

March 31–April 3, 2019

---



# AdvancED® Engagement Review Report



## AdvancED® Diagnostic Review

---

Results for: Barnwell Elementary School

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>AdvancED Standards Diagnostic Results .....</b>	<b>4</b>
Leadership Capacity Domain.....	4
Learning Capacity Domain .....	5
Resource Capacity Domain .....	6
<b>Effective Learning Environments Observation Tool® (eleot®) Results .....</b>	<b>7</b>
eleot Narrative.....	11
<b>Findings.....</b>	<b>13</b>
Improvement Priorities.....	13
Insights from the Review .....	20
Next Steps.....	21
<b>Team Roster.....</b>	<b>22</b>
<b>Addenda.....</b>	<b>24</b>
Student Performance Data .....	24
Schedule .....	25

## Introduction

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

The Diagnostic Review Team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence 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	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	5
Certified Staff	30
Non-certified Staff	15
Students	114
Parents	5
<b>Total</b>	<b>173</b>

## AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution's effectiveness based on the AdvancED'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 Standard is calculated from the point values for each Standard. Results are reported within four categories: Needs Improvement, Emerging, Meets Expectations, and Exceeds Expectations. 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 Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Needs Improvement
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Needs Improvement
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Needs Improvement
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Needs Improvement
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Needs Improvement
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Needs Improvement
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Needs Improvement

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

## 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.

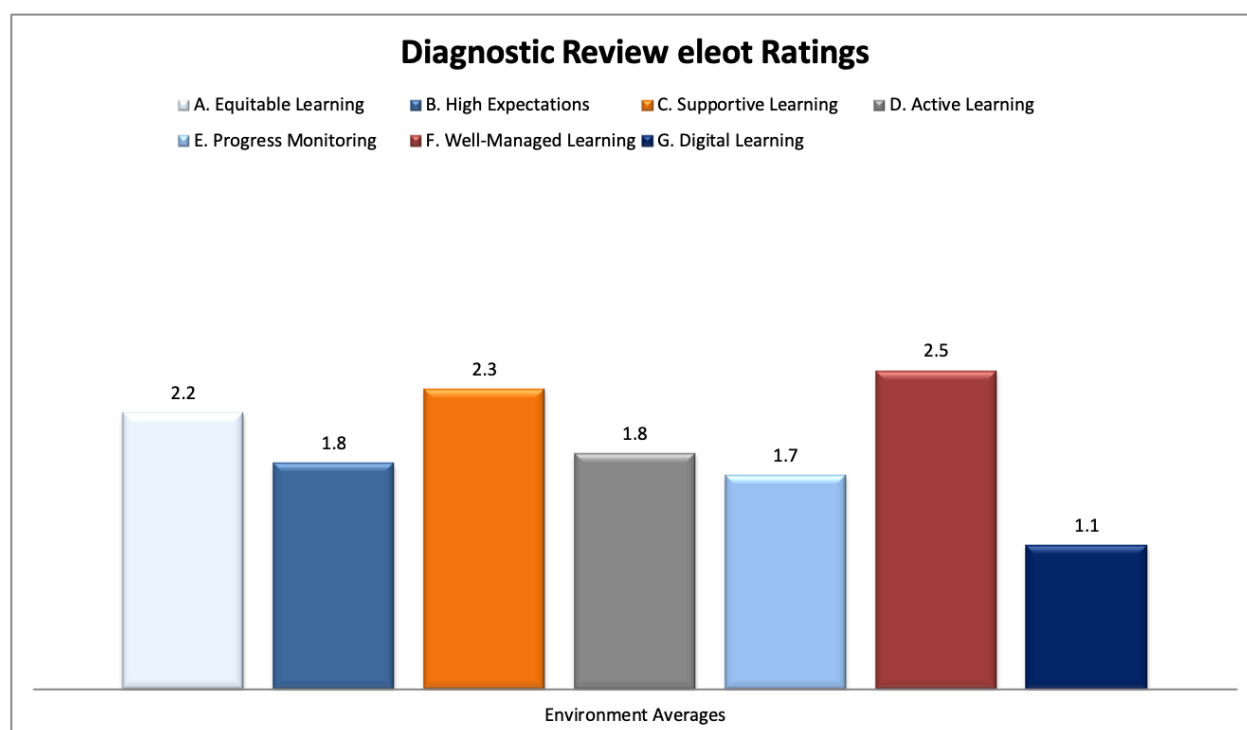
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Needs Improvement
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Needs Improvement
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.	Needs Improvement
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.	Needs Improvement

# 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 AdvancED 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 19 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	1.8	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	47%	32%	16%	5%
A2	2.4	Learners have equal access to classroom discussions, activities, resources, technology, and support.	11%	47%	37%	5%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	11%	26%	53%	11%
A4	1.8	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.	47%	21%	32%	0%
Overall rating on a 4 point scale:		2.2				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	58%	26%	11%	5%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	32%	32%	32%	5%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	63%	26%	5%	5%
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).	47%	26%	21%	5%
B5	1.7	Learners take responsibility for and are self-directed in their learning.	47%	32%	21%	0%
Overall rating on a 4 point scale:		1.8				



<b>C. Supportive Learning Environment</b>						
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.	21%	42%	37%	0%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	37%	32%	32%	0%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	16%	32%	37%	16%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	5%	37%	37%	21%
Overall rating on a 4 point scale:			<b>2.3</b>			

<b>D. Active Learning Environment</b>						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	42%	21%	37%	0%
D2	1.6	Learners make connections from content to real-life experiences.	63%	16%	16%	5%
D3	2.2	Learners are actively engaged in the learning activities.	26%	47%	11%	16%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	63%	16%	16%	5%
Overall rating on a 4 point scale:			<b>1.8</b>			

E. Progress Monitoring & Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	63%	26%	11%	0%
E2	1.8	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	47%	26%	21%	5%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	26%	53%	21%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	74%	16%	5%	5%
Overall rating on a 4 point scale:			1.7			

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.	0%	37%	42%	21%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	42%	47%	5%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	16%	58%	21%	5%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	11%	42%	42%	5%
Overall rating on a 4 point scale:			2.5			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.2	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	84%	16%	0%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	89%	11%	0%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	89%	11%	0%	0%
Overall rating on a 4 point scale:		1.1				

## eleot Narrative

The Diagnostic Review Team conducted 19 classroom observations in core content classes, which provided insight into instructional practices and student learning across the school. Collectively, the data suggested a need for district and school leaders to carefully monitor instructional practices and student learning tasks to ensure academic growth.

The classroom observation data revealed it was evident/very evident in 64 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner” (A3). The Diagnostic Review Team observed students working in small groups in math and science and independently in English language arts (ELA) and social studies. In ELA, students read silently to gain text dependent analysis. Teachers called on students individually and respectfully.

The Diagnostic Review Team identified items needing improvement in all seven of the learning environments. These specific areas could be leveraged to improve student achievement. The Digital Learning Environment emerged as one of those areas. Students who used digital tools/technology to “gather, evaluate, and/or use information for learning” (G1), “conduct research, solve problems, and/or create original works for learning” (G2), and “communicate and/or work collaboratively for learning” (G3) were evident/very evident in zero percent of classrooms. The school had a 1:1 technology initiative. Teachers used resources (e.g., BrainPop, Flocabulary, Istation) to introduce, reinforce, and practice the content.

An area of concern emerged about the items in the Progress Monitoring and Feedback Learning Environment. Students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 11 percent of classrooms. It was evident/very evident in 10 percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4). Students stated that they did not know what their grades were until they received their report cards or asked their teacher. During student interviews, one student stated that their teacher used rubrics for grading projects. The student defined a rubric as “a list of steps that tell you what you need for a project.” It was evident/very evident in 26 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2).

Another area of concern was found in the High Expectations Learning Environment. It was evident/very evident in 10 percent of classrooms that learners “demonstrate and/or are able to describe high quality work” (B3). It was

also evident/very evident in 21 percent of classrooms that students “take responsibility for and are self-directed in their learning” (B5). Students who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4) were evident/very evident in 26 percent of classrooms. 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 16 percent of classrooms. A review of one lesson plan showed activities and essential questions that reached the higher levels of Bloom’s Taxonomy.

In the Active Learning Environment, observation data also revealed items of concern. In 37 percent of classrooms, it was evident/very evident that “Learners’ discussions/dialogues/exchanges with each other and the teacher predominate” (D1). In 21 percent of classrooms, it was evident/very evident that “Learners make connections from content to real-life experiences” (D2). It was evident/very evident that “Learners are actively engaged in the learning activities” (D3) in 27 percent of classrooms. In addition, in 21 percent of classrooms, it was evident/very evident that students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). Classroom observations showed that, in one classroom, students worked in small groups; however, students were unsure of the responsibilities for their assigned roles.

By examining classroom observation data for all items within the seven learning environments, leaders and school staff members will be able to identify additional leverage points for improving instructional capacity and increasing student performance.

## Findings

### Improvement Priorities

#### Improvement Priority #1

Establish a written plan to monitor classroom instruction beyond the required evaluation system to ensure continuous improvement in teaching and learning. Provide training for all staff members in effective instructional practices. Adhere to the expectations in the written plan. Analyze classroom observation data and provide specific, timely, and documented feedback to teachers, as well as ongoing support, to help them improve their instructional practices. (Primary Standard 1.6; Secondary Standard 1.7)

#### Evidence:

##### Student Observation Data:

The student performance data, as detailed in an addendum to this report, revealed South Carolina College-and-Career-Ready Assessments (SC READY) scores in all content areas were below the state average for proficiency attainment in 2015-2016, 2016-2017, and 2017-2018, except for English language arts (ELA) and math in fifth-grade and sixth-grade in 2016-2017.

On the SC READY assessments, 38.9 percent of fourth-grade students scored “Meets and Exceeds” in ELA in 2015-2016; however, that percent dropped to 28.1 percent in 2017-2018. Comparatively, state averages for fourth-grade ELA were 43.4 percent in 2015-2016 and 43.9 percent in 2017-2018. The percentage of students scoring “Meets and Exceeds” in fourth-grade math dropped significantly as well. In 2015-2016, fourth-grade math was 43.3 percent; in 2017-2018, that percent dropped to 37.3 percent. In addition, 2017-2018 data for sixth-grade science indicated only 31.3 percent of students scored “Meets and Exceeds” compared to the state at 47.7 percent. On SC READY, there were only two areas in which the school scored above the state average during 2016-2017, which was in fifth-grade and sixth-grade mathematics. Over the last three years, Barnwell Elementary performed below the state average on South Carolina Palmetto Assessment of State Standards (SCPASS) in both science and social studies.

##### Classroom Observation Data:

The classroom observation data, as previously discussed, suggested that the school did not implement a curriculum based on high expectations or that prepared students for the next level of learning. During observations, students often were unable to “articulate the high expectations established by themselves and/or the teacher” (B1), which was evident/very evident in 16 percent of classrooms. The Diagnostic Review Team observed that students were placed in small groups within their assigned classroom. In math, students were using graph paper to design a specific space to illustrate area. In another classroom, students were given activity worksheets with four problems to solve as a group. Each student in the group had a role, (i.e., manager, recorder, checker, asker). The Diagnostic Review Team observed students who were unsure of what their role assignment meant. It was evident/very evident in 37 percent of classrooms that students “engage in activities and learning that are challenging” (B2). Students who “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in 10 percent of classrooms. Further observations showed students who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4) were evident/very evident in 26 percent of classrooms. It was evident/very evident in 21 percent of classrooms that students “take responsibility for and are self-directed in their learning” (B5).

**Stakeholder Interview Data:**

The teacher interview data revealed that student performance data was not consistently reviewed during the weekly professional learning community (PLC) meetings. Comments such as, “We use teacher toolbox and station” were heard often; however, the team found minimal evidence showing how the data were disaggregated. While the interview data suggested that stakeholders used data to group students by ability, classroom observations showed that most students worked on the same worksheet/activity in their small groups. Instances of students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 21 percent of classrooms. The interview data revealed that while the teachers indicated the use of other forms of assessment data (e.g., common summative/formative assessments, teacher observations, student feedback), there was a lack of an established method or process through which data were gathered and used to adjust instruction based on student needs. The interview data also revealed that few teachers could articulate the school’s plan or process for classroom walkthroughs and evaluations of teaching and learning.

During the PLC meeting observed by the Diagnostic Review Team, the principal had teachers review preliminary quarter 3 benchmark math data and identify areas of weakness. No formal plan was developed during the PLC to use the data to improve instruction and student learning.

**Stakeholder Perception/Experience Data:**

Parent survey data revealed that 75 percent agreed/strongly agreed with the statement, “Our school has high expectations for students in all classes” (D3). Parent survey data also revealed that 53 percent agreed/strongly agreed with the statement, “Our school shares responsibility for student learning with its stakeholders” (D4).

Survey data indicated that 80 percent of staff members agreed/strongly agreed that “Our school’s leaders hold all staff members accountable for student learning” (D6). Also, 88 percent of staff members agreed/strongly agreed that “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning” (D7). In addition, 80 percent of staff members agreed/strongly agreed that “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning” (D8).

Student survey data indicated that 86 percent of sixth-grade students agreed/strongly agreed that “In my school, the principal and teachers have high expectations of me” (D3) and that “My school provides me with challenging curriculum and learning experiences” (E2). Ninety-two percent of students in grades four and five agreed with the statement, “In my school, my principal and teachers want every student to learn” (C1). However, 40 percent of students in grades four and five agreed that “In my school students treat adults with respect” (D2).

**Documents and Artifacts**

A review of documents and artifacts revealed no evidence of a written plan for the processes for evaluations or conducting classroom walkthroughs. No evidence of these processes was found in a review of the “Faculty and Staff Playbook.” Observation forms and data were reviewed; however, the team found no detailed schedule showing when observations would occur or a plan for how data would be used to improve instruction. A document called “Instructional Staff Expectations 2018-2019” included teacher expectations such as teacher attitudes and behavior, attendance, student interactions, and lesson plans.

A review of sample lesson plans (i.e., third, fourth, and fifth grades) suggested that the staff could benefit from professional development focused on higher-order and evidence-based instructional strategies. A review of the 2018-2019 professional development calendar revealed that topics such as classroom visit debrief, vertical articulation-common assessment and unpacking the standards, the Lesson Structure and Pacing: Technological Formative Assessments to Check for Understanding and provide a means to provide feedback were planned. A

review of grade-level meetings indicated that meeting time was spent addressing teacher concerns related to discipline, lunch, field trips, and non-receipt of forms.

**Improvement Priority #2**

Establish an aligned curriculum, based on high academic expectations, that meets the level of rigor in the South Carolina College-and Career-Ready Standards. Implement the curriculum at the appropriate level of rigor, use effective, research-based instructional strategies, and ensure the academic needs of all learners are identified and addressed through the use of formative and summative assessment data. Establish an ongoing process to monitor and revise the curriculum and its implementation based on data from student learning. (Primary Standard 2.5; Secondary Standard 2.7)

**Evidence:****Student Performance Data:**

The student performance data, as detailed in an addendum of this report, suggested instructional systems were not developed, implemented, or monitored to support individual student learning needs. As stated previously, the scores for the SC READY assessments fell below the state averages in math and ELA in grades four, five and six in 2017-2018. Grades four, five, and six ELA and grade four math fell below the state averages in 2016-2017. In 2015-2016, grades four and five ELA and math fell below the state averages. SC PASS scores in all content areas were below the state averages for 2017-2018 and 2015-2016.

**Classroom Observation Data:**

The classroom observation data revealed that most students were each completing the same learning tasks or activities with little rigor, personalization, or differentiation. It was evident/very evident in 21 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). In several classrooms, students worked on the same assignment/tasks at each table group or individually. In one classroom, students used graph paper to draw specific items in order to review the concept of area; however, students were unable to identify how their drawings would be graded and could not articulate exactly what was expected of the lesson. It was evident/very evident in 37 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable” (B2). Students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 11 percent of classrooms. For example, students were observed working through an activity as dictated or written by the teacher. In some classes, students were assigned to individual groups by their teacher; however, there was no evidence to suggest that data were used to assign groups. While in the groups, students worked on individual writing assignments, silent reading, or Istation tasks. It was evident/very evident in 26 percent of classrooms that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2).

In 53 percent of classrooms, it was evident/very evident that students “are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks” (C3). In 21 percent of classrooms, it was evident/very evident that students “demonstrate and/or verbalize understanding of the lesson/content” (E3). Additionally, it was evident/very evident in 10 percent of classrooms that students “understand or are able to explain how their work is assessed” (E4).

**Stakeholder Interview Data:**

The stakeholder interview data revealed that staff members did not receive feedback from classroom walkthroughs, which were three- to five-minute classroom observations conducted by school leadership. Stakeholders indicated that no formal documented feedback was provided when discussing student learning objectives (SLOs).



The interview data indicated that learning progress was monitored through Fountas and Pinnell assessments that were administered three times annually. Staff members reported that they were minimally using formative and summative assessment data to determine the degree to which student achievement was reaching the high levels of rigor within the South Carolina standards. Observations during professional learning community (PLC) meetings revealed that while data were reviewed, no formal plan to address gaps in learning was developed.

**Stakeholder Perception/Experience Data:**

Parent survey data revealed 48 percent agreed/strongly agreed that “All of my child’s teachers use a variety of teaching strategies and learning activities” (E3). Forty-nine percent of parents agreed/strongly agreed that “All of my child’s teachers meet his/her learning needs by individualizing instruction” (E4). The observation data indicated that students completed the same worksheets/activities regardless of their learning level.

Survey data showed that 72 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). Teachers reported that they rely on their team lead to plan instruction and assessments. Sixty-six 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 survey data revealed 74 percent of staff members agreed/strongly agreed that “All teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5). Sixty-four percent of staff members agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning” (E6). In addition, 62 percent of staff members agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7). Sixty-six percent of staff members agreed/strongly agreed with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)” (E10). A review of grade-level meeting minutes indicated that time was spent discussing individual teacher concerns or classroom issues/activities, such as field trips, and lunch concerns.

**Documents and Artifacts:**

During the principal overview, no performance data were presented. The principal presented information on community outreach and parental engagement activities and programs. The principal presented various artifacts (e.g., pictures, newsletter, signs) that highlighted numerous activities within the school and community to include Back-to-School Rally, grandparents, dad’s and mom’s luncheons, the spring/fall carnival, community celebrations and Mighty Mustang celebrations. Classroom walkthrough data was provided; however, there was no evidence as to how these data were used with staff to improve teaching and learning.

A review of faculty meeting agendas revealed topics such as Rubric 4.0, student learning objectives (SLO), common assessment file, data goal sheets, data protocol. SLO support, and deconstructing standards. Faculty meeting minutes were not provided by the school.

**Improvement Priority #3**

Plan and deliver a professional learning process that has ongoing, job-embedded professional development that includes the use of data to modify instruction and the use of high yield, research-based instructional practices. Establish instructional expectations and consistently monitor instruction to ensure it produces verifiable improvements in student learning. Provide feedback, follow-up, and support to teachers to help them improve their instructional practices. (Standard 3.1)

**Evidence:****Student Performance Data:**

The student performance data, as previously discussed, revealed SC READY scores were below the state average for proficiency attainment in 2015-2016, 2016-2017, and 2017-2018 in all content areas except for fifth- and sixth-grade ELA and math in 2016-2017. Student performance data were among those data considered for Improvement Priority #3.

**Classroom Observation Data:**

The classroom observation data, as previously discussed, suggested a lack of rigor in most classrooms. Instances of students who “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in 10 percent of classrooms. It was evident/very evident in 11 percent of classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Also, it was evident/very evident in 26 percent of classrooms that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2).

When students were questioned about their understanding of the lesson, few students could articulate what they were learning and why. It was evident/very evident in 21 percent of classrooms that students “demonstrate and/or verbalize understanding of the lesson/content” (E3). Finally, it was evident/very evident in 10 percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4).

**Stakeholder Interview Data:**

The stakeholder interview data revealed that staff members were unable to define or explain their process for monitoring the effectiveness of the curriculum in meeting the rigor of the South Carolina College-and Career-Ready Standards. Observations by the Diagnostic Review Team revealed that teachers participated in PLC meetings where data for quarter 3 math benchmark testing were reviewed. Teachers discussed the items that were most answered incorrectly by students and identified ways that they would re-teach; however, no formal plan was developed to address the items. Interview data revealed that many teachers used the instructional model of “I do,” “We do,” and “You do” to guide learning in their classrooms. Walkthrough observations were conducted by the principal or reading coach; however, interview data did not reveal that data from the walkthroughs were shared with teachers formally. Data were collected using an online Google form.

**Stakeholder Perception/Experience Data:**

The stakeholder survey data showed 68 percent of staff members agreed/strongly agreed that “In our school, there is a formal process in place to support new staff members in their professional practice” (E16). Survey data also revealed that 72 percent of staff members agreed/strongly agreed that “All staff members participate in continuous professional learning based on identified needs of the school” (E17). Professional learning community (PLC) meeting agendas and observations by the Diagnostic Review Team revealed that while staff members reviewed data from benchmark testing, the school had not developed a plan to address findings from data analysis. Seventy-eight percent of staff members agreed/strongly agreed that “In our school, a professional

learning program is designed to build capacity among all professional and support staff members” (E18). Eighty-four percent of staff further agreed/strongly agreed that “Our school’s leaders support an innovative and collaborative culture” (D3). Observation data and documents revealed that teachers met weekly in PLCs, engaged in grade-level meetings, and participated in faculty meetings for a variety of purposes (e.g., to review student data, share ideas, plan instruction and assessments).

The survey data revealed that 55 percent of parents agreed/strongly agreed that “All of my child’s teachers work as a team to help my child learn” (E5). Interview data showed that afterschool help for students was provided for all grade levels.

Sixth-grade survey data revealed that 78 percent of students agreed/strongly agreed that “In my school, teachers work together to improve student learning” (C5). Sixty-one percent of students agreed/strongly agreed that “All of my teachers change their teaching to meet my learning needs” (E9).

Fifty-nine percent of fourth- and fifth-grade students agreed that “My teachers listen to me” (E3). Comments by students varied regarding whether teachers help them with their learning. A few students mentioned that teachers were very helpful when students asked; another student commented that “She’s mean and doesn’t help us.”

**Documents and Artifacts:**

A review of faculty meeting agendas revealed topics such as Rubric 4.0, student learning objective (SLO), common assessment file, data goal sheets, data protocol, SLO support, and deconstruction of standards. On two faculty meeting agendas, 30 minutes were allocated to discuss and/or train in the use of Rubric 4.0, and 15 minutes were earmarked to discuss SLOs. It was also noted on faculty meeting agendas that, for example, common assessment file, data protocol, and curriculum team update would be discussed; however, the Diagnostic Review Team was not provided meeting minutes.

An agenda from a PLC meeting revealed that data analysis for quarter 3 benchmark results would be discussed. The principal opened the meeting using a data-driven dialogue model to engage the teachers in discussion. The team found no formal plan to address gaps in learning.

## 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:

According to the information from the principal during the overview presentation, Barnwell Elementary School had adopted the district's vision, mission, and core values as its own and shared its commitment to them with all stakeholders during professional learning community (PLC) meetings, family nights, strategic planning meetings, professional development activities, parent-teacher conferences, School Improvement Council meetings, and leadership team meetings, and through social media outlets. Survey data revealed that 87 percent of staff members agreed/strongly agreed that "Our school's purpose is clearly focused on student success" (C1). The principal discussed programs and practices, such as Fountas and Pinnell Benchmark assessments integrated into the curriculum and leveled literacy interventions, that were used to support the vision, mission, and goals of the district and school.

The principal established a large community presence by partnering with area businesses and churches (e.g., Barnwell County Mental Health, Barnwell County Regional Housing Authority, Barnwell County Sheriff Department) that supported the school financially and/or with human resources.

To increase stakeholder engagement, the school hosted Google Classroom sessions in the community for parents. Stakeholders supported the school by participating in the school dance, Barnwell Elementary Huddle House Family Night, Pizza Hut Family night, McTeacher night, and fall and spring carnivals, just to name a few of the community outreach initiatives.

### Continuous Improvement Process:

Barnwell Elementary School's performance data revealed a downward spiral with the current leadership over the last three years. In a three-year rating period starting in 2015-2016, the percentage of ELA students in grades four, five, and six who met "Meets and Exceeds" benchmarks by grade level on South Carolina College-and Career-Ready Assessments (SC READY) fell below the state averages. For example, the percent for fourth-grade ELA decreased from 38.9 in 2015-2016 to 29.2 in 2016-2017 and then to 28.1 in 2017-2018. The same trend was found in fifth-grade ELA and fourth- and fifth-grade math.

During the principal presentation and/or interview, it was stated that all staff members participated in an evaluation process. However, the principal did not provide hard copies or electronic documentation of any of the

following: documentation of evaluation plan, evidence of supervision of follow-through, or data to support organizational improvement. The principal provided electronic copies of student and faculty/staff handbooks and walkthrough data.

To provide the level of instruction necessary to improve the instructional environment, the school leaders must establish and implement a systematic process to monitor and adjust instruction (e.g., frequent classroom observations, timely and meaningful feedback, follow-up observations, ongoing support). While leaders analyzed data; a formal plan for using findings to improve instruction was not established.

## 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 AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
Nancy Lee	Mrs. Nancy Lee has over 30 years of experience as a teacher and administrator, including serving as secondary instructional technology coordinator in one of the largest school districts in Texas. In that position, she identified instructional technology tools for 15 middle schools and 10 high schools. She led professional development efforts at the district and school levels with a focus on technology integration in core curriculum areas. Mrs. Lee holds a master's degree in curriculum and instruction, a supervision certificate from the University of Houston, and a bachelor's degree in math and biology and a secondary teaching certificate for grades six through 12 from Houston Baptist University. Mrs. Lee has experience teaching math online and has assisted state universities with an accelerated online approach for learning.
Dr. Ericka Hursey	Dr. Ericka Hursey has been an educator for over 20 years and enjoys working with at-risk youth. She spent most of her professional career working in Richland School District One as a teacher, assistant principal, and adult education director. Dr. Hursey received her undergraduate degree from South Carolina State University in business education. Dr. Hursey earned her master's and educational specialist degrees in educational administration from the University of South Carolina. She completed her doctoral work at Seton Hall University in school administration. She is now principal of her alma mater, Lower Richland High School in Hopkins, SC.
Kelly Minick	Mrs. Kelly Minick currently serves as a Regional Support Transformation Coach for the South Carolina Department of Education. She holds a bachelor's degree in English literature, a master's degree in divergent learning, and a master's degree in executive leadership and school administration. Mrs. Minick is a teacher of teachers who prides herself in seeking to understand all perspectives in making efforts to grow students and to transform schools. She has spent time as a mentor and master teacher and uses data to drive the professional development needs of those she serves. Mrs. Minick has extensive training in Project-Based Learning with the Buck Institute and coaching teachers and administrators. Mrs. Minick is a certified secondary principal, has a vast knowledge of best practices, and works to meet educators "where they are" so that students remain the focus of transformative efforts.

Team Member Name	Brief Biography
Mallika Stubbs	<p>Ms. Mallika Stubbs is a Transformation Coach working with the Office of School Transformation at the South Carolina State Department of Education (SCDE). In 2005, she graduated with a master's degree in educational administration from Cleveland State University. Ms. Stubbs earned her bachelor's degree from Miami University in Ohio. She is one of the primary influencers behind the Race to the Top Grant in Charleston County School District. She served as a personalized learning coach where she supported teachers with innovative instructional strategies using technology to enhance instruction and affect student growth and achievement. The work that was done during this time helped advance the personal learning model and increased participation throughout the state. Prior to joining SCDE, Ms. Stubbs was a lead teacher for two years at Sullivan's Island Elementary, serving as designated LEA for special education meetings, multi-tiered system of supports (MTSS) meetings, and curriculum teams where she analyzed student data to create academic and behavioral plans.</p>

## Addenda

### Student Performance Data

#### Section I:

Percentage of Students Meeting Benchmark of “Meets and Exceeds” on South Carolina College-and Career-Ready Assessments (SC READY) by grade level (2017-2018, 2016-2017, 2015-2016)

	2017-2018				2016-2017				2015-2016			
Grade	ELA School	ELA State	Math School	Math State	ELA School	ELA State	Math School	Math State	ELA School	ELA State	Math School	Math State
3		45.2		55.7		42.1		52.5		43.7		53.6
4	28.1	43.9	37.3	48.1	29.2	40.9	35.1	46.4	38.9	43.4	43.3	46.7
5	28.2	38.9	35.3	45.2	32.9	38.3	41.8	40.0	30.7	41.2	43.2	44.3
6	31.6	39.9	26.4	42.6	31.5	39.7	44.0	41.5		41.0		39.5

#### Section II:

Percentages of Students Meeting Grade Level Standards at the School on the South Carolina Palmetto Assessment of State Standards (SC PASS) by grade level (2017-2018, 2016-2017, 2015-2016)

	Grade 4			Grade 5			Grade 6		
	2018	2017	2016	2018	2017	2016	2018	2017	2016
Science	45.1	36.4	63.4		38.8	55.4	31.3	34.5	
State Avg. Science	49.8	48.4	65.0		46.7	65.7	47.7	48.0	62.1
Social Studies		70.2	73.1	51.9	61.9	51.8		59.3	
State Avg. Social Studies		80.8	81.3	69.9	70.9	71.5		73.3	76.3



## Schedule

### Sunday, March 31, 2019

Time	Event	Where	Who
4:00 p.m. – 4:30 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. – 5:15 p.m.	Principal Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:20 p.m. – 8:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

### Monday, April 1, 2019

Time	Event	Where	Who
7:20 a.m.	Team arrives at Barnwell Elementary School	School	Diagnostic Review Team Members
7:35 a.m. – 3:45 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, April 2, 2019

Time	Event	Where	Who
7:20 a.m.	Team arrives at Barnwell Elementary School	School	Diagnostic Review Team Members
7:35 a.m. – 3:45 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, April 3, 2019

Time	Event	Where	Who
7:25 a.m. – 10:00 a.m.	Final Team Work Session	School	Diagnostic Review Team Members



**advanc-ed.org**

**Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963**

**9115 Westside Parkway, Alpharetta, GA 30009**



## **About AdvancED**

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

---

*©Advance Education, Inc. AdvancED® grants to the Institution, which is the subject of the Engagement Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license, and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.*