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AdvancED® Engagement Review Report



AdvancED® Diagnostic Review

Results for: Chicora Elementary School

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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	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	9
Certified Staff	29
Non-certified Staff	10
Students	58
Parents	4
Total	115

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.	Emerging
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.

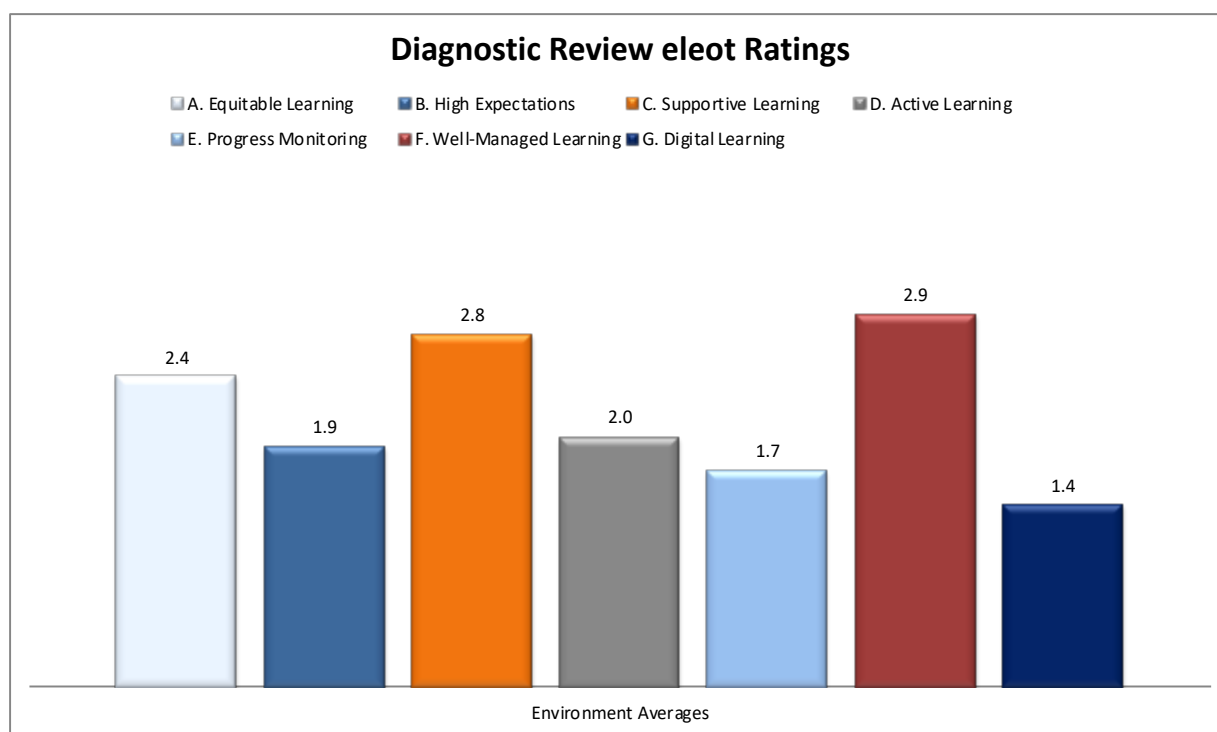
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration 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.	Emerging
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 18 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.	44%	33%	22%	0%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	17%	56%	22%
A3	3.5	Learners are treated in a fair, clear, and consistent manner.	0%	11%	28%	61%
A4	1.5	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.	67%	22%	6%	6%
Overall rating on a 4 point scale:		2.4				

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.	28%	61%	11%	0%
B2	2.3	Learners engage in activities and learning that are challenging but attainable.	6%	61%	33%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	61%	33%	6%	0%
B4	1.7	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	33%	61%	6%	0%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	28%	39%	28%	6%
Overall rating on a 4 point scale:		1.9				

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	6%	39%	44%	11%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	11%	33%	44%	11%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	39%	44%	17%
C4	3.1	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	17%	56%	28%
Overall rating on a 4 point scale:		2.8				

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	28%	28%	39%	6%
D2	1.7	Learners make connections from content to real-life experiences.	44%	44%	11%	0%
D3	2.5	Learners are actively engaged in the learning activities.	11%	44%	28%	17%
D4	1.4	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	67%	22%	11%	0%
Overall rating on a 4 point scale:		2.0				

E. Progress Monitoring Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.3	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	78%	11%	11%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	28%	39%	33%	0%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	22%	61%	17%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	67%	22%	11%	0%
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	3.1	Learners speak and interact respectfully with teacher(s) and each other.	6%	17%	39%	39%
F2	3.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	11%	44%	44%
F3	2.7	Learners transition smoothly and efficiently from one activity to another.	11%	33%	28%	28%
F4	2.5	Learners use class time purposefully with minimal wasted time or disruptions.	6%	50%	33%	11%
Overall rating on a 4 point scale:			2.9			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	50%	28%	17%	6%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	72%	28%	0%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	83%	11%	6%	0%
Overall rating on a 4 point scale:		1.4				

eleot Narrative

The Diagnostic Review Team for Chicora Elementary School conducted 18 core content classroom observations and numerous informal observations that provided team members with insight into instructional practices and student learning across the seven learning environments. The rating averages on a four-point scale ranged from 2.9 in the Well-Managed Learning Environment to 1.4 in the Digital Learning Environment.

The team identified several strengths. Two items emerged as the strongest in providing an effective and positive learning environment. It was evident/very evident in 89 percent of classrooms, for instance, that students “are treated in a fair, clear, and consistent manner” (A3). Also, students who “demonstrate a congenial and supportive relationship with their teacher” (C4) were evident/very evident in 84 percent of classrooms.

Other strengths were pinpointed in the Equitable Learning Environment and the Well-Managed Learning Environment. In 78 percent of classrooms, it was evident/very evident that students “have equal access to classroom discussions, activities, resources, technology, and support” (A2). Also, it was evident/very evident in 78 percent of classrooms that students “speak and interact respectfully with their teacher(s) and each other” (F1). Although classroom observation data showed teachers were successful in managing students in the classroom and treating students in a fair, consistent manner, student and parent interview data largely contradicted the Diagnostic Review Team’s observation data. Informal observations further uncovered that while students often struggled with appropriate classroom behavior, they typically treated staff members with respect.

Several areas of concern emerged that, if addressed, could serve as leverage points to increase student achievement. The team encourages the school to ensure students understand the relevance of what they are learning as a way to engage students. Classroom observation data showed it was evident/very evident that students “make connections from content to real-life experiences” (D2) in 11 percent of classrooms.

Another concern that the Diagnostic Review Team identified was the High Expectations Learning Environment. It was evident/very evident in six percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3). Students who “are able to articulate the high expectations established by themselves and/or the teacher” (B1) were evident/very evident in 11 percent of classrooms. Interview data gathered from all stakeholder groups showed that low expectations were part of the school culture. Every stakeholder group expressed similar beliefs that while some students may come to school dirty, hungry, and angry, high expectations

were critical to their success. However, rigorous instruction and higher-order thinking activities were evident/very evident in six percent of classrooms (B4).

Another area of concern for the Diagnostic Review Team was the absence of differentiated learning opportunities. While students were often grouped, their engagement in “differentiated learning opportunities and/or activities that meet their needs” (A1) was evident/very evident in 22 percent of classrooms. The team observed an emphasis in most classrooms on compliance rather than actual engagement. Individualization was exhibited largely through the use of adaptive software, and the team observed few differences in the tasks that students were completing on their iPads.

Other identified items that could serve as leverage points to improve student learning were in the Progress Monitoring and Feedback Learning Environment. Instances of students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in 11 percent of classrooms. Likewise, 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). Instances of students who were able to “demonstrate and/or verbalize understanding of the lesson/content” (E3) were evident/very evident in 17 percent of classrooms.

Finally, although Chicora Elementary School was fortunate to provide every student access to an iPad, the lowest-rated learning environment was the Digital Learning Environment. The team often observed technology used in the instructional setting for adaptive software programs such as Dreambox and Lexia Learning. The school provided no data to the Diagnostic Review Team that showed how these programs were monitored. Moreover, the school provided no data regarding student progress in these programs. Finally, it was evident/very evident in zero percent of classrooms that students “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2), and in six percent of classrooms, it was evident/very evident that students “use digital tools/technology to communicate and/or work collaboratively for learning” (G3). The use of technology to “gather, evaluate, and/or use information for learning” was evident/very evident in 23 percent of classrooms (G1).

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 to all stakeholders, implement, and monitor a systematic continuous improvement process that increases student learning and improves organizational effectiveness. Include the following documented steps: (1) develop procedures for analyzing and disaggregating data to identify both academic and non-academic needs; (2) assess the implementation of high-yield instructional strategies that lead to best practice instruction; (3) develop and implement an evidence-based walkthrough observation process that ensures instructional adjustments are made to meet individual student needs and improve professional practices; and (4) create procedures to monitor the impact of programs and practices. (Primary Standard 1.3, Secondary Standard 1.8)

Evidence:

Student Performance Data:

The South Carolina School Report Card provided student performance data from the South Carolina College-and-Career-Ready Assessments (SC READY) for the academic years of 2015-2016, 2016-2017, and 2017-2018, the South Carolina Palmetto Assessment of State Standards (SCPASS) for the same three academic years, Second Grade Students On-track for Third Grade Success in ELA (English language arts) and Math, and the Kindergarten Readiness Assessment (KRA). Chicora Elementary School received an overall rating of “Unsatisfactory” on the School Report Card, earning 4.18 points on a 40-point scale for student achievement and 15.02 points for student progress.

The student performance data, as detailed in an addendum to this report, revealed that 4.2 percent of students met or exceeded benchmarks in ELA on the SC READY as compared to 41.7 percent statewide, and 8.3 percent met or exceeded the math benchmark as compared to 44.6 percent statewide. These data indicated a downward trend in the percent of students meeting or exceeding benchmarks in both math and ELA in all grade levels, with the exception of fourth-grade math. The percentage of fourth-grade students who met or exceeded benchmarks increased in math from six percent in 2016-2017 to 7.8 percent in 2017-2018. The most significant decrease in math occurred at fifth grade where the percent of students who met or exceeded benchmarks dropped from 6.1 in 2016-2017 to 1.3 in 2017-2018.

On the SCPASS in science, fourth-grade students who met grade-level standards dropped from 32.7 percent (state average 65.0) in 2015-2016, to 7.1 percent (state average 48.4) in 2016-2017, and to 6.6 percent (state average 49.8) in 2017-2018. Fifth-grade students who met grade-level standards in social studies dropped from 30.3 percent in 2016-2017 (state average 70.9) to 19.2 percent (state average 69.9) in 2017-2018.

Student progress for Chicora Elementary School showed a rating of “Below Level” on the 2017-2018 South Carolina School Report Card, indicating the school was in jeopardy of not meeting the criteria to ensure all students meet the Profile of the South Carolina Graduate. There were subgroups that made growth; most notably, Students with Disabilities made more progress than the index assigned to the school.

Classroom Observation Data:

The Diagnostic Review Team observed few instances where students engaged in rigorous and challenging instruction. Instances of students who engaged in activities that require “higher order thinking” (B4) and “demonstrate and/or describe high quality work” (B3) were evident/very evident in six percent of classrooms. Collaboration with peers was evident/very evident in 11 percent of classrooms (D4), and it was evident/very evident in 11 percent of classrooms that students “are able to explain how their work is assessed” (E4).

Stakeholder Interview Data:

The interview data across all stakeholder groups showed that while student behavior had improved from the last school year, many stakeholders expressed frustration that programs and practices were not consistently implemented. Lack of efficient, effective communication among all groups was identified as a major stumbling block to furthering the school’s mission and vision. For example, important meetings that were important to the optimal operation of the school were regularly scheduled but often cancelled. The team found evidence of one Parent-Teacher Association (PTA) meeting this school year. Building-level administrators revealed that the regularly scheduled weekly administrative meetings seldom occurred. The principal stated, “The Leadership Team is not as structured as it should be. We meet once a month, and the purpose is to fix things.”

A lack of including both internal and external stakeholders in school activities, communications, and processes surfaced throughout almost all interviews. One stakeholder stated, “We need to regroup and have a sit-down, honest conversation and talk about our weaknesses and student achievement and create a plan with follow-through. We need teachers to understand the students. We need to have high expectations and not lower our expectations because of the homes these students come from.” This comment turned out to be a common theme among staff and parents. All parents confirmed, however, that this was the first school year that their children had not had multiple teachers.

Students in the upper grades expressed mostly negative views about their school. One student expressed, “The teachers don’t like the students, and the students don’t like the teachers.” By the same token, student survey data showed that 48 percent of students agreed with the statement that “In my school, students treat adults with respect” (D2). A common sentiment that team members heard from student stakeholders was that teachers yell at students, but only one team member reported hearing a teacher speaking in a tone that could be perceived as “yelling” toward students.

Stakeholder Perception/Experience Data:

Stakeholder survey data contradicted student performance and interview data. Survey data from all stakeholder groups indicated, for example, that Chicora Elementary School engaged in a continuous improvement process. Fifty-six percent of students agreed that “My teachers ask my family to come to school activities” (E5), and 54 percent agreed that “My principal and teachers ask me what I think about school” (G1). Sixty-one percent of staff members agreed/strongly agreed that “In our school, all school personnel regularly engage families in their children’s learning progress” (E19), and 69 percent of staff members agreed/strongly agreed that “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction” (D9). Seventy-five percent of staff members agreed/strongly agreed that “Our school’s leaders provide opportunities for stakeholders to be involved in the school” (D10). However, all parents and most teachers responded “None” to the question regarding their roles in the school improvement process.

Documents and Artifacts:

The Diagnostic Review Team examined many documents and artifacts. In addition to the School Report Card, the team reviewed the following: (1) 2018 Chicora School of Communications School Quality Factors; (2) Faculty/Staff Handbook; (3) Student Handbook; (4) school website; (5) Principal Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) goals; (6) PowerSchool referral data; (7) Fountas and Pinnell reading data; (8) results from Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test; (9) lesson plans; and (10) South Carolina online evaluation tool (SC LEAD).

Following the review of all documents, the team determined that Chicora Elementary School met all requirements of the South Carolina Teacher Evaluation System. Instructional coaches conducted regular walkthrough evaluations of co-teachers and occasional walkthroughs of other teachers. Notes about walkthroughs were made, and teachers received feedback; however, no data were collected or analyzed about the impact on instructional practices.

Chicora School of Communications was renamed Chicora Elementary School about two years ago. It is important to note that an online search of both of these school names showed neither had an online presence, though the current principal was assigned since December 7, 2017. Information provided indicated that rezoning resulted in a significant decrease in student population for the 2018-2019 school year.

Improvement Priority #2

Develop, implement, and monitor processes that ensure instructional practices are adjusted for rigor and quality to meet the academic needs of all students. Execute processes that monitor the quality and fidelity of instructional practices as they pertain to differentiated learning. Ensure that the instructional process provides challenging learning opportunities that move students to the next level and that data are collected and effectively analyzed. Use findings to drive instructional decisions. (Standard 2.7)

Evidence:**Student Performance Data:**

Student performance data, as detailed in an addendum to this report, suggested that instructional processes were not consistently meeting the academic needs of students. Student performance data were among those data reviewed to determine Improvement Priority #2.

Classroom Observation Data:

Classroom observation data, as previously discussed, showed that it was evident/very evident in 61 percent of classrooms that students were “supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3). However, it was evident/very evident in 17 percent of classrooms that students “demonstrate and/or verbalize understanding of the lesson/content” (E3). Students were often observed using adaptive software in small groups. However, it was evident/very evident in 22 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) and in 33 percent of classrooms that students “engage in activities and learning that are challenging but attainable” (B2). Students used Student Agendas for the first time this school year, so the process of reporting their own progress to parents appeared to the team to be undeveloped, and each teacher had a different approach. 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) and “understand and/or are able to explain how their work is assessed” (E4).

Stakeholder Interview Data:

The interview data revealed that most students did not know their personal Measures of Academic Progress (MAP) data and whether they met their targets. One teacher stated, “I don’t personally sit with students to discuss their scores. The number doesn’t mean anything to them.” There was evidence, however, that data were used more often by teachers. Several teachers reported that they used data to determine their small groups. One teacher captured that sentiment in the comment, “We are doing more with data than we did last year. Before, we got the data, but we weren’t told what to do with it.”

One staff member revealed that students who were approaching “meeting expectations” were not served by interventionists. The team could not determine, based on classroom observations, how those students were targeted to improve their learning and achievement. One stakeholder stated that, “We exit less than 10 percent of students successfully from interventions.” Observation data from a Multi-Tiered System of Supports (MTSS) meeting indicated that many students who had been in the intervention program all year were not improving.

Stakeholder Perception/Experience Data:

Student performance and interview data directly contradicted survey data. Ninety percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities” (E3). Eighty-four 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) and “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2).

Documents and Artifacts:

The Faculty/Staff Handbook stated specifically that teachers did not have to turn in lesson plans. However, evidence provided by instructional coaches showed that teachers, in fact, submitted lesson plans to them weekly. However, the team could find no evidence to suggest that actionable feedback was given to teachers to improve lesson plans and increase instructional rigor.

Improvement Priority #3

Design, implement, and evaluate a comprehensive plan based on student performance data and teacher observation data that delivers targeted professional learning opportunities for all staff members to improve the learning environment and learner achievement and to promote high expectations and rigorous instruction. (Standard 3.1)

Evidence:**Student Performance Data:**

Student performance data, as detailed in an addendum to this report, exposed the lack of a targeted, comprehensive professional development plan based on student performance data and teacher observation data (both formal and informal). Student performance data were among those data considered by the Diagnostic Review Team to identify Improvement Priority #3.

Stakeholder Interview Data:

Interview data indicated that most staff members at Chicora Elementary School had few years of experience. Some staff members had prior experience in another state or another system in South Carolina but were in their first year at Chicora. Interview data revealed a lack of teacher effectiveness concerning academic expectations and rigor. One stakeholder who had been at Chicora Elementary School several years stated, “Teachers are young and don’t have the efficacy they need to understand that they can teach the students rigorous content.” As one teacher stated, “While I understand their [students] behavior because of their home lives, I never allow it to be an excuse.” Several staff members and parents expressed a belief that teachers had lower expectations because of the context of the community in which the students lived.

Stakeholder Perception/Experience Data:

The survey data indicated that student and professional needs were adequately addressed, but interview data and student performance data did not support that finding. Survey data revealed that 88 percent of staff members agreed/strongly agreed that “In our school, all staff members participate in continuous professional learning based on identified needs of the school” (E17). During staff interviews, evidence emerged regarding professional development. Instructional coaches and teachers both verified that targeted professional development occurred by teacher request. The principal stated, “We don’t have a professional development plan. It is constantly changing based on what teachers want.” Seventy-nine percent of staff members agreed/strongly agreed with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members” (E18). While MAP data showed improvements in reading from fall to winter, there was negative growth in math for grades two through five with the most significant decrease in grade two (-8.9 percent). Also, students in grades one and two showed reading growth on the Fountas and Pinnell Reading Level Assessment.

Documents and Artifacts:

The Diagnostic Review Team requested to see the professional development plan for the school. However, one was not available. As the principal stated, “There is not a professional learning plan in place; it is evolving based on individual teacher needs.” There was no evidence to support that claim; the provided evidence showed that instructional coaches provided coaching cycles based largely on teacher request.

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:

Chicora Elementary School, formally known as Chicora School of Communication, had a welcoming environment. At the beginning of the school day, staff members greeted each student as they came in the door, and teachers greeted each of their students at their classroom doors. Stakeholders affirmed that student behavior dramatically improved this school year. Parents were appreciative of that and also for their children not having had multiple teachers this year. One parent reported that her child had four teachers last year. The school culture and climate also improved considerably according to the staff members who were at Chicora prior to this year. Students were treated in a fair, clear, and consistent manner. In observations of classrooms and common areas, students exhibited knowledge of and typically followed classroom rules and behavioral expectations.

An abundance of resources was available to help both teachers and students succeed. Two focus facilitators provided a temporary haven for students having behavioral difficulties in the classroom. An onsite staff member was available for mental health services, and a part-time doctor and nurse were also on site. Other staff resources included a parent advocate, a social worker, a guidance counselor, a school psychologist, and a climate coach. Three instructional coaches provided teachers with current data for grouping and planning, offered coaching cycles for teachers who wanted on-the-job professional development, and conducted walkthrough observations to provide individual feedback to teachers. All three second-grade classrooms, one fourth-grade classroom, and one fifth-grade classroom had two certified teachers.

Additional classroom resources included teacher assistants in preschool, kindergarten, and special education classrooms. Numerous programs were available, such as adaptive software, iPads for each student, and resources for teachers to use in classroom instruction. Eighty-eight percent of staff members agreed/strongly agreed that "Our school provides sufficient material resources to meet student needs" (F3) and "Our school provides a variety of information resources to support student learning" (F5). Ninety-one percent of students agreed that "My school has many places where I can learn, such as the library" (F2). Interview data confirmed that teachers had almost every resource they requested. The school provided a hearty breakfast and lunch and healthy morning and afternoon snacks for each student.

Finally, the team found several other areas that could be leveraged to improve student learning. For example, the team found pockets of rigorous instruction with authentic student engagement. Also, the principal focused on

establishing a positive teacher climate and student behavior management to lessen the impact of several leadership changes and the high teacher turnover rate. The related arts, extracurricular sports, and afterschool programs provided students with ample opportunities beyond the core curriculum.

Continuous Improvement Process:

Interview, survey, and classroom observation data and a review of documents and artifacts showed inconsistent engagement in a continuous and systematic improvement process to build instructional and organizational capacity.

All stakeholders identified student behavior as a key barrier to success. The team found no evidence that the school-wide Positive Behavior Interventions and Support (PBIS) program was consistently implemented. Students expressed that the rewards for positive behavior were not meaningful. None of the participants at the after-school PBIS meeting, which was attended by two team members, completed a survey that was requested by district leaders and the assistant principal.

During most classroom observations, the team noted that students were routinely sent to the focus facilitators. Observations of this setting revealed that though the facilitators provided academic instruction, the classroom teacher did not send any work with students or share their weekly learning goals with the facilitators.

The school created Teacher Curriculum Teams (TCT) to provide time for teachers to learn and plan collaboratively, but it was unclear to the team whether data brought to these meetings were used to inform instruction. Classroom observation and interview data confirmed that students had few opportunities to engage in authentic differentiated learning tasks. Instruction in most classrooms lacked rigor. Student performance data showed that instructional and organizational practices were not yielding sustained student improvement. TCTs could be leveraged to develop, improve, and monitor data-driven processes that inform instructional practices and result in higher levels of student achievement. As noted previously in this report, many teachers at Chicora Elementary School were inexperienced and did not have ties to the community, thereby lacking efficacy in instructional practices to teach rigorous content.

Effective, results-driven continuous improvement planning processes with systems, programs, and practices were not consistently implemented or communicated to stakeholders. The planning process involved few staff members and no parents or students. Results also were not communicated to stakeholders. Although parent survey data were overall positive, interview evidence from parents, staff, and students indicated that there was little effort to involve all stakeholders, particularly parents, in school processes and activities.

The Diagnostic Review Team recommends that leadership work as a team to develop a systematic process to document and communicate to stakeholders the results from programs and practices that are currently in place and to use data to evaluate program effectiveness toward achieving school goals. The school could benefit from the implementation of research-based educational initiatives to improve systematic evaluation of instructional practices and to use that data to determine the professional development plan for the school. Finally, the Diagnostic Review Team recommends all staff be trained in dealing with students who have experienced trauma and other obstacles to their success in school.

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
Gracie Strawn	Gracie Strawn is an educator with more than 40 years of varied public education experience. She has served as a middle school principal, director of before- and after-school programs, supervisor of instruction and curriculum for K-12, regular classroom and special education teacher, and special education consulting teacher. She has also trained teachers and administrators at local, state, and national levels in implementing educational technology and proven instructional and curriculum practices. While serving as a Tennessee Exemplary Educator (EE), she specialized in identifying strengths and weaknesses in school and system governance and classroom instruction, analyzing and problem-solving with stakeholders, and guided a low-performing high school through a successful turnaround. She holds a bachelor's degree in secondary education and special education, and a master's degree in educational administration and supervision. She is also trained and certified in Reading Recovery and earned a Career Level III certification.
Johnnette Nesbitt	Mrs. Nesbitt serves as the principal of an elementary school in upstate South Carolina. She has 11 years of administration experience that ranges from elementary to middle school levels and seven years of experience as an elementary and middle school teacher. She holds a bachelor's degree in elementary education, a master's degree in learning disabilities, and an educational specialist in elementary and middle administration. Mrs. Nesbitt has served on a Diagnostic Review Team in Michigan.
Dr. Matrell Eaddy-Sturkey	Dr. Matrell Eaddy-Sturkey has over 28 years of experience as a teacher and administrator. She currently serves as the assistant superintendent for professional development for Florence One Schools in Florence, South Carolina, where she coordinates and facilitates professional development activities for over 2,500 certified and support staff members for 14 elementary schools, three middle schools, three high schools, and four program sites. Dr. Eaddy-Sturkey holds a doctorate degree in educational leadership with a focus in human resource development and curriculum from Nova Southeastern University, a master's degree in education administration and supervision from Winthrop University, and a bachelor's degree in elementary education from Francis Marion University.

Team Member Name	Brief Biography
Margie Lee	<p>Mrs. Margie Lee currently serves as a Transformation Coach for the South Carolina Department of Education. She has teaching experience at all K-12 levels in rural, suburban, and urban settings. Mrs. Lee's administrative experience includes being a special education coordinator and academic director. She has extensive experience providing individualized professional learning experiences for teachers and administrators, monitoring special education compliance, implementing school-wide literacy programs, providing instructional coaching, and developing a culture of continuous school improvement in schools. Margie Lee holds a bachelor's degree in special education and a master's degree in administration and supervision, and she is currently pursuing a doctorate degree in curriculum and assessment.</p>
Dr. Terry Fludd	<p>Dr. Terry Fludd holds a bachelor's degree in organizational management and elementary education, a master's degree in teaching mathematics, educational specialist degrees in administration and educational leadership (K-12) and a doctorate degree in educational leadership. During her 17-year career in education, she has worked as a secondary mathematics teacher, assistant principal, principal, curriculum support specialist, and an Enterprise Learning Coach. For the past 16 years, Dr. Fludd served as an adjunct professor in colleges in South Carolina and North Carolina. Currently, she is a Regional Transformation Support Coach for the South Carolina Department of Education. Dr. Fludd is a trained Critical Friends Group Coach, certified by the National School Reform Faculty, and Project Based Learning Coach through Buck Institute for Education. She is committed to continuous improvement of quality education and expanding the collaborative efforts of schools, homes, and communities throughout the state of South Carolina.</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, and 2015-2016)

Grade	2017-2018				2016-2017				2015-2016			
	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	2.5	45.2	16.5	55.7	8.6	42.1	21.4	52.5	9.5	43.7	19.2	53.6
4	6.5	43.9	7.8	48.1	8.4	40.9	6.0	46.4	18.2	43.4	32.7	46.7
5	3.8	38.9	1.3	45.2	7.6	38.3	6.1	40.0	5.3	41.2	7.1	44.3

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

	Grade 4			Grade 5		
	2018	2017	2016	2018	2017	2016
Science	6.6	7.1	32.7		4.5	12.7
State Avg. Science	49.8	48.4	65.0		46.7	65.7
Social Studies		35.7	49.1	19.2	30.3	30.9
State Avg. SS		80.8	81.3	69.9	70.9	71.5

Section III: Second Grade Students On-track for Third Grade Success in ELA and Math

	Our School		Our District		Statewide	
	%	N	%	N	%	N
Second grade students who are on track for success in English Language Arts at the third grade.	13.00%	9	50.90%	1957	48.60%	27792
Second grade students who are on track for success in Mathematics at the third grade.	11.00%	8	59.80%	2301	54.50%	31165

Section IV: 2018-2019 MAP Spring to Winter Meets and Exceeds Growth Projections

Grade Level	MAP Reading Fall	MAP Reading Winter	MAP Reading Growth % Fall to Winter	MAP Math Fall	MAP Math Spring	Map Math Growth % Fall to Winter
2	11.1%	13.3%	+2.2%	28.9%	20%	-8.9%
3	12.5%	10.2%	-2.3%	21.2%	16.9%	-4.3%
4	5.1%	7.9%	+2.8%	11.7%	14.1%	-3.0%
5	6.8%	13.6%	+7.2%	8.6%	6.8%	-1.8%

Section V: Kindergarten Readiness Assessment (KRA)

Percentage of students Demonstrating Readiness	7.89
Percentage of students Approaching Readiness	55.26
Percentage of students Emerging Readiness	36.84

	Our School	Our District	Statewide
Overall	7.89%	51.38%	35.82%
Social Foundation	1.32%	57.57%	45.07%
Language and Literacy	13.16%	47.78%	33.92%
Mathematics	28.95%	41.03%	30.77%
Physical Well-Being	19.74%	62.06%	47.95%

(The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness)

Section VI: School Reading Data
**Fountas and Pinnell School Level Reading Assessment
Percent of Students Meeting/Exceeding Expectations**

Grade	Fall	Winter
1	10.4	18.7
2	24.4	28.3
3	41.0	21.9
4	44.5	41.7
5	18.7	10.7

Schedule

Sunday, April 14, 2019

Time	Event	Where	Who
4:00 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
5:10 p.m. – 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Monday, April 15, 2019

Time	Event	Where	Who
6:45 a.m.	Team arrives at Chicora Elementary School	School	Diagnostic Review Team Members
7:05 a.m. – 2:30 p.m.	Classroom observations and stakeholder interviews	School	Diagnostic Review Team Members
4:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, April 16, 2019

Time	Event	Where	Who
6:45 a.m.	Team arrives at Chicora Elementary School	School	Diagnostic Review Team Members
7:05 a.m. – 2:30 p.m.	Continue interviews and artifact review, conduct classroom observations	School	Diagnostic Review Team Members
4:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, April 17, 2019

Time	Event	Where	Who
7:30 a.m. – 10:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members



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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.

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