

April 28–May 1, 2019

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# AdvancED® Engagement Review Report



## AdvancED® Diagnostic Review

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Results for: Gordon 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)	6
Certified Staff	23
Non-certified Staff	1
Students	100
Parents	4
<b>Total</b>	<b>137</b>

## AdvancED Standards Diagnostic Results

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

### Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Emerging
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.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Needs Improvement
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Needs Improvement

## Learning Capacity Domain

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

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

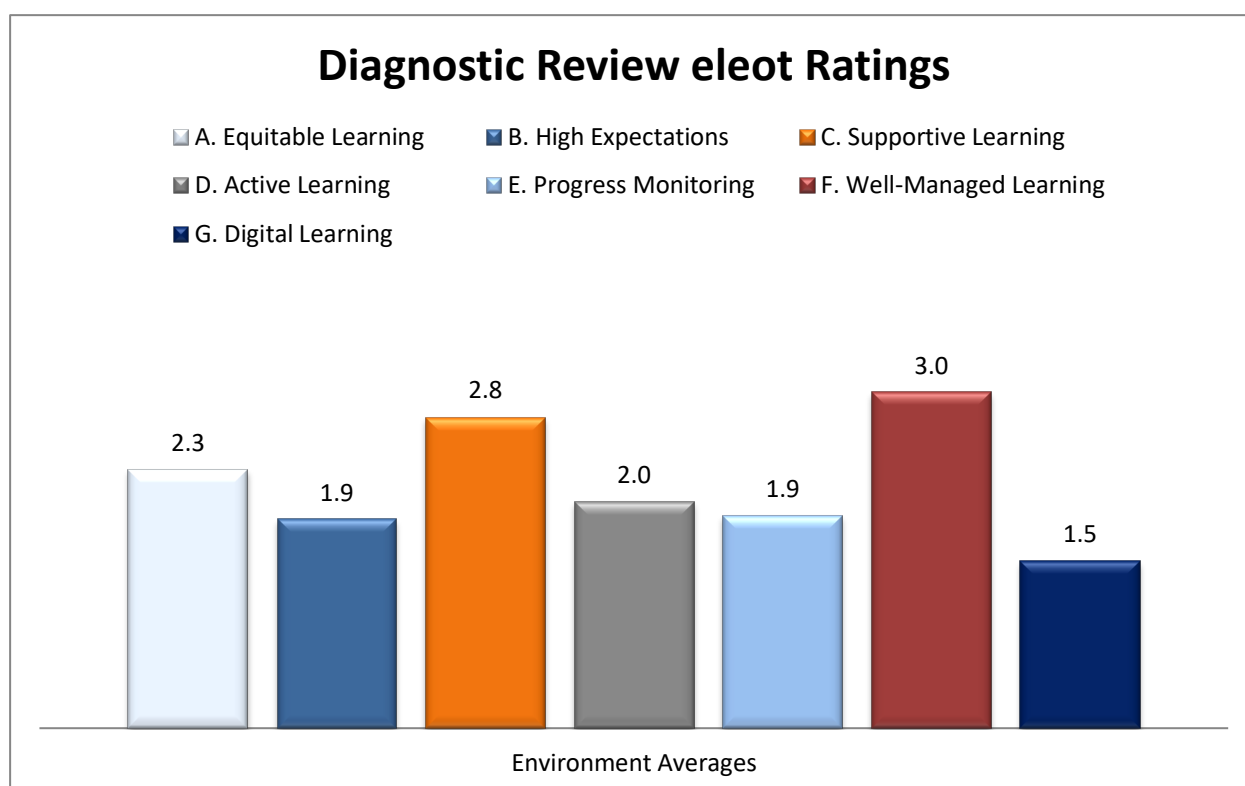
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Emerging
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality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

# Effective Learning Environments Observation Tool® (eleot®)

## Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 26 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.	65%	23%	8%	4%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	12%	23%	42%	23%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	4%	23%	31%	42%
A4	1.9	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.	46%	27%	15%	12%
Overall rating on a 4 point scale:			2.3			

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.	42%	31%	27%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	15%	50%	31%	4%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	50%	42%	8%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	38%	46%	15%	0%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	35%	42%	15%	8%
Overall rating on a 4 point scale:			1.9			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.9	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	12%	15%	42%	31%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	19%	38%	15%	27%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	8%	35%	31%	27%
C4	3.0	Learners demonstrate a congenial and supportive relationship with their teacher.	12%	19%	27%	42%
Overall rating on a 4 point scale:			2.8			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.1	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	23%	46%	27%	4%
D2	1.8	Learners make connections from content to real-life experiences.	42%	31%	27%	0%
D3	2.4	Learners are actively engaged in the learning activities.	23%	27%	35%	15%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	54%	19%	23%	4%
Overall rating on a 4 point scale:			2.0			

E. Progress Monitoring & Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	58%	31%	12%	0%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	23%	38%	27%	12%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	19%	38%	38%	4%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	62%	23%	12%	4%
Overall rating on a 4 point scale:			1.9			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.3	Learners speak and interact respectfully with teacher(s) and each other.	4%	19%	23%	54%
F2	3.2	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	4%	23%	23%	50%
F3	3.0	Learners transition smoothly and efficiently from one activity to another.	15%	12%	35%	38%
F4	2.7	Learners use class time purposefully with minimal wasted time or disruptions.	15%	27%	35%	23%
Overall rating on a 4 point scale:			3.0			

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.	58%	12%	19%	12%
G2	1.5	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	73%	8%	15%	4%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	88%	8%	4%	0%
Overall rating on a 4 point scale:		1.5				

## eleot Narrative

The Diagnostic Review Team conducted 26 classroom observations, which provided insight into teaching and learning practices at Gordon Elementary School. The Well-Managed Learning Environment earned an average overall rating of 3.0 on a four-point scale and contained two relative strengths related to students following rules and moving from activity to activity in an orderly manner. It was evident/very evident in 73 percent of classrooms that students “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2) and “transition smoothly and efficiently from one activity to another” (F3). Another relative strength related to student behavior was that students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 77 percent of classrooms.

The team was troubled with the lack of high expectations observed in most classrooms. Students who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4) were evident/very evident in 15 percent of classrooms. The team observed low-level instruction in many classrooms. Instruction was also not consistently aligned with state standards. In eight percent of classrooms, it was evident/very evident that students “demonstrate and/or are able to describe high quality work” (B3). Instances of students who “engage in activities and learning that are challenging but attainable” (B2) were evident/very evident in 35 percent of classrooms.

Closely related to high expectations, effective instruction was not observed by the team in most classrooms. The team noted that effective instruction that actively engages students in meaningful and relevant learning could serve as one lever to improve student behavior. Students who “are actively engaged in the learning activities” (D3) were evident/very evident in 50 percent of classrooms, suggesting that in about half of the classrooms this important practice could not be verified. Also, students seldom had the opportunity to work together to solve problems and learn from each other. For example, students who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4) were evident/very evident in 27 percent of classrooms. It was evident/very evident in 31 percent of classrooms that students’ “discussions/dialogues/exchanges with each other and teacher predominate” (D1).

Students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in 16 percent of classrooms. The team observed few students using rubrics, scoring guides, or examples of proficient work to guide their learning. Moreover, the classroom observation data showed students seldom monitored their own learning. Instances of students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 12 percent of classrooms.

Finally, the team was concerned with the absence of differentiated instruction in most classrooms. For example, students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 12 percent of classrooms. Interview data showed that student performance data were not consistently used to identify and address the learning needs of all students. One way that the school could meet the needs of students is by having adaptive and other types of technology available for student use. While the school had a one-to-one initiative and every student had access to a device, the team was troubled by the infrequent use of technology to meet the academic needs of students.

The school is encouraged to carefully review items in all Learning Environments to identify and prioritize practices that can be leveraged to improve teaching and learning.

## Findings

### Improvement Priorities

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

#### Improvement Priority #1

Collaboratively (e.g., all staff members, external experts) establish and implement a consistent process for monitoring instruction beyond the required evaluation system. Provide all staff members with professional development about effective instructional and classroom management practices. Provide teachers with timely, specific feedback from observations and ongoing support from current leadership and experts to improve instructional and classroom management practices. (Priority Standard 1.6)

#### Evidence:

##### Student Performance Data:

The student performance data, as detailed in an addendum to this report, suggested that the school did not establish supervision and evaluation processes that could lead to improved instructional effectiveness and student achievement. The state assessment results for the school were significantly below state averages over the last three years and generally did not reflect improvement over time. For example, the percentage of fifth-grade students who met or exceeded benchmarks in mathematics on the South Carolina College-and Career-Ready Assessment (SC Ready) in 2015-2016 was 26.7 percent, in 2016-2017 was 20.8 percent, and in 2017-2018 was 20.9 percent. In some instances, performance increased one year and declined in another, as evidenced by the percentage of fourth-grade students who met or exceeded the English language arts (ELA) benchmarks over the three years, with 28.9 percent in 2015-2016, 26.3 percent in 2016-2017, and 28.5 percent in 2017-2018. The percentage of fifth-grade students who met or exceeded the ELA benchmarks declined significantly over the three-year period, with 22.1 percent in 2015-2016, 20.8 percent in 2016-2017, and 14.3 percent in 2017-2018.

##### Classroom Observation Data:

The classroom observation data, as previously discussed, indicated that effective and evidence-based instructional practices were infrequently used across the school. The team was concerned that learners who “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in eight percent of classrooms. Students in nearly all classes were engaged in low-level cognitive tasks and activities that usually required students to recall information.

In 27 percent of classrooms, students who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4) were evident/very evident. In 12 percent of classrooms, learners who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident. Students in most classes were engaged in whole-group instruction.

Likewise, instances of students who “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” (A4) and “make connections from content to real-life experiences” (D2) were evident/very evident in 27 percent of classrooms. The team noted that questions posed by teachers in the vast majority of classes were limited to basic recall of information, or students were completing worksheets

with “fill in the blank” responses, which provided few opportunities for students to engage in higher-order thinking.

**Stakeholder Interview Data:**

The stakeholder interview data revealed that school leaders used the “South Carolina Teaching Standards 4.0” framework for certificate-renewal evaluations and the “Instructional Walk-Through Form” for walkthrough observations. Some staff members indicated that administrators regularly conducted walkthroughs and left a copy of the “Instructional Walk-Through Form” for immediate feedback, while other stakeholders indicated that the walkthrough process was inconsistent. In general, the interview data indicated an incoherent structure for supervision and evaluation and a lack of a clear focus on improving the professional practices of teachers.

Stakeholders consistently shared concerns regarding student behavior. The Diagnostic Review Team observed compliant students during the first half of the day; however, during the second half of the day, students were significantly more disruptive. While few instructional staff members recognized the need for active learning strategies or instructional professional development, most staff members and administration recognized the need to minimize student disruptions and improve consistency in discipline.

**Stakeholder Perception/Experience Data:**

In general, the staff member survey data were positive, suggesting that staff members had positive perceptions about school practices, conditions, and leadership. Regarding supervision, 93 percent of staff members agreed/strongly agreed with the statement “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning” (D7). These perceptions were inconsistent with student performance and classroom observation data as discussed above.

**Documents and Artifacts:**

The team was given and reviewed the Gordon Elementary School (GES) Daily/Weekly observation schedule, which showed the times when teachers would be observed each week. Documentation of the observations was not provided. Faculty meeting agendas and minutes were provided, as were professional development agendas for the RACE (i.e., Restate the question; Answer the question completely; Cite evidence from the text; Explain the text evidence) writing strategy, differentiation, an independent reading conference teacher demo, shared reading lessons, book study, and balanced literacy.

**Improvement Priority #2**

Use a collaborative process to develop and align goals and strategies to determine human and fiscal resources, staff development, student support services, and programs that address social, emotional, developmental and academic needs, support, or enrichment. Establish a consistent school-wide referral process to address the needs of the whole child. Monitor the degree to which desired outcomes are reached. (Priority Standard 2.9; Secondary Standard 3.8)

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

The student performance data, as detailed in an addendum to this report, suggested that the school did not establish processes to ensure all students had access to highly effective learning environments that lead to next-level preparedness. Results for all assessed grade levels showed student performance was significantly below state averages. Student performance data were among those data considered to determine Improvement Priority #2.

**Classroom Observation Data:**

The classroom observation data, as previously discussed, indicated that the school did not successfully establish a process that ensured effective instructional practices were systematically implemented across the school. The team was concerned with the low level of student engagement, low academic expectations, and few instances of rigorous coursework. In 12 percent of classrooms, it was evident/very evident that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Similarly, instances of students who “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” (A4) were evident/very evident in 27 percent of classrooms.

**Stakeholder Interview Data:**

The student interview data showed that administration implemented a five-step process for referring a student to the office for disruptive behavior. Teachers and administrators were frustrated with behavior disruptions in the learning environment. Interview data showed that a small number of teachers were responsible for 50 percent of the current office referrals.

The interview data suggested that staff members generally were frustrated with the lack of consistency in how discipline was handled, which caused morale to weaken among them. Administration was equally frustrated with the lack of classroom management. No stakeholders recognized that there was a direct relationship between the low-levels of instructional rigor in the learning environment and student behavior. Multiple stakeholders mentioned that students had a great number of problems or challenges in their home environments. The Diagnostic Review Team was concerned that a behavioral system was not established that recognized the needs of the whole child.

The interview data suggested that staff members frequently hesitated to refer students to the office, because the principal created a list of teacher names and the number of times that each teacher referred students to the office. This list was posted in the teacher workroom, which according to the principal, was to create accountability among teachers for classroom discipline.

The number of students in classrooms fluctuated. During the week that the Diagnostic Review Team was at Gordon Elementary, for example, fifth grade grew by eight students due to the transient population. The increasing class sizes created an additional classroom management challenge for teachers, as did absorbing

students from a teacher's class who was on long-term medical leave with no replacement. The increasing number of students in classrooms concerned parents and administration, given the physical size of the classrooms. However, iReady was used for pullout instruction to reduce the number of students in general education classrooms.

**Stakeholder Perception/Experience Data:**

The stakeholder perception data conflicted with both observation and student performance data regarding the quality of instruction and how the school addressed the whole child. According to the survey data, stakeholders generally reported being well-satisfied with instructional practices. For example, 85 percent of staff members agreed/strongly agreed that "In our school, related learning support services are provided for all students based on their needs" (E12). Parent survey data also conflicted with observation and student performance data. For example, 81 percent of parents agreed/strongly agreed that "All of my child's teachers meet his/her learning needs by individualizing instruction" (E4).

**Documents and Artifacts:**

The school provided copies of the master schedule and daily instructional schedules for the Diagnostic Review Team to review. A discipline referral chart was posted in the workroom used by the Diagnostic Review Team. Referral totals from last year and this year to date were provided. The team was also given documentation of the five-step discipline process. Lunch Buddies posters and Meet Me in the Café posters were posted in the building.



## Insights from the Review

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

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

### Strengths:

According to the information provided during the principal overview presentation, Gordon Elementary was modeling instructional strategies through the "I do, You do, We do" approach, as the faculty learns and implements balanced literacy, Measures of Academic Progress (MAP) assessment benchmarks, and leveled literacy interventions.

Recent survey data and the Diagnostic Review Team observations of daily school operations indicated that a data-driven culture exists at the school. The Diagnostic Review Team observed teachers and students using yellow cards to document their MAP scores and teachers writing areas of concerns in data notebooks. Yellow cards were also used to document reading conferencing information. Observation data consistently revealed that teachers were actively reading and interpreting student data, which was an initiative led by the administrator. Ninety-two percent of parents agreed/strongly agreed that "My child is given multiple assessments to measure his/her understanding of what was taught" (E12). Ninety-two percent of staff members also agreed/strongly agreed that "Our school uses multiple assessment measures to determine student learning and school performance" (G1).

Gordon Elementary School provided many resources to support learning for its approximately 500 students, including a full-time guidance counselor, a reading coach, an assistant principal, and a principal. The student-to-computer ratio at Gordon Elementary School was one-to-one, and students had the opportunity to experience programs such as Study Island, iReady, and IXL. Ninety-two percent of students 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:

The student performance and classroom data, as detailed in an addendum to this report, suggested that the school did not establish an effective, results-driven learning environment for teachers and students. The school focused on benchmarking and analyzing data, suggesting a clear intent to improve learning conditions and student performance. Leadership reintroduced professional development such as balanced literacy, which had been effective in the past. However, there was great focus on interpreting and analyzing data but less focus on applying data to modify instructional strategies.

Although the team was given a hard copy of an evaluation schedule to show evidence of walkthrough observations, the interview data suggested a lack of consistency in implementation. To provide the level of instruction necessary to improve the learning environment, school leaders are encouraged to establish and implement a systematic process for monitoring and adjusting instruction and classroom management strategies (e.g., frequent classroom observations, timely and meaningful feedback, follow-up observations, ongoing support). Although leaders and teachers analyzed data, a formal plan for using findings to improve instruction was not established.

The interview data and review of documentation suggested that school leaders were committed to improving student outcomes. An obvious desire to align resources that affect student learning was present. 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 of 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
Dr. Wendy Oliver	Wendy Oliver has over 20 years of experience as a teacher, administrator, and leader in education. She is currently the chief learning architect and a managing partner for Partners for Digital Learning in Chattanooga, Tennessee. In that position, she designs digital curriculum and consults with schools and organizations to develop their own curriculum or implement professional development in order to ensure digital resources are implemented with fidelity. Dr. Oliver holds a doctorate in educational learning and leadership with a focus in educational technology from the University of Tennessee at Chattanooga. She also has her master's degree, an educational specialist degree, and a bachelor's degree in English with a secondary certification. Dr. Oliver also has experience as an adjunct professor for Chattanooga State Technical Community College, where she taught English as a Second Language.
John Cobb	John Cobb has over 25 years of experience as a teacher, school administrator, and district leader. He is currently the executive director of coaching and mentoring for the Charleston County School District located in Charleston, South Carolina. In that position, he mentors and coaches young principals who need support implementing processes and establishing procedures to make systemic changes in three schools. He holds a master's degree in elementary school supervision and an educational specialist degree in education leadership from The Citadel. He also has a bachelor's degree in education.
Jennifer Gnann	Jennifer Gnann has been a Transformation Coach for the South Carolina Department of Education for over two years. Mrs. Gnann spent the last 18 years working with students and adults in North and South Carolina. She taught math and science to first through third graders in a North Carolina charter school and was dean of academic affairs and principal at another North Carolina charter school.
Joey Greene	Joey Greene has been in education since 2001. She currently serves in the role of a Transformation Coach. In that role, she meets the needs of teachers while following her passion of ensuring that every student receives quality instruction. She earned her bachelor's degree in elementary education from The College of Charleston in 2001 and her master's degree in administration from the University of South Carolina in 2015. She is most proud of her work serving as a partner to create a school within a school.
Dr. Matrell Sturkey	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 the professional development activities for over 2,500 certified and support staff members to include 14 elementary schools, three middle schools, three high schools, and four program sites. Dr. Sturkey holds a doctorate degree in educational leadership with a focus on 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.

## Addenda

### Student Performance Data

**Section I: Percentages 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
<b>3</b>	29.7	45.2	39.3	55.7		42.1		52.5		43.7		53.6
<b>4</b>	28.5	43.9	30.8	48.1	26.3	40.9	24.7	46.4	28.9	43.4	32.7	46.7
<b>5</b>	14.3	38.9	20.9	45.2	20.8	38.3	20.8	40.0	22.1	41.2	26.7	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
<b>Science</b>	32.3	27.5	48.9		27.9	49.1
<b>State Avg. Science</b>	49.8	48.4	65.0		46.7	65.7
<b>Social Studies</b>		75.7	71.1	50.0	59.3	53.4
<b>State Avg. Social Studies</b>		80.8	81.3	69.9	70.9	71.5

## Schedule

### Sunday, April 28, 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
5:15 p.m. – 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

### Monday, April 29, 2019

Time	Event	Where	Who
7:15 a.m.	Team arrives at Gordon Elementary School	School Office	Diagnostic Review Team Members
7:40 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

### Tuesday, April 30, 2019

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

### Wednesday, May 1, 2019

Time	Event	Where	Who
8:00 a.m. – 10:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members



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