

March 31–April 3, 2019



AdvancED® Engagement Review Report



AdvancED® Diagnostic Review

Results for: Dover 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	1
Building-level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	4
Certified Staff	14
Non-certified Staff	2
Students	15
Parents	10
Total	48

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.	Emerging
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.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Emerging
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.

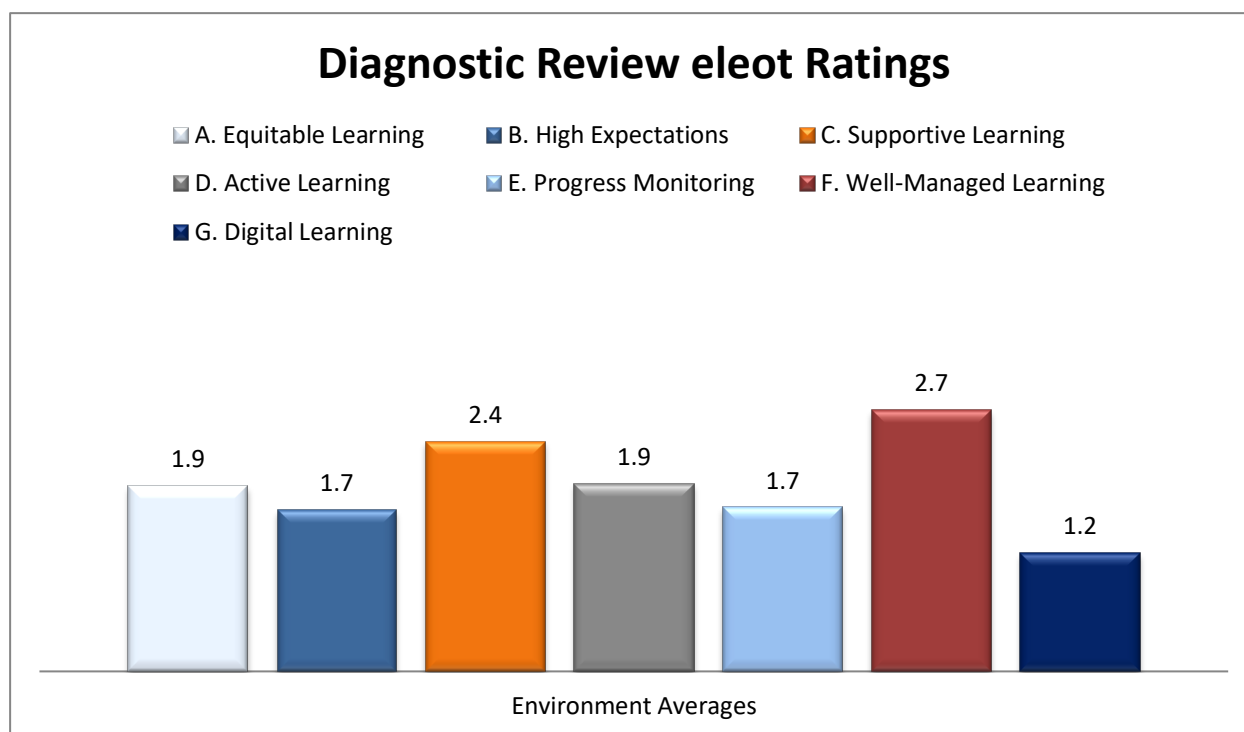
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
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.	Emerging

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 14 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	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	71%	14%	7%	7%
A2	2.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	8%	62%	23%	8%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	7%	43%	36%	14%
A4	1.2	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.	86%	7%	7%	0%
Overall rating on a 4 point scale:			1.9			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	57%	29%	14%	0%
B2	1.9	Learners engage in activities and learning that are challenging but attainable.	21%	64%	14%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	71%	21%	7%	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).	36%	57%	7%	0%
B5	1.7	Learners take responsibility for and are self-directed in their learning.	36%	57%	7%	0%
Overall rating on a 4 point scale:			1.7			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	7%	50%	36%	7%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	21%	50%	21%	7%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	21%	36%	36%	7%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	21%	14%	50%	14%
Overall rating on a 4 point scale:		2.4				

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	36%	50%	14%	0%
D2	2.0	Learners make connections from content to real-life experiences.	36%	29%	36%	0%
D3	2.3	Learners are actively engaged in the learning activities.	7%	57%	36%	0%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	50%	36%	14%	0%
Overall rating on a 4 point scale:		1.9				

E. Progress Monitoring & Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	64%	29%	7%	0%
E2	1.8	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	36%	50%	14%	0%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	29%	50%	21%	0%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	57%	29%	14%	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.	0%	21%	50%	29%
F2	3.0	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	21%	57%	21%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	36%	14%	36%	14%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	14%	43%	36%	7%
Overall rating on a 4 point scale:			2.7			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	71%	7%	21%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	93%	7%	0%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	93%	7%	0%	0%
Overall rating on a 4 point scale:		1.2				

eleot Narrative

The Diagnostic Review Team conducted observations in all of the school's 14 core content classrooms, which provided sufficient insight into instructional practices and student learning across the school. The Well-Managed Learning Environment, which received an overall rating of 2.7 on a four-point scale, was the highest-rated learning environment. Students were respectful toward their teachers and their peers. For example, instances of students who "speak and interact respectfully with teacher(s) and each other" (F1) were evident/very evident in 79 percent of classrooms. In general, students were highly compliant and consistently followed classroom rules and behavior expectations, as it was evident/very evident in 78 percent of classrooms that students "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others" (F2). In 50 percent of classrooms, it was evident/very evident that students "transition smoothly and efficiently from one activity to another" (F3). In order to improve student achievement, school leaders may want to consider enacting procedures that promote using teaching strategies that ensure all class time is instructional (e.g., bell-to-bell instruction). The existence of a well-managed learning environment in classrooms creates the conditions for differentiated learning experiences and deeper student engagement in higher-level instructional tasks.

Classroom observation data also revealed five leverage points for improving instructional effectiveness. First, the data indicated that nearly all instruction was teacher-led, was organized as whole group, and rarely allowed students to experience learning activities based on their needs, abilities, or interests. Whole-group instruction further reduces the opportunities for all students to discuss, share, and use content vocabulary. Of particular concern to the team was the lack of "differentiated learning opportunities and/or activities that meet their needs" (A1), as this practice was evident/very evident in 14 percent of classrooms.

Second, the Diagnostic Review Team infrequently detected the use of questioning or learning activities. It was evident/very evident in seven percent of classrooms that students "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4). These results aligned to parent and student interview data, as data from both indicated the need for more engaging, challenging, interesting, and higher-level academic activities.

Third, while students were generally compliant and the vast majority of classrooms were orderly, students who "are actively engaged in learning activities" (D3) were evident/very evident in 36 percent of classrooms. In the vast majority of classrooms, learning activities consisted of listening to the teacher and completing worksheets.

Fourth, the Diagnostic Review Team seldom detected the use of progress monitoring techniques, as students who “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) were evident/very evident in 14 percent of classrooms. The team did not detect the use of rubrics, scoring guides, or grading information that would help establish high learning expectations and enable students to monitor their own progress and take ownership of their learning.

Finally, the team seldom observed students using technology as instructional resources and tools. In some instances, students used personal computers to read information or watch videos. However, students who “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) were evident/very evident in zero percent of classrooms. School leaders are encouraged to develop opportunities for students to be more authentically engaged through the use of technology resources and have deeper learning experiences at higher cognitive levels.

A careful examination of items in all seven learning environments is warranted to identify additional areas that can be leveraged in order to increase instructional capacity and improve student learning. In addition, the Improvement Priorities outlined within this report can help prioritize areas of focus.

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

Revise the processes for supervising and evaluating all staff members, including classroom observation procedures by school leaders, ongoing and regular review of unit or daily lesson plans, examination of student assessment results. Ensure the processes are systematically implemented and clearly focused on improving instruction, increasing student achievement, and executing the approved curriculum with fidelity. Also ensure that the processes are monitored, analyzed, and used to help guide decision-making about professional development and ongoing support for teachers. (Standard 1.6)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, suggested that the school had not established supervision and evaluation processes that led to improved instructional effectiveness and student achievement. The state assessment results for the school were significantly below state averages over the last two years and generally did not reflect consistent improvement over time. For example, the percentage of fifth-grade students “Meeting” or “Exceeding” benchmarks in math on the South Carolina College-and Career-Ready Assessment (SC READY) in 2015-2016 was 23.7 percent, in 2016-2017 was 11.4 percent, and in 2017-2018 was 10.3 percent. In some instances, performance increased in one year and declined in another. For example, the percentage of fourth-grade students “Meeting” or “Exceeding” the English language arts benchmarks in 2015-2016 was 26.4 percent, in 2016-2017 was 11.4 percent, and in 2017-2018 was 30 percent.

Classroom Observation Data:

The classroom observation data, as detailed earlier in this report, suggested that existing supervision and evaluation processes did not significantly and positively affect the professional practices of teachers. In general, observation data indicated that effective and evidence-based instructional practices were infrequently used across the school. Of particular concern to the team was that instances of student 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 seven percent of classrooms. Students in nearly all classes were engaged in low-level cognitive tasks and activities that usually required students to recall information.

Likewise, instances in which students who “engage in activities and learning that are challenging but attainable” (B2) were evident in 14 percent of classrooms. Students in the majority of classes, for example, were asked to complete “fill-in-the-blank” worksheets, which did not provide opportunities for students to engage in higher-order thinking activities. The team noted that teacher questioning in the vast majority of classes was limited to basic recall of information. Additionally, lessons in which students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 14 percent of classrooms, indicating a heavy reliance on whole-group instruction.

Stakeholder Interview Data:

The stakeholder interview data revealed that school leaders used the “South Carolina Teaching Standards 4.0” framework and the eleot tool for classroom observations. Some staff members indicated that school leaders visited their classrooms periodically and provided one positive statement and one area for improvement for each observation. Some interviewees indicated that walkthrough observations and feedback were inconsistent. In general, the interview data did not reveal a coherent structure for supervision and evaluation that was clearly focused on improving teacher professional practices.

Stakeholder Perception/Experience Data:

In general, staff member survey data were positive, suggesting that staff members had positive perceptions about school practices, conditions, and leadership. In regard to supervision, 86 percent of staff members indicated that they agreed/strongly agreed with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning” (D8). These perceptions were inconsistent with student performance and classroom observation data.

Documents and Artifacts:

A review of an observation schedule that the school provided to the Diagnostic Review Team showed the times when teachers would be observed over a period of about one month. Documentation concerning school observations using the “South Carolina Teaching Standards 4.0” or the eleot was not provided.

Improvement Priority #2

Use a collaborative process to define school expectations for effective instruction. Ensure that the definition establishes clear expectations for teachers in the use of evidenced-based instructional practices. Further ensure that professional development, teacher mentoring and coaching, and ongoing monitoring and supervision procedures are aligned in order to ensure all learners have equitable learning opportunities. (Standard 2.1)

Evidence:**Student Performance Data:**

The student performance data, as detailed earlier in this report, suggested that the school had not established processes to ensure all students had access to highly effective learning environments that led to next-level preparedness. For example, 2017-2018 SC READY results indicated that the percent of third-grade students meeting benchmarks in English language arts (ELA) declined from 36.8 percent in 2016-2017 to 30.5 percent in 2017-2018. Similarly, 11.4 percent of fifth-grade students met benchmarks in math in 2016-2017 and that percentage declined to 10.3 percent in 2017-2018. Results for all three assessed grade levels showed student performance was significantly below state averages except in fourth- and fifth-grade social studies, which exceeded the state average in 2016.

Classroom Observation Data:

The classroom observation data, as detailed previously in this report, indicated that the school had not successfully established a process that ensured effective instructional practices were systematically implemented across the school. Of particular concern to the team was the low level of student engagement, low academic expectations, and few instances of rigorous coursework. Instances of students who “are actively engaged in the learning activities” (D3) were evident/very evident in 36 percent of classrooms. Instances of students who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking,” (B4) were evident/very evident in seven percent of classrooms. In the vast majority of classrooms, learners were engaged in low-level cognitive tasks, (e.g., fill-in-the-blank worksheets, answering recall questions).

Stakeholder Interview Data:

Interview data consistently indicated that parents were concerned about the absence of instructional rigor, especially in comparison to the challenging instruction experienced by friends and relatives in other elementary schools. Parents also were concerned about inconsistent and low academic expectations, based on their review of classwork and assignments that their children had brought home. Some parents were concerned that their children were not ready to progress to the next grade or to middle school. Student interview data indicated a desire for a more “engaging” and “fun” learning environment. Students specifically reported an interest in having more opportunities to participate in project-based learning.

Stakeholder Perception/Experience Data:

The stakeholder perception data conflicted with both observation and student performance data regarding the quality of instruction. According to survey data, stakeholders generally reported being well-satisfied with instructional practices. For example, 73 percent of staff members indicated that they agreed/strongly agreed with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills” (E11).

Documents and Artifacts:

The school provided copies of the master schedule and teacher daily instructional schedules. A chart showing instructional non-negotiables was posted in the room used by the Diagnostic Review Team. This chart addressed

instructional techniques specific to academic disciplines, such as the use of “I can” statements, balanced literacy, small groups, and DEAR (Drop Everything and Read) strategies, among others in ELA classes. The principal indicated that all teachers understood that an “I can” statement should be posted for each lesson in all classrooms. The team observed “I can” statements in many classrooms. But, in several instances, these statements were not relevant to the lesson being taught. The team rarely saw teachers referencing the “I can” statements during instruction.

Improvement Priority #3

Through a collaborative process, develop a detailed plan that ensures the South Carolina College-and Career-Ready Standards are implemented with fidelity in all classrooms. Ensure that the curriculum implementation plan achieves the following: (1) consistently communicates high expectations of all learners, (2) identifies priority standards for a common focus, (3) monitors pacing, (4) identifies formative and summative assessments, and (5) establishes a plan to collect, analyze, and use assessment results to adjust teaching and improve student learning. (Standard 2.5)

Evidence:**Student Performance Data:**

The student performance data, as detailed in an addendum to this report, suggested the school did not establish effective strategies for curriculum implementation that ensured learners were prepared for next-level success. The team was particularly concerned that the data indicated all students were performing significantly below state averages. While some improvement occurred in some grade levels, growth in other grade levels declined based on the SC READY results over the last three years. The student performance data were among those data considered when identifying Improvement Priority #3.

Classroom Observation Data:

The classroom observation data, as detailed previously in this report, suggested the school lacked established processes to ensure the approved curriculum was systematically implemented with a consistent application of high learning expectations that would lead students to next-level success. The Diagnostic Review Team primarily observed low academic expectations throughout the school. For example, instances of students who “engage in activities and learning that are challenging but attainable” (B2) and 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 14 percent of classrooms.

Stakeholder Interview Data:

The stakeholder interview data, in general, showed that parents were concerned about the absence of instructional rigor. Some discussed inconsistent and low classroom expectations, especially when compared to their relatives and friends at other elementary schools. Some parents also were concerned that their children were not ready to advance to the next level. Also, some parents were anxious about their children entering middle school.

The student interview data indicated that most students desired more “engaging” and “fun” learning activities. Students consistently mentioned spending large amounts of time doing “computer work,” which some said was “pointless.” Students specifically indicated an interest in more opportunities to participate in project-based learning.

When asked about curriculum implementation, teachers gave widely differing responses, which suggested that, in general, they were not singularly focused on teaching the approved curriculum. For example, teachers seldom referred to the Curriculum Guide or to the state curriculum standards as their primary sources for determining what to teach. Some teachers indicated a reliance on supplementary texts to guide curriculum. Teachers infrequently referred to teaching strategies or resources provided in the district Curriculum Guide.

Stakeholder Perception/Experience Data:

The stakeholder survey data was generally positive, suggesting that students, parents, and staff had favorable perceptions about the curriculum and instruction at the school. For example, 79 percent of parents indicated that they agreed/strongly agreed with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs” (E1). Similarly, 73 percent of staff members indicated that they agreed/strongly agreed that “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills” (E11). Survey data were highly incongruent with student performance, classroom observation data and with some interview data.

Documents and Artifacts:

The Diagnostic Review Team reviewed the Orangeburg Consolidated School District Five 2018-2019 College and Career Readiness Curriculum Guides for all core content areas for kindergarten through grade five. This resource included a weekly pacing guide, curriculum standards, suggested instructional strategies, teaching resources that included links to the South Carolina Department of Education teacher resource sites, and guidance for assessment from Mastery Connect and Study Island, among others.

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:

Recent survey data and the Diagnostic Review Team's observations of daily school operations indicated that a safe climate was established at the school. The team observed teachers and other staff supervising hallways during school opening and dismissal, lunch, and other transition times. Students moved through the hallways during the school day in quiet and orderly lines. Observation data consistently revealed that school security and safety procedures were systematically followed, such as visitor check-in, posted evacuation plans, etc. Team members noted that the building and campus were well-maintained, although some parents were concerned about the safety of playground equipment. In general, stakeholders agreed that the school was a safe place. Ninety-two percent of parents indicated that they agreed/strongly agreed with the statement "Our school provides a safe learning environment" (F3). Similarly, 90 percent of staff members indicated that they agreed/strongly agreed that "Our school maintains facilities that contribute to a safe environment" (F11). Sixty-seven percent of students agreed that "My school is safe and clean" (F1). Student survey results suggested that school leaders may want to have conversations with students about conditions at the school that need to be improved.

Diagnostic Review Team members observed that interactions between students and teachers typically were respectful and courteous, suggesting high-quality relationships existed. Student survey data confirmed this, as 95 percent of students agreed with the statement "In my school my teachers want me to do my best work" (D3). Similarly, 92 percent of students indicated that they agreed that "In my school, my principal and teachers want every student to learn" (C1).

Dover Elementary School, which has fewer than 400 students, provides many resources to support student learning, including a full-time guidance counselor, assistant principal, math interventionist, reading coach, and principal. The student-to-computer ratio at Dover is one-to-one, and students have the opportunity to experience many different learning programs such as Study Island, Compass Learning, and IXL. Ninety-four percent of students indicated agreed that "My school has computers to help me learn" (F3). The availability of technology resources at the school was clearly a strength.

Continuous Improvement Process:

Student performance and classroom observation data, as discussed earlier in this report, suggested that the school had not established an effective results-driven continuous improvement planning process. The school made staffing and program adjustments (e.g., assistant principal, intervention period), suggesting a clear intent to improve learning conditions and student performance. While some changes in staffing were consistent with the Title I Plan, the team found no documentation that the existing 2017-2022 Improvement Plan was being implemented, monitored, or adjusted in a consistent and formalized way. In interviews, school leaders indicated that they were looking ahead to the creation of a new improvement plan following the completion of the Diagnostic Review.

Documentation was provided to the Diagnostic Review Team to indicate that school leaders recently established a School Improvement Council, consisting of parents, teachers, and administrators whose sole purpose was to create, implement, monitor, and evaluate a new school improvement plan. The Diagnostic Review Team was encouraged that school leaders were creating the council and seeking more opportunities for improvement planning at Dover Elementary to be a truly collaborative process that engages stakeholders and helps build a greater sense of ownership and responsibility in the success of the school.

Interview data and a review of documentation suggested that school leaders were committed to identifying new strategies and approaches that could improve student outcomes. The recent creation of staff positions, such as the math interventionist and teaching assistants for regular program teachers, illustrated a desire to align resources that affect student learning. The creation of a 30-minute Response to Intervention (RTI) period at the end of the day was another example of stakeholder interest in improving performance. While these and other program or staffing changes hold promise for improving outcomes, the extent to which the school provided mechanisms for monitoring the effectiveness and impact of implementation were not apparent. As the school considers strategies that will be part of the upcoming improvement plan, school leaders are encouraged to develop ongoing processes that will ensure implementation occurs with fidelity and includes procedures for monitoring, adjusting, and measuring the impact on student learning.

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
Thomas E. Jones	Tom Jones retired as Director of Education Improvement for AdvancED in 2016, and currently serves as an AdvancED/Measured Progress Field Consultant and Lead Evaluator for district accreditation and Diagnostic Review teams. Previously, he served for 12 years as the State Director for AdvancED Kentucky. Prior to joining AdvancED, Tom served as a teacher, principal, and district office administrator in Fayette County Public Schools (Lexington, KY) for 28 years. His experience included 12 years as a high school teacher and department chairperson as well as 16 years as principal of Bryan Station Traditional Middle School. Tom earned his undergraduate degree from Transylvania University in English and holds graduate degrees in curriculum and instruction and educational leadership from the University of Kentucky.
Heather Bross	Heather Bross currently serves as a Transformation Coach for the South Carolina Department of Education. She has over 26 years of experience with PreK-12+ learners as a classroom teacher, instructional leader, and educational specialist. Heather holds a master's degree in educational leadership, bachelor's degree in elementary education, and special endorsement in early childhood education. She is certified as a K-12 Personalized Learning Facilitator and a South Carolina Teaching Standards 4.0 Evaluator and is eleot trained through AdvancED/Measured Progress.
Tammy Small	Tammy Small currently serves as the Assistant Principal of Pine Tree Hill Elementary in Kershaw County School District. Previously, she served as an Assistant Administrator at Lugoff-Elgin Middle. She also serves as the Secretary of the Board of Directors for the South Carolina Association for Middle Level Educators. Before becoming an administrator, she taught middle school ELA for 16 years and served as interventionist, lead professional development provider, and local trainer for Literacy Design Collaborative. She has an undergraduate degree in psychology from Notre Dame College and a master's degree in elementary education from Wilmington University. She also holds a specialist degree in educational leadership from Liberty University.
Patricia K. Woods	Patricia K. Woods currently serves as a Transformation Coach for the South Carolina Department of Education. Previously, she held the position of Dean of Instruction at Legacy Early College (grades K-4 through 12) in Greenville, SC. Prior experience includes Master Teacher and Behavior Interventionist for Edgefield County Schools. She is a certified Mentor Trainer through South Carolina's Center for Education Recruitment, Retention, and Advancement and a certified South Carolina Teaching Standards 4.0 evaluator, and is eleot trained through AdvancED/Measured Progress. Her educational background includes a bachelor's degree in English and art from Newberry College, an associate's degree in nursing from the University of South Carolina, and a master's degree in education from Southern Wesleyan University and has National Board Certification in Exceptional Needs, Birth to 21. She is currently enrolled in an English Speakers of Other Languages Add-on certification cohort through USC Upstate.

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	30.5	45.2	35.6	55.7	36.8	42.1	41.1	52.5	20.0	43.7	24.4	53.6
4	30	43.9	24	48.1	11.4	40.9	25.0	46.4	26.4	43.4	32.4	46.7
5	7.7	38.9	10.3	45.2	22.8	38.3	11.4	40.0	34.2	41.2	23.7	44.3
6		39.9		42.6		39.7		41.5		41.0		39.5
7		40.1		34.9		36.4		33.3		40.7		34.7
8		39.2		36.6		40.1		34.5		44.7		32.4

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			Grade 6			Grade 7			Grade 8		
	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016
Science	26	22.7	55.9		25.7	55.3									
State Avg. Science	49.8	48.4	65.0		46.7	65.7	47.7	48.0	62.1		46.5	70.6	48.7	49.5	66.2
Social Studies		72.7	91.2	38.5	60.0	73.7									
State Avg. Social Studies		80.8	81.3	69.9	70.9	71.5		73.3	76.3	66.4	63.5	68.4		67.7	69.5

Schedule

Sunday, March 31, 2019

Time	Event	Where	Who
3:00 p.m.	Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:00 p.m. – 4:45 p.m.	Principal Presentation	School	Diagnostic Review Team Members
4:45 p.m. – 6:30 p.m.	Team returns to hotel		
6:45 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
7:15 a.m.	Team arrives at Dover	School office	Diagnostic Review Team Members
7:30 a.m. – 3:30 p.m.	Classroom Observations Using elect / Student Interviews / Stakeholder Interviews/ Artifact and Document Review / Parent Interviews	School	Diagnostic Review Team Members
3:35 p.m. – 4:25 p.m.	Principal Interview		Diagnostic Review Team Members
4:30 p.m. – 6:00 p.m.	Team returns to hotel		
6:00 p.m. – 8:30 p.m.	Team Work Session #2	Hotel conference room	Diagnostic Review Team Members

Tuesday, April 2, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at Dover	School	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Interviews / Artifact Review / Classroom Observations	School	Diagnostic Review Team Members
9:30 a.m. – 10:15 a.m.	Interview district office representative	School	Diagnostic Review Team Members
9:30 a.m. – 10:15 a.m.	Principal Interview Follow-Up		Diagnostic Review Team Members
4:00 p.m. – 6:00 p.m.	Team returns to hotel and has dinner on own		
6:00 p.m. – 8:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, April 3, 2019

Time	Event	Where	Who
8:30 a.m. – 11:00 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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