

April 7–10, 2019



AdvancED® Engagement Review Report



AdvancED® Diagnostic Review

Results for: Lakeview Middle 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	4
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	7
Certified Staff	42
Non-certified Staff	9
Students	37
Parents	6
Total	107

AdvancED Standards Diagnostic Results

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

Leadership Capacity Domain

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

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Needs Improvement
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Needs Improvement
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Needs Improvement
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Needs Improvement
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Needs Improvement
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Needs Improvement
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Needs Improvement

Learning Capacity Domain

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

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

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

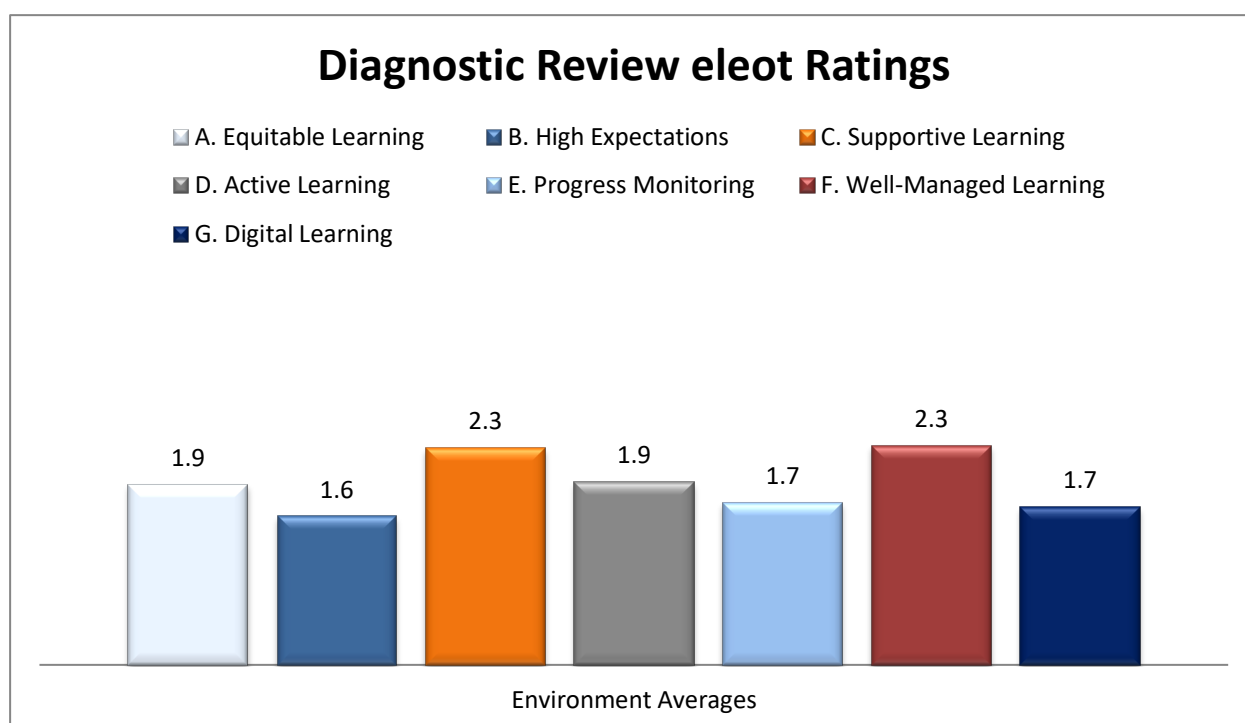
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration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

Effective Learning Environments Observation Tool® (eleot®)

Results

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

Every member of the Diagnostic Review team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 30 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	77%	13%	10%	0%
A2	2.4	Learners have equal access to classroom discussions, activities, resources, technology, and support.	13%	40%	43%	3%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	10%	17%	73%	0%
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.	83%	10%	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.	53%	37%	10%	0%
B2	1.8	Learners engage in activities and learning that are challenging but attainable.	33%	53%	13%	0%
B3	1.2	Learners demonstrate and/or are able to describe high quality work.	80%	17%	3%	0%
B4	1.6	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	53%	37%	10%	0%
B5	1.6	Learners take responsibility for and are self-directed in their learning.	43%	50%	7%	0%
Overall rating on a 4 point scale:			1.6			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	23%	53%	20%	3%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	33%	27%	37%	3%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	10%	43%	43%	3%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	10%	27%	60%	3%
Overall rating on a 4 point scale:			2.3			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	20%	57%	23%	0%
D2	1.8	Learners make connections from content to real-life experiences.	37%	50%	13%	0%
D3	2.1	Learners are actively engaged in the learning activities.	20%	50%	30%	0%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	47%	33%	17%	3%
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	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	53%	30%	17%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	20%	50%	30%	0%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	30%	50%	20%	0%
E4	1.2	Learners understand and/or are able to explain how their work is assessed.	83%	17%	0%	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	2.5	Learners speak and interact respectfully with teacher(s) and each other.	10%	37%	43%	10%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	13%	37%	40%	10%
F3	2.0	Learners transition smoothly and efficiently from one activity to another.	43%	13%	40%	3%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	30%	27%	40%	3%
Overall rating on a 4 point scale:		2.3				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	2.0	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	43%	20%	33%	3%
G2	1.6	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	67%	13%	17%	3%
G3	1.4	Learners use digital tools/technology to communicate and work collaboratively for learning.	73%	10%	17%	0%
Overall rating on a 4 point scale:		1.7				

eleot Narrative

The Diagnostic Review Team for Lakeview Middle School conducted 30 classroom observations in core content classes, which provided sufficient insight into instructional practices and student learning across the school. Of the seven learning environments, the Supportive and Well-Managed Learning Environments received the highest overall average rating of 2.3 on a four-point scale. The High Expectations Learning Environment had the lowest overall average rating of 1.6. The next lowest rated were the Progress Monitoring and Feedback and Digital Learning Environments, where were each rated 1.7.

Classroom observation data revealed two strengths. First, instances of students who “are treated in a fair, clear and consistent manner” (A3) were evident/very evident in 73 percent of classrooms. Next, it was evident/very evident in 63 percent of classrooms that students “demonstrate a congenial and supportive relationship with their teacher” (C4).

Although the Diagnostic Review Team identified items needing improvement in all seven learning environments, the three lowest-rated items emerged in the High Expectations Learning Environment and Progress Monitoring and Feedback Learning Environment. Instances of students who “understand and are able to explain how their work is assessed” (E4) were evident/very evident in zero percent of classrooms. Additionally, students who “demonstrate and/or are able to describe high quality work” were evident/very evident in three percent of classrooms (B3). Finally, in seven percent of classrooms, it was evident/very evident that students “take responsibility for and are self-directed in their learning” (B5).

The classroom observation data further revealed that instances of 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 10 percent of classrooms. Also, students who “engage in activities and learning that are challenging but attainable” (B2) were evident/very evident in 13 percent of classrooms. The data also revealed it was evident/very evident in 10 percent of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1).

Few instances existed where students were involved in differentiated learning activities. The Diagnostic Review Team found that in 10 percent of classrooms, it was evident/very evident that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1).

While the Greenville School District invested significant financial resources in the implementation of a one-to-one digital initiative for students, the devices at Lakeview Middle School were observed in use primarily to access programs. Instances of students who “use digital tools/technology to communicate and work collaboratively for learning” (G3) were evident/very evident in 17 percent of classrooms. The low scores for all three items in the Digital Learning Environment provide an opportunity to improve student use of technology as a leverage point for school improvement.

In conclusion, the classroom observation data revealed that students were rarely exposed to differentiated learning opportunities, high expectations, or rigorous course work. Students had few differentiated tasks and ongoing activities to connect classwork with their own and other’s backgrounds. The Diagnostic Review Team observed varied instructional practices in few classrooms. In most instances, instruction was teacher-directed and few students were actively involved in learning. Additionally, few opportunities existed for students to understand how their learning connected to the realities of their lives. The observation data revealed a lack of student understanding about how work was assessed. Use of high-quality exemplars to guide student work was an uncommon practice in classrooms.

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

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, implement, monitor, and communicate a systematic continuous improvement process for improving conditions that support and affect instruction and student learning. Ensure the process includes the following: 1) a communication plan to inform all stakeholders; 2) procedures for analyzing and disaggregating data to identify academic and non-academic needs; 3) an assessment of high-yield instructional strategies that are evidence-based and lead to best-practice instruction; and 4) systematic use of formal standard operating procedures based on research and best practices. (Standard 1.3)

Evidence:

Student Performance Data:

The student performance data, as indicated in an addendum to this report, showed students at Lakeview Middle School met the 2017-2018 South Carolina College-and-Career-Ready (SC READY) Assessment benchmark of “Meets and Exceeds” at a significantly lower rate than the state average in English language arts (ELA) and mathematics. The percent of Lakeview Middle School eighth-grade students who met benchmark was significantly lower than the state average in ELA (15.4 percent versus 39.2 percent) and mathematics (11.1 percent versus 36.6 percent). The percent of seventh-grade students who met benchmark was also significantly lower than the state average in ELA (17.1 percent versus 40.1 percent) and mathematics (15.9 percent vs. 34.9 percent). And the percent of sixth-grade students who met benchmark was lower than the state average in ELA (21.9 percent versus 39.9 percent) and mathematics (25.2 percent versus 42.6 percent). The student performance data also revealed students at Lakeview Middle School did not meet student performance goals in 2015-2016, 2016-2017, or 2017-2018. Additionally, the percentage of seventh-grade and eighth-grade students who met Grade Level Standards on the South Carolina Palmetto Assessment of State Standards (SCPASS) in science decreased for the past three years (2015-2016, 2016-2017, 2017-2018).

Stakeholder Interview Data:

The stakeholder interview data revealed that teachers and administrators could not define or explain the continuous improvement process used at Lakeview Middle School. Additionally, the interview data revealed that teachers and administrators were unable to consistently communicate the school’s purpose or define collective beliefs about teaching and learning expectations. Additionally, parents reported they were not directly involved in the continuous improvement process. Stakeholder interview data also showed that district leaders and Lakeview Middle School staff members agreed that there was a need to develop and monitor a continuous improvement process focused on student achievement. Many staff members were troubled that lack of follow-through caused inconsistency with most systematic processes and support of academic programs. Furthermore, staff members were concerned by the lack of protocols and next steps when programs and initiatives were implemented. Interview data also revealed that most teachers were concerned that school administrators were inconsistent in holding staff members accountable for the behavior and academic performance of students at Lakeview Middle School.

Stakeholder Perception/Experience Data:

The stakeholder survey data showed that 59 percent of Lakeview Middle School staff members agreed/strongly agreed with the statement, “Our school has a systematic process for collecting, analyzing, and using data” (G3). The survey data revealed that while 83 percent of parents agreed/strongly agreed that “Our school communicates effectively about the school’s goals and activities” (D5). Sixty-one percent of students agreed/strongly agreed that “In my school, the purpose and expectations are clearly explained to me and my family” (C2). Additionally, 53 percent of students agreed/strongly agreed with the statement “All of my teachers change their teaching to meet my learning needs” (E9).

Documents and Artifacts:

A review of documents and artifacts revealed that while the school had a rough draft of its School Renewal Plan, the plan lacked progress of actions, implementation indicators, and impact measures. The Data Drive Protocol was provided to the Diagnostic Review Team. According to the principal, teachers filled out this form after every benchmark assessment and the information was shared with students; however, during interviews with instructional coaches, teachers, and students, it was revealed that none were familiar with this tool. Furthermore, the Diagnostic Review Team found no evidence that student data were shared or used to improve student learning. Meeting agendas were shared, yet they lacked a standard, systematic process including timelines, actions, and next steps. A review of the “Faculty Handbook” revealed that the “Shared Values/Belief Statement” was a “work in progress,” as this statement was highlighted.

Improvement Priority #2

Engage in consistent and deliberate planning and embed instructional strategies (e.g., use of exemplars, active learning, differentiation, project-based learning, higher-order thinking skills, student-centered technology) that require student collaboration, self-reflection, and development of critical thinking skills to address individual learner's needs and interests. (Standard 2.1)

Evidence:**Student Performance Data:**

The student performance data, as detailed in an addendum to this report, indicated the absence of consistent and deliberate planning to embed high-yield instructional strategies into the teaching and learning process. The performance data previously described were considered by the Diagnostic Review Team in identifying Improvement Priority #2.

Classroom Observation Data:

The classroom observation data, as detailed previously in this report, suggested the absence of deliberate planning to embed high-yield instructional strategies into the teaching and learning process. Instances of students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 10 percent of classrooms. It was also evident/very evident in 10 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). It was evident/very evident in three percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3). The classroom observation data further revealed that instances of students who “engage in activities and learning that are challenging but attainable” (B2) were evident/very evident in 13 percent of classrooms. Additionally, it was evident/very evident in 17 percent of classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Finally, instances of students who “make connections from content to real-life experiences” (D2) were evident/very evident in 13 percent of classrooms.

Stakeholder Interview Data:

The stakeholder interview data revealed that while the master schedule provided time within the school day for professional learning community (PLC) meetings, student performance data and student work were seldom reviewed. Additionally, teachers indicated that PLC activities and meetings were not monitored with fidelity. During interviews, teachers indicated that data were not used to drive instruction or to ensure that teachers were deliberately planning to embed high-yield instructional strategies in the teaching and learning process. The interview data further showed that teachers had limited knowledge of why and how professional development activities were determined. Stakeholder interview data also revealed that the focus of lesson plans this year was on the inclusion of learning targets and not about the use of high-yield instructional strategies.

Stakeholder Perception/Experience Data:

The stakeholder interview data revealed 74 percent of parents agreed/strongly agreed with the statement, “All of my child's teachers meet his/her learning needs by individualizing instruction” (E4). Sixty-five percent of staff members agreed/strongly agreed with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). The survey data indicated that 65 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 “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills” (E11). The parent survey data showed that 70 percent of parents agreed/strongly agreed that “All of my child’s teachers give work that challenges my child” (E2), and 78 percent agreed/strongly agreed that “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs” (E1).

Student surveys revealed that 53 percent of students agreed/strongly agreed with the statement, “All my teachers change their teaching to meet my learning needs” (E9). Additionally, 68 percent of students agreed/strongly agreed that “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed” (E8). Finally, the student survey data revealed that 67 percent of students agreed/strongly agreed that “My school provides me with challenging curriculum and learning experiences” (E2).

These collective findings from stakeholder surveys pointed to limited use of personalized instructional strategies, challenging student work, and use of data to adjust instruction to meet student needs.

Documents and Artifacts:

A review of documents and artifacts revealed that while some copies of lesson plans were shared with the Diagnostic Review Team, the focus of the feedback provided to teachers was not on the inclusion and use of high-yield instructional strategies. Additionally, the Diagnostic Review Team was unable to verify the use of common assessments.

Improvement Priority #3

Implement, communicate, evaluate, and monitor formal processes to identify and address the specialized social, emotional, developmental, and academic needs of individual students across the school. Collect and analyze data to monitor, adjust, and evaluate the effectiveness of programs and services to meet the specialized needs of diverse learners, including English language learners and students with disabilities. (Standard 2.9)

Evidence:**Student Performance Data:**

The student performance data, as detailed in an addendum to this report, indicated the absence of a formal process that ensured the specialized social, emotional, developmental, and academic needs of individual students were identified and addressed. The performance data previously described were considered by the Diagnostic Review Team in identifying Improvement Priority #3.

Classroom Observation Data:

The classroom observation data, as previously discussed, revealed that the individual and unique needs of students were not being met. Instances of students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 10 percent of classrooms. Further, instances of students who “demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1) were evident/very evident in 23 percent of classrooms. It was evident/very evident in 40 percent of classrooms that students “take risks in learning (without fear of negative feedback)” (C2). Additionally, the team noted a lack of rituals and routines that facilitate seamless transitions between activities, as it was evident/very evident that students “transition smoothly and efficiently from one activity to another” (F3) in 43 percent of classrooms. Furthermore, it was evident/very evident that students “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2) in 50 percent of classrooms.

Stakeholder Interview Data:

The stakeholder interview data indicated that teachers could not articulate how they used data to make decisions to drive instruction. The interview data further revealed that content partner meetings focused on writing lesson plans; teachers spent little time analyzing data or student work.

Student interview data showed many students reported that Lakeview Middle School was, as one student stated, “not exactly the most amazing school.” When team members asked students how they knew they were performing well academically, the students generally responded that the grade they received on an assignment or test was how they knew.

Many stakeholders expressed concern with the lack of protocols and follow-through that existed at the school. Teachers reported they did not participate in enough professional development about how to deal with students from different backgrounds and cultures. A review of documents and artifacts indicated that of the 115 professional development events scheduled that only one was focused on English for Speakers of Other Languages (ESOL) strategies. Additionally, stakeholder perception data revealed that 59 percent of students agreed/strongly agreed that “My school provides learning services for me according to my needs” (E7).

Stakeholder Perception/Experience Data:

The survey data from staff, parents, and students provided more evidence of the limited existence of processes that identify and address the specialized social, emotional, developmental, and academic needs of individual students. Survey data indicated that while 75 percent of staff members agreed/strongly agreed with the

statement, “In our school all staff members use data to address the unique learning needs of all students” (E14), and 53 percent of students agreed/strongly agreed that “All of my teachers change their teaching to meet my learning needs” (E9). Survey data further revealed that while 72 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), 59 percent of students agreed/strongly agreed that “My school provides learning services for me according to my needs” (E7). Additionally, while 78 percent of staff members agreed/strongly agreed with the statement, “Our school provides high quality student support services (e.g., counseling, referrals, educational, career planning)” (F8) and 61 percent of students agreed/strongly agreed that “In my school, I have access to counseling, career planning and other programs to help me in school” (F7). Finally, 58 percent of students agreed/strongly agreed that “In my school, programs and services are available to help me succeed” (C1).

Documents and Artifacts:

A review of documents and artifacts revealed the absence of character-building activities, student data protocols, and structured discipline procedures. No meeting notes for team or department meetings were shared with the Diagnostic Review Team, and there was an absence of a systematic process to analyze the efficacy of programs and initiatives.

Improvement Priority #4

Design, implement, monitor, and evaluate a professional learning structure and expectations that promote collaboration and collegiality in order to improve learner performance and organizational effectiveness. Ensure that the learning structure includes a research-based protocol for professional learning communities (PLCs) and a documented plan to use the PLCs for the analysis of data to improve student learning. Also deliver professional development activities to improve professional practice. (Standard 3.2)

Evidence:**Student Performance Data:**

The student performance data, as detailed in an addendum to this report, indicated the absence of a learning structure and expectations that promote collaboration and collegiality in order to improve learner performance and organizational effectiveness. Student performance data were considered by the Diagnostic Review Team in identifying Improvement Priority #4

Stakeholder Interview Data:

Stakeholder interview data revealed that while PLCs were implemented during the 2016-2017 school year, the school was still refining this practice. The interview data also showed the absence of a PLC protocol. During interviews, staff indicated that protocols were needed in order to provide job-embedded professional development designed to address teacher effectiveness. The majority of staff members indicated that PLCs were not implemented consistently and pointed to the need for more sustainable and aligned learning plans and processes that maximize improvement planning. While the school shared several documents (e.g., professional development plan, data process, PLC collaboration schedule, coaching cycle, formal evaluation plan) with the Diagnostic Review Team, the interview data revealed many discrepancies and inconsistencies existed in the implementation of the professional learning structure. Additionally, the data indicated a lack of communication and protocols throughout the school.

Stakeholder Perception/Experience Data:

The stakeholder survey data showed that 67 percent of staff members agreed/strongly agreed with the statement, “Our school leaders support an innovative and collaborative culture” (D3). The survey data showed that 53 percent of staff members agreed that “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)” (E10). The parent survey data also revealed that 69 percent of parents agreed/strongly agreed that “All my child’s teachers work as a team to help my child” (E5). Additionally, student survey data showed that 68 percent of students agreed/strongly agreed with the statement, “In my school, teachers work together to improve student learning” (C5).

Documents and Artifacts:

A review of documents and artifacts showed that the school’s professional development plan for the year provided the date, time, topic, and presenter for the activities offered monthly. However, the plan did not provide information on the content of each presentation, an implementation/monitoring plan, or any evidence of impact or change in practice as a result of the professional development. Additionally, out of the 115 professional development events scheduled, 21 events were “to be determined” and only one focused on ESOL strategies. A weekly and monthly schedule for PLC meetings was provided that indicated a daily focus; however, meeting minutes and evidence of impact from these meetings were not shared. The review of documents and artifacts further revealed the absence of structures, protocols, norms, roles, and agenda formats for PLCs.

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:

The leadership team and teachers of Lakeview Middle School demonstrated they cared about their students. The Diagnostic Review Team observed a well-maintained facility and grounds that provided a clean environment for student learning. The principal demonstrated great care and concern for the students. She was regularly seen in the hallways interacting with them. Teachers expressed a shared belief of wanting every student to succeed and were eager to collaborate with one another to improve student learning. Students appeared ready to learn and were mostly courteous and well-behaved. The Diagnostic Review Team found the majority of teachers had well-organized classrooms and displayed anchor charts and other educational resources to support student learning. Additionally, many students expressed that teachers supported them and were approachable.

Continuous Improvement Process:

The Diagnostic Review Team identified four Improvement Priorities. Stakeholder interview and survey data and a review of documents and artifacts validated the need for a comprehensive continuous improvement process where teachers reflect, revise, and evaluate their classroom practices in order to increase student achievement. The ongoing and effective use of data to drive decision-making by teachers and leaders was not evident in practices or processes. Additionally, evidence indicated that an established, ongoing process to nurture instructional improvement was inconsistently implemented. While needs and priorities were identified, the school was in the early stages of developing and implementing a process that clearly defined high expectations and the appropriate level of rigor that, when effectively implemented, could positively affect student achievement. Moreover, the Diagnostic Review Team found that while school leaders used the informal monitoring protocol from the district, the process was used ineffectively at Lakeview Middle School.

The Diagnostic Review Team found evidence that the school engaged some stakeholders in a continuous improvement process but did not use data to routinely evaluate program effectiveness, monitor the impact of specific strategies, or determine attainment of improvement goals. The Diagnostic Review Team suggests the school establish and commit to a clear set of performance benchmarks and to well-defined and consistent operating procedures that monitor and determine the school's ability to meet future improvement goals.

The classroom observation data revealed a lack of consistency in implementing research-based, rigorous instruction in all content areas. Students engaging in high-quality work and teachers providing meaningful

feedback were seldom observed. In order to address critical curriculum, instruction, and assessment practices, the school is encouraged to find ways to actively engage teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data use, differentiated instruction, and high-yield instructional practices.

While Lakeview Middle School had structures (e.g., PLCs and grade-level meetings) that provided time for teachers to collaboratively learn and plan, teachers and school leaders seldom used data to drive instructional decisions, and activities carried out in these structures were not monitored consistently. Classroom observation and interview data confirmed that students had few opportunities to engage in personalized or differentiated learning tasks. School staff members need coaching and mentoring to maximize the implementation of high-yield instructional practices that continue student growth toward proficiency and provide opportunities to leverage improvement. Classroom teachers need additional support in order to effectively differentiate instruction, use exemplars to promote student understanding of high-quality work, and create a culture and climate conducive to learning.

Overall, effective, data-based continuous improvement planning processes with systems, programs, and practices were not established or used to monitor results from improvement efforts and communicate them to stakeholders. Furthermore, the school did not routinely use data to evaluate program effectiveness, monitor the impact of specific strategies, or determine attainment of goals. The school could benefit from establishing, committing to, and using a clear set of performance benchmarks and measures to monitor and determine the school's ability to meet improvement goals.

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
Milagros Fornell	Milagros Fornell is an educator who has had a powerful impact on her community, students, parents, and peers since her first day as a mathematics teacher in 1978. Throughout her 36-year career with Miami-Dade County Public Schools, she has served as school-site administrator, regional curriculum director, regional superintendent, associate superintendent/chief academic officer, and chief of staff. During her six years as chief academic officer, the district eliminated all F-rated high schools, student performance increased on both state and national measures, participation in and performance on Advanced Placement exams increased, graduation rates improved, and the district was awarded the Broad prize. Ms. Fornell earned a bachelor's degree in mathematics education and a master's degree in mathematics education from Florida International University.
Tina Jamison	Tina Jamison is an Education Associate on the School Improvement Team in the Office of School Transformation at the South Carolina Department of Education. Tina has over 23 years of experience in education, including nine years as a high school and middle school English teacher. Tina has served in the role of the SC High Schools that Work and Making Middle Grades Work State Director. She is current co-director for the SC Schools to Watch program and is on the board of the National Forum to Accelerate Middle Grades Reform.
Sue McGown	Sue McGown currently serves as a principal coach in a school district and as field supervisor for a teacher certification program. She has K-6 teaching experiences in urban and suburban school districts. Sue has been a charter principal of a middle school, charter principal of a comprehensive high school, and assistant superintendent for secondary curriculum and education. During her tenure as a principal on both campuses, she collaborated with her teams to create a vision/mission, build a foundation for learning, instill core values, provide equity access for all programs, and implement an enriching culture/climate with rigorous and relevant learning expectations. Sue holds a bachelor's degree in education and a master's degree in educational leadership.
Veronica Scott	Dr. Veronica Scott currently serves as a high school principal of a Title One school. Dr. Scott has experience mentoring, coaching, and supervising educators in the implementation of curriculum development, instructional strategies, lesson planning, and student assessments in conjunction with state policies and federal special education regulations. Dr. Scott holds a bachelor's degree in health education, a master's degree in counselor education, an education specialist degree in education administration, and a doctorate degree in education administration/leadership.

Team Member Name	Brief Biography
Kathy Surges	<p>Kathy Sturges spent more than 40 years working with PreK-12 learners in Massachusetts, New Jersey, Ohio, and South Carolina. She served in many capacities, including classroom teacher, curriculum facilitator, instructional coach, school improvement consultant, administrator, and college instructor. She worked in a variety of school settings including rural, urban, and suburban. She served as a staff developer for Learning Sciences International (LSI), working to strengthen teacher and leader effectiveness. Currently, she serves as a regional support coach for the South Carolina Department of Education, supporting transformation coaches through coaching, mentoring, and providing critical feedback that build the capacity of school leaders to foster a culture consistent with the school's purpose and direction and engage in a continuous improvement process leading to long-term systemic sustainability. Kathy received her bachelor's degree in early childhood education from Wheelock College, her master's degree in college student personnel from Northeastern University, and her principal's license from Xavier University.</p>

Addenda

Student Performance Data

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
3		45.2		55.7		42.1		52.5		43.7		53.6
4		43.9		48.1		40.9		46.4		43.4		46.7
5		38.9		45.2		38.3		40.0		41.2		44.3
6	21.9	39.9	25.2	42.6	17.8	39.7	25.6	41.5	4.3	41.0	9.8	39.5
7	17.1	40.1	15.9	34.9	11.2	36.4	10.5	33.3	10.9	40.7	4.5	34.7
8	15.4	39.2	11.1	36.6	15.6	40.1	8.3	34.5	14.2	44.7	10.6	32.4

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							24.4	27.0	17.8		23.5	30.8	22.2	23.1	26.4
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								68.1	42.3	62.2	52.3	38.5		32.5	30.7
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, April 7, 2019

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

Monday, April 8, 2019

Time	Event	Where	Who
7:00 a.m.	Team arrives at Lakeview Middle School	School office	Diagnostic Review team Members
7:30 a.m. – 4:15p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review team Members
4:15p.m. – 5:15 p.m.	Team returns to hotel		
5:45 p.m. – 8:30 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review team Members

Tuesday, April 9, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at Lakeview Middle 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. – 8:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review team Members

Wednesday, April 10, 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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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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