instructional leadership team, PLC meetings) so that data-driven collaborative work can occur. These structures could be leveraged if data-driven processes and procedures were developed, implemented, and monitored.

The Diagnostic Review Team suggests school leaders and staff members collectively and consistently use a research-based instructional walkthrough process and provide staff with feedback focused on high-yield instructional strategies in order to improve student achievement. In addition, the team recommends that school leaders consistently monitor and support staff members to effectively analyze data and differentiate classroom instruction based on individual needs of students.

Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.



Team Roster

Diagnostic Review Teams comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and eleot® certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
Dr. Twana Hilton-Pitre	Dr. Twana Hilton-Pitre's experience spans K-12 and higher education. She has been an assistant professor, teacher, school counselor, assistant principal, and principal. During Dr. Hilton-Pitre's tenure as principal, she transformed the school's academic performance score from a 79 "C" to a 101.5 "A." Dr. Hilton-Pitre currently serves as an executive director for school leadership over elementary, middle, and high school principals in Baton Rouge, LA. Dr. Hilton-Pitre is an executive director in the Innovation Network (turnaround zone), which helps low-performing, high-poverty schools increase student achievement and develop principal leadership. Dr. Hilton-Pitre also serves as a Lead Evaluator for Cognia diagnostic reviews.
Tamra Gacek	Tamra Gacek has 30 years of experience as an educator. She is currently serving as a Transformation Coach with the Office of Innovation and Effectiveness at the South Carolina Department of Education. The position allows her to analyze systems of support and instructional practices within schools, then provide guidance for refining existing systems and increasing the capacity of students, teachers, and administrators. Avenues for this development include professional learning sessions, facilitating teacher teams, and classroom and leadership coaching. Before working as a Transformation Coach, Tamra was a literacy specialist and a regional coach for various federal and state initiatives, including Reading First and the South Carolina Reading Initiative. Extensive training with each initiative and 10 years serving as an elementary classroom teacher has established the foundation for her current work.
Angela Jacobs	Angela Jacobs has served as an effective educator for the past 29 years. She is currently a Transformation Coach for the South Carolina Department of Education supporting Thornwell Elementary School in Darlington County. In this position, she provides principal, instructional, and professional learning and efficacy support. Angela Jacobs has developed several leadership curriculums to include a Leadership Academy for school districts and other entities.
Peter Leikind	Peter Leikind is an improvement specialist with Cognia. He has been working in education and assessment for nearly 20 years. Peter has been a classroom teacher and an instructional facilitator with experience in coaching, writing curricula, and delivering professional development. Peter has item writing experience for local, state, and national assessments in both social studies and mathematics. Additionally, he has held the roles of content specialist, technology specialist, and business analyst for various organizations. Peter's current responsibilities include presenting workshops that focus on assessment and improvement, reviewing assessments for schools and districts, and creating professional development opportunities for educators.
Nynita Paul	Nynita Paul has served as an effective educator for the past 19 years and is a K-12 certified administrator. She is currently the principal at McCormick Elementary School in McCormick, South Carolina. Nynita leads her school with a genuine passion for helping adults and children of all abilities reach full potential. In her current role, she provides leadership and instructional support and professional learning and efficacy support for the faculty and staff. Nynita Paul has developed and implemented new schoolwide initiatives that both support the development of the school's culture and strengthen instructional practices, thus increasing student achievement. Nynita wholeheartedly believes that with continued support, the instructional practices improve and student achievement increases.

Addenda

Student Performance Data

Percentages of students scoring at 70 or above on the End-of-Course Examination Program (EOCEP) (2016-2017, 2017-2018, 2018-2019)

Content Area	% School (18-19)	% State (18-19)	% School (17-18)	% State (17-18)	% School (16-17)	% State (16-17)
Algebra I	55.6	68.3	35.8	68.4	63.1	69.4
English I	77.2	73.5	60.0	74.4	68.9	71.4
Biology	46.6	68.8	38.6	69.5	54.7	75.3
U.S. History	48.6	69.0	38.6	69.9	37.9	69.3

Percentage of students meeting Platinum, Gold, or Silver National Career Readiness Certificate (NCRC) at school and in the state (2017-2018, 2018-2019)

	% School (18-19)	% State (18-19)	% School (17-18)	% State (17-18)
Platinum	0.0	NA	0.0	NA
Gold	1.4	NA	0.0	NA
Silver	29.6	NA	31.7	NA

Graduation Rates

	School 2019	State 2019	School 2018	State 2018	School 2017	State 2017
Graduation Rate	62.6	NA	68.4	87.1	72.0	86.5

ACT average score for students in grade 11 (2016-2017, 2017-2018, 2018-2019)

Content Area	Composite School (18-19)	Composite State (18-19)	Composite School (17-18)	Composite State (17-18)	Composite School (16-17)	Composite State (16-17)
Composite Avg Scale Score	NA	NA	14.8	NA	13.8	17.7
English	NA	NA	13.4	NA	12.0	16.6
Math	NA	NA	15.7	NA	14.7	17.8
Reading	NA	NA	14.6	NA	13.5	18.0
Science	NA	NA	15.0	NA	14.7	18.1

Schedule

Sunday, March 1, 2020

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team
4:30 p.m. - 5:15 p.m.	Principal Presentation	Hotel	Diagnostic Review Team Members
5:15 p.m. - 8:00 p.m.	Team Work Session #1	Hotel	Diagnostic Review Team Members

Monday, March 2, 2020

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	School	Diagnostic Review Team Members
7:40 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, March 3, 2020

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	School	Diagnostic Review Team Members
7:45 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, March 4, 2020

Time	Event	Where	Who
8:00 a.m. - 12:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

