

Cognia Diagnostic Review Report

Results for: North Charleston High School

November 10–13, 2019

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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	1
Building-Level Administrators	5
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	5
Certified Staff	26
Noncertified Staff	3
Students	8
Parents	9
Total	57

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.	Initiating
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.	Initiating
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.	Initiating
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Insufficient
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Initiating
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Initiating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Initiating

Resource Capacity Domain

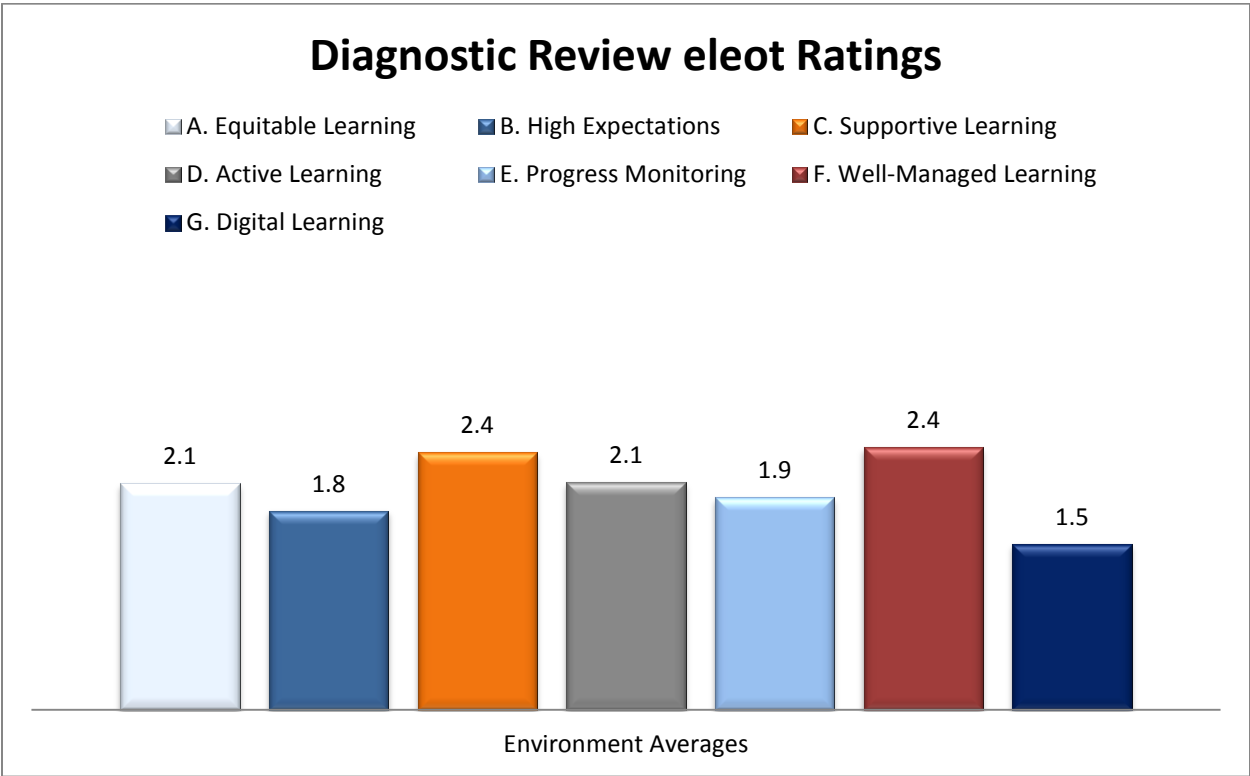
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Insufficient
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Insufficient
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.	Improving
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.	Improving

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.	73%	23%	5%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	55%	32%	9%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	5%	27%	45%	23%
A4	1.6	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.	55%	32%	9%	5%
Overall rating on a 4 point scale:			2.1			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	45%	32%	18%	5%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	27%	41%	27%	5%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	73%	23%	5%	0%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	32%	50%	14%	5%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	27%	50%	23%	0%
Overall rating on a 4 point scale:			1.8			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.2	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	27%	36%	27%	9%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	36%	50%	5%	9%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	36%	55%	5%
C4	2.8	Learners demonstrate a congenial and supportive relationship with their teacher.	5%	36%	36%	23%
Overall rating on a 4 point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.1	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	32%	36%	18%	14%
D2	1.8	Learners make connections from content to real-life experiences.	41%	45%	9%	5%
D3	2.5	Learners are actively engaged in the learning activities.	5%	50%	36%	9%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	41%	32%	23%	5%
Overall rating on a 4 point scale:			2.1			

E. Progress Monitoring and Feedback Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	45%	36%	18%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	0%	64%	32%	5%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	9%	59%	27%	5%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	77%	9%	14%	0%
Overall rating on a 4 point scale:			1.9			

F. Well-Managed Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	9%	23%	45%	23%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	36%	36%	23%
F3	1.7	Learners transition smoothly and efficiently from one activity to another.	55%	23%	23%	0%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	18%	41%	32%	9%
Overall rating on a 4 point scale:			2.4			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	55%	27%	9%	9%
G2	1.6	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	55%	32%	14%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	5%	9%	0%
Overall rating on a 4 point scale:		1.5				

eleot Narrative

The Diagnostic Review Team conducted 22 eleot observations in core content classrooms. In addition, the team also conducted informal observations in classrooms and common areas, gathering significant data about all seven learning environments. The average overall rating earned in each learning environment ranged from 2.4 on a four-point scale in the Well-Managed and Supportive Learning Environments to 1.5 in the Digital Learning Environment.

Relative strengths were identified in how students treated their peers and others and how students were treated. In 68 percent of classrooms, it was evident/very evident that students “are treated in a fair, clear, and consistent manner” (A3). Likewise, students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 68 percent of classrooms.

Students generally received assistance in learning; it was evident/very evident in 60 percent of classrooms that students “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3).

The Diagnostic Review Team also identified several areas of concern involving the lack of instruction and tasks designed to address the individual needs of students. The primary mode of instructional delivery was whole group with all students working on the same assignment. Students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1), for instance, were evident/very evident in five percent of classrooms. While many classroom seating arrangements were conducive to small group work, it was evident/very evident in only 28 percent of classrooms that students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). In 32 percent of classrooms, it was evident/very evident that student “discussions/dialogues/exchanges with each other and teacher predominate” (D1), indicating a lack of student discourse. Increasing opportunities for students to work together to solve problems or complete projects could be an area to leverage to increase student learning.

The Diagnostic Review Team was concerned with the lack of high academic expectations for students. Students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) were evident/very evident in 23 percent of classrooms. In many classrooms, instruction was at a low depth of knowledge level and lacked complexity. It was evident/very evident in only five percent of classrooms that

students “demonstrate and/or are able to describe high quality work” (B3). In 14 percent of classrooms, it was evident/very evident that students “understand and/or are able to explain how their work is assessed” (E4).

Finally, the Diagnostic Review Team noted that an abundance of resources were available, including technology. Teachers, however, were the primary users of the technology, and those students who used technology generally worked in an adaptive technology program. In nine percent of classrooms, it was evident/very evident that students “use digital tools/technology to communicate and/or work collaboratively for learning” (G3). Student use of technology to “gather, evaluate, and/or use information for learning” (G1) was evident/very evident in 18 percent of classrooms and to “conduct research, solve problems, and/or create original works for learning” (G2) was evident/very evident in 14 percent of classrooms. Technology use by students emerged as an area that could be leveraged to improve student engagement and learning.

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

Establish, communicate, and implement a collaborative continuous improvement process to improve teacher effectiveness and student learning. Develop and implement a system with specific procedures to consistently monitor implementation and outcomes and use findings from data analysis to make needed adjustments. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that processes and procedures were not developed or implemented to support teaching and learning. The percentage of students at North Charleston High School who scored 70 or above in 2017-2018 and 2018-2019 on the End-of-Course Examination Program (EOCEP) was significantly below state averages. In both years, North Charleston students scored at least 20 percentage points below the state averages in English I, Biology, and U.S. History. In Algebra I, students scored 10.6 percentage points below the state average in 2018-2019 and 17.3 below state average in 2017-2018. Students demonstrated a significant decline in Biology from 27.7 percent in 2017-2018 to 14.8 percent in 2018-2019, with a similar decline in U.S. History, from 28.9 percent to 14.8 percent for the same years.

North Charleston High School students' ACT scores remained fairly consistent for the past three years, with a composite score average ranging from 13.1 to 13.7. Moreover, scores in the content areas on the ACT remained similarly consistent, though significantly below the state averages. Specifically in each of the last three years on the ACT, North Charleston students scored at least three points below the average state score in math; at least four points below the average state score in science; and at least five points below the average state score in English and reading.

Classroom Observation Data:

Classroom observation data, as previously discussed, showed that individual student learning needs were not routinely assessed and addressed in core content areas. For instance, it was evident/very evident in five percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). In addition, students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) were evident/very evident in 23 percent of the classrooms. In five percent of classrooms, it was evident/very evident that students “demonstrate and/or are able to describe high quality work” (B3).

Classroom observation data also indicated a lack of active student engagement, particularly in rigorous coursework. It was evident/very evident that students “are actively engaged in the learning activities” (D3) in 45 percent of the classrooms. Additionally, it was evident/very evident in 19 percent of the classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4).

Stakeholder Interview Data:

Interview data from school administrators, teachers, and support staff revealed that the school was not effectively implementing a data-driven improvement process. During professional learning community (PLC) meetings, when student data were noted on the agenda, only data from Achieve 3000 were reviewed or discussed. Of the four PLC agendas provided, only one indicated the review of student data. Interviews revealed that teachers rarely engaged in discussions about formative assessment results to ensure these kinds of data were informing instruction. Interview data further supported that while the school seemed to have a continuous improvement process, but stakeholders were not involved in developing the process.

Stakeholder Perception/Experience Data:

Parent and staff member survey data suggested that a continuous improvement process was established. Seventy-seven percent of parents, for example, agreed/strongly agreed that “Our school has established goals and a plan for improving student learning” (C3). Additionally, 72 percent of staff members agreed/strongly agreed that “Our school has a continuous improvement process based on data, goals, actions, and measures of growth” (C5). While a continuous improvement process includes addressing student behavior and increasing the graduation rate, observation and interview data showed other areas of continuous improvement were lacking at the school. For example, 64 percent of staff members agreed/strongly agreed that “Our school leaders monitor data related to school continuous improvement goals” (G7). In addition, 56 percent of staff members agreed/strongly agreed that “Our school has a systematic process for collecting, analyzing, and using data” (G3). Student survey data supported the results of the other stakeholder surveys. Fifty-four percent of students agreed/strongly agreed that “In my school, the purpose and expectations are clearly explained to the students and their families” (C2).

Documents and Artifacts:

A review of the artifacts and documents failed to uncover evidence of a systemic and systematic continuous improvement process designed specifically to increase student learning. The school’s Current/Desired State artifact articulated several critical deficiencies in the school’s current structures and protocols, such as inconsistent professional learning community (PLC) meetings, a lack of a professional development plan, and no established progress monitoring document protocol. The artifact indicated a need for professional development designed to address differentiation; however, a review of the Cougar Learning schedule did not indicate any differentiation training for staff.

The Diagnostic Review Team noted the school established a school improvement team (SIT). A review of the SIT meeting agendas that discussed the Current/Desired State artifact indicated the SIT believed the school needed to be more focused on data and intentional in the use of data to help drive instruction in the classrooms. However, the school failed to provide evidence that supported the implementation of this data usage.

Improvement Priority #2

Develop and implement processes (instructional non-negotiables such as differentiated instruction, student choice, student collaboration) to monitor (e.g., formative checks for understanding based on individual student needs) and adjust instruction to ensure quality and fidelity of evidence-based instructional practices to meet individual student needs. Monitor processes frequently to ensure impact. (Standard 2.7)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, showed a steep downward trend in two content areas on the high school End-of-Course Examination Program (EOCEP). Specifically, in Biology, the percentage of students scoring 70 or above on the EOCEP went from 27.7 percent in 2017-2018 to 14.8 percent in 2018-2019. In U.S. History, the percentage of students scoring at 70 or above decreased from 28.9 percent in 2017-2018 to 14.8 percent in 2018-2019. Grade 11 ACT scores reflected little change over a three-year period (2016-2017, 2017-2018, and 2018-2019) and were significantly below state averages in all three years.

Classroom Observation Data:

The classroom observation data, as previously discussed, generally revealed teacher-centered, whole-group instruction with little attention given to the needs of individual students. For example, it was evident/very evident in five percent of the classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Additionally, it was evident/very evident in 32 percent of the classrooms that students “engage in activities that are challenging but attainable” (B2). As noted by the team, most students were expected to complete the same tasks or assignments presented by the teacher on the Promethean Boards. In math classes, one student would work the math problem for the class, while the other students copied the demonstration on their own paper. In Biology, although the students were placed into groups, each student was expected to copy the mitosis cycle from the textbook.

Students had little to no use of technology in the classrooms, aside from teacher-directed instruction via Promethean Boards. The team noted it was evident/very evident in nine percent of the classrooms that students “use digital tools/technology to communicate and work collaboratively for learning” (G3).

Students were not provided exemplary work samples or evidence of applicable real-world relevance. During the observations, the team noted it was evident/very evident in 14 percent of the classrooms that students “understand and/or are able to explain how their work is assessed” (E4), and in 18 percent of the classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1).

Stakeholder Interview Data:

The stakeholder interview data revealed that school leaders and teachers could not articulate the alignment or implementation of the curriculum or the process for monitoring and adjusting the curriculum or instructional practices. While many programs to support student learning (e.g., Mastery Connect, Achieve 3000, USA Test Prep) and processes to support specific student populations (e.g., students with disabilities, non-English proficient students) were available, interview data indicated that the teachers did not fully understand and were not consistently implementing differentiation. According to interviews, many teachers did not consistently or intentionally use the available programs that generated data that could be used to support and adjust student learning. This lack of intentionality was further confirmed through classroom observation data that showed few students engaged in differentiated learning tasks.

During stakeholder interviews, teachers described how they addressed individual student learning needs. For example, one teacher said, “I put students in pairs by their ability so I can check on them,” while another teacher said, “I provided translated copies of assignments.” Additionally, one teacher said, “I survey students at the beginning of the year to determine their interests and then try to plan lessons around their interests. For low

achievers, I give them one-to-one attention, and sometimes I have my high-level students work with my low-level students.”

There was consensus among students that differentiation for students was limited. When students were asked what the daily classroom expectations were, they said, “Take notes” or “Sometimes we all do the same thing and sometimes we work in groups.”

Stakeholder Perception/Experience Data:

Stakeholder survey data indicated parents reported that teachers inconsistently monitored and adjusted instruction to meet the individual needs of all students. Fifty-seven percent of parents agreed/strongly agreed that “All of my child’s teachers use a variety of teaching strategies and learning activities” and 54 percent agreed/strongly agreed that “My child’s teachers meet his/her learning needs by individualizing instruction” (E4).

Likewise, 57 percent of students who were surveyed indicated that they agreed/strongly agreed with the statement “My school provides me with challenging curriculum and learning experiences” (E2), while 33 percent agreed/strongly agreed that “All of my teachers change their teaching to meet my individual learning needs” (E9). Forty-nine percent of students agreed/strongly agreed that “My school provides learning services for me according to my needs” (E7).

Lastly, staff members echoed similar opinions regarding differentiation of instruction and use of data to meet the individual learning needs of their students. Fifty-two 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). Moreover, 50 percent of staff members agreed/strongly agreed with the statement “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2), and 60 percent agreed/strongly agreed that “All teachers in our school use multiple types of assessment to modify instruction and revise the curriculum” (E7).

Documents and Artifacts:

There was little evidence to support that instruction was routinely monitored and adjusted to meet individual student’s needs and the school’s learning expectations. The school provided no examples of differentiated learning activities. The school also did not offer evidence of any process to adjust instruction to meet students’ needs. The professional development plan for the 2019-2020 school year that the school provided did not indicate any specialized teaching strategies or practices on differentiating instruction. North Charleston High School used a uniform lesson plan template for all content areas; however, a review of the lesson plans revealed that differentiation of instruction was limited to extra help, including the use of a language translator on student phones for English Learners. Additionally, students with disabilities were afforded the accommodations noted in their individualized education plans or Section 504 plans. The team found no evidence that demonstrated an expectation for teachers to address differentiation in their lesson plans, aside from the English Learners population. Further, procedures for analysis of classroom instructional data were not evident.

Improvement Priority #3

Plan and deliver professional development to improve the learning environment, student achievement, and the institution's effectiveness. (Standard 3.1)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated that processes and procedures were not developed or implemented to support teaching and learning. The percentage of students at North Charleston High School who scored 70 percent or above on the End-of-Course Examination Program (EOCEP) in 2017-2018 and 2018-2019 was significantly below the state average in Algebra I, English I, Biology, and U.S. History. Biology and U.S. History scores were the lowest, as they decreased from 2017-2018 to 2018-2019, with Biology decreasing from 27.7 to 14.8 percent and U.S. History decreasing from 28.9 to 14.8 percent.

While North Charleston High School percentages of students meeting Platinum, Gold, or Silver National Career Readiness Certificates (NCRC) were still significantly below the state average, significant increases were noted in Gold and Silver percentages from 2017-18 to 2018-19. Gold increased from 0.9 percent to 7.5 percent, and Silver increased from 18.8 percent to 31.3 percent.

While graduation rates for the school increased from 59.6 percent in 2017 to 76.6 percent in 2019, the overall percentage still fell behind the state average of 81.1 percent in 2019.

Classroom Observation Data:

Classroom observation data, as previously discussed, showed the High Expectations Learning Environment received an overall rating of 1.8 on a four-point scale. The team found students engaged predominately in whole-group instruction. During classroom observations, it was evident/very evident in 19 percent of classrooms that students "engage in rigorous coursework, discussions, and/or tasks that require the use of high order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4). Additionally, it was evident/very evident in 23 percent of classrooms that students "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher" (B1).

During classroom observations, the team noted little to no evidence of instructional differentiation across all content areas. It was evident/very evident in five percent of the classrooms that students "engage in differentiated learning opportunities and/or activities designed to meet their needs" (A1).

Stakeholder Interview Data:

Interview data revealed that the school did not implement operational processes and procedures with fidelity to ensure organizational effectiveness in support of teaching and learning. Interview data illustrated that professional learning was an area of concern. Teacher interview data indicated that professional development was largely district-directed with offerings made available during the summer. Staff members indicated that some choice was provided; however, the trainings provided for the 2019-2020 school year consisted of operational or procedural trainings, such as conducting effective professional learning community (PLC) meetings or establishing classroom and student expectations. Moreover, many teachers reported that professional development at the school level focused on implementation and use of computerized programs, such as using Edgenuity or MasteryConnect.

Interview data consistently showed teachers completed a professional development survey at the end of the 2018-2019 school year; however, teachers reported that the requested professional development was not provided to the staff. Teachers indicated a need for professional learning on differentiation and classroom management, but these offerings have not been provided.

Stakeholder Perception/Experience Data:

The stakeholder survey data indicated that the perception of most staff members was that leaders did not cultivate and improve leadership effectiveness within the school. Thirty-six percent of staff members agreed/strongly agreed that “In our school, a formal process is in place to support new staff members in their professional practice” (E16), and 65 percent of staff members agreed/strongly agreed with “In our school, all staff members participate in continuous professional learning based on identified needs of the school” (E17). Staff member survey data revealed that 59 percent agreed/strongly agreed that “In our school, a professional learning program is designed to build capacity among all professional and support staff members” (E18). While staff member survey data reported that 72 percent agreed/strongly agreed that “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas” (E9), overall the stakeholder survey data indicated a need for ongoing, job-embedded professional learning activities designed to improve the learning environment, student achievement, and organizational effectiveness.

Documents and Artifacts:

A review of the professional development calendar (i.e., Cougar Learning) submitted by North Charleston High School indicated limited activities and professional learning designed to improve the learning environment or the school's effectiveness. During the first semester, the professional development calendar included professional training designed around systemic practices, such as the use of Edgenuity or how to conduct effective professional learning communities (PLCs).

A review of teacher lesson plans provided little evidence to support teachers' implementation of differentiated instructional practices. The lesson plan template followed by most teachers required the identification of differentiated instruction; however, a review of the submitted plans found this section to be blank for many. Moreover, of the 21 content area teachers identified on the Lesson Plan Checklist artifact, an average of 25 percent did not submit lesson plans.



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:

Stakeholder interview and classroom observation data indicated strong relationships existed between students, staff members, and parents. North Charleston High School administrators and staff members demonstrated advocacy for their students and families. When asked "What is the best thing about this school?" teachers overwhelmingly stated, "The students." Moreover, parents reported their children love coming to school.

The Diagnostic Review Team noted that the administration, faculty, and staff provide numerous support services to meet the physical, social, and emotional needs of the student population. The school diligently worked to improve the climate and culture of North Charleston High School. The school implemented a strong commitment to their mission of having 100 percent of their students graduating from the school, with all stakeholders articulating this focus. Along with efforts of the administration, the employment of three student concern specialists greatly reduced the number of students in the hallways during instructional time. The team noted that student behavior was an asset of the school. While interview data indicated that administrators and staff members expressed strong concerns regarding student behavior (e.g., cell phone use, profanity), the team observed few misbehaviors in the hallways and classrooms, which may be a result of the implementation of a schoolwide positive behavioral intervention program and the commitment of the administration to minimize discipline issues.

Continuous Improvement Process:

The administration and staff members implemented several programs in an attempt to increase student academic performance. The Diagnostic Review Team noted the importance for North Charleston High School to be intentional and consistent in providing teachers with professional development designed to increase student achievement and performance and to have a concerted focus on meeting the individual needs of their students. The team noted that consistent, ongoing, and embedded professional learning opportunities (specific academic programs, instructional design, and the use of data for instructional decisions) for staff members to meet individual student needs could be leveraged to build collective efficacy and improve teaching and learning. The team noted that consistent monitoring and evaluation of professional learning were needed to determine the impact on student learning. School leadership is encouraged to develop a systemic process of providing consistent observations with constructive feedback to support and help guide teachers toward making improvements and refinements within their instruction. The team recommends that leadership adhere to the observation schedule with intentionality and provide immediate feedback to teachers to guide them toward high-quality, differentiated instruction.

Finally, the team noted that maintaining high expectations for the students is imperative as the school begins this continuous improvement work. As noted earlier in this report, data revealed low academic expectations for

students. The Diagnostic Review Team noted these low expectations during classroom observations through the use of low levels of academic rigor. North Charleston High School administration and staff members must hold students to high levels of accountability, both academically and behaviorally. The administration also must hold staff members to high levels of accountability with regard to their instructional practices, submission of lesson plans, effective use of student data, and design of engaging, differentiated lessons. The administration will need to monitor implementation fidelity of these practices and strategies. Ongoing classroom visits followed by prompt and comprehensive feedback will be necessary to increase rigor and meet the individual needs of students. The team concluded that successful turnaround will require leveraging the increasingly positive culture and climate to focus on high academic expectations and emphasizing engaging, differentiated, and rigorous instructional practices in every classroom.

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 students. 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. Barry W. Goley	Dr. Barry Goley has over 18 years of experience as a teacher and administrator in Logan County Schools in Russellville, Kentucky where he is currently the director of special education and pupil personnel. In that position, he oversees the special education process for five elementary (PS-8) schools and one high school in the district.
Julie Wright	Julie Wright has 31 years of educational experience serving as an elementary and middle school teacher, curriculum coach, and administrator in both public and private school systems. Recently, she retired as an elementary chief of schools for Fayette County Public Schools where she supervised school leaders with diverse needs and programs. She was responsible for coordinating the work of all elementary empowerment zone and school turnaround teams.
David Long	David E. Long has worked in the education field for 23 years. He began as a counselor at Midlands Technical College and later served as a director for a college and career readiness program for Charleston County School District. David has also coached high school girls' basketball at three different schools over the last 20 years. Currently, he serves as part of the school improvement team at the South Carolina Department of Education (SCDE). His main responsibility is managing the school improvement grant, but he assists with other office initiatives such as Cognia Diagnostic and Progress Monitoring visits. David also manages the school improvement advisory board. He is completing his fourth year at SCDE.
Kathy Sturges	For 44 years, Kathy Sturges worked with PreK-12 students in Massachusetts, New Jersey, Ohio, and South Carolina. She served in many capacities, including classroom teacher, curriculum facilitator, instructional coach, school improvement consultant, administrator, and college instructor. Kathy worked in a variety of school settings including rural, urban, and suburban. For 10 years, she worked for a county educational service center in Ohio, designing and delivering customized services for schools, districts, and other customers, including the Ohio Department of Education, the Council of Chief State School Officers, and Battelle for Kids. Currently, she serves as a regional support coach for the South Carolina Department of Education, supporting transformation coaches to build the capacity of school leaders and teachers to improve learning outcomes for children in South Carolina.
Marie Johnson	Marie Johnson currently serves as the secondary literacy specialist for the Lancaster County School District where she supports five middle schools and five high schools by leading professional development and instructional support and coaching. Marie's professional career spans 20 years and includes the roles of English language arts instructor, literacy coach, and assistant principal. Marie is a National Board Certified teacher.

Addenda

Student Performance Data

	44.3	54.9	43.2	60.5	N/A	75.1
English I	22.9	56.3	22.5	53.9	N/A	77.0
Biology	14.8	54.4	27.7	59.5	N/A	73.8
U.S. History	14.8	47.7	28.9	48.9	N/A	67.9

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

	0	3.0	0	2.5
Gold	7.5	10.2	0.9	6.8
Silver	31.3	50.5	18.8	54.0

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

	School 2019	State 2019	School 2018	State 2018	School 2017	State 2017
Graduation rate	76.6	81.1	67.0	81.0	59.6	84.6

Graduation rates



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	13.1	18.0	13.7	19.0	13.1	17.8
English	11.7	16.9	11.2	18.0	11.0	16.6
Math	14.5	18.0	14.5	18.8	14.1	17.9
Reading	12.9	18.4	13.5	19.3	12.6	18.0
Science	13.0	18.3	14.9	19.2	14.1	18.1

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

Schedule

Sunday, November 10, 2019

Time	Event	Where	Who
5:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
6:00 p.m.– 6:45 p.m.	Principal/Superintendent Presentation	Hotel Conference Room	Diagnostic Review Team Members
7:00 p.m.– 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Monday, November 11, 2019

Time	Event	Where	Who
7:45 a.m.	Team arrives at North Charleston High School	North Charleston High School	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	North Charleston High School	Diagnostic Review Team Members
4:00 p.m. – 4:30 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, November 12, 2019

Time	Event	Where	Who
7:45 a.m.	Team arrives at North Charleston High School	North Charleston High School	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	North Charleston High School	Diagnostic Review Team Members
4:00 p.m. – 4:30 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, November 13, 2019

Time	Event	Where	Who
8:00 a.m.	Final Team Work Session	North Charleston High School	Diagnostic Review Team Members

