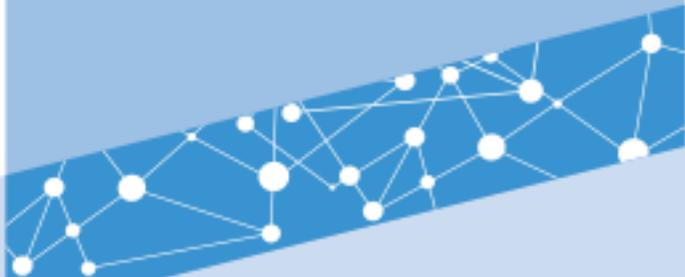


April 7–10, 2019



AdvancED[®] Engagement Review Report



AdvancED[®] Diagnostic Review

Results for: McCormick 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	7
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	13
Certified Staff	25
Non-certified Staff	8
Students	7
Parents	4
Total	65

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.	Emerging
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
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.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Needs Improvement
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Needs Improvement
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Emerging
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Needs Improvement
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

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

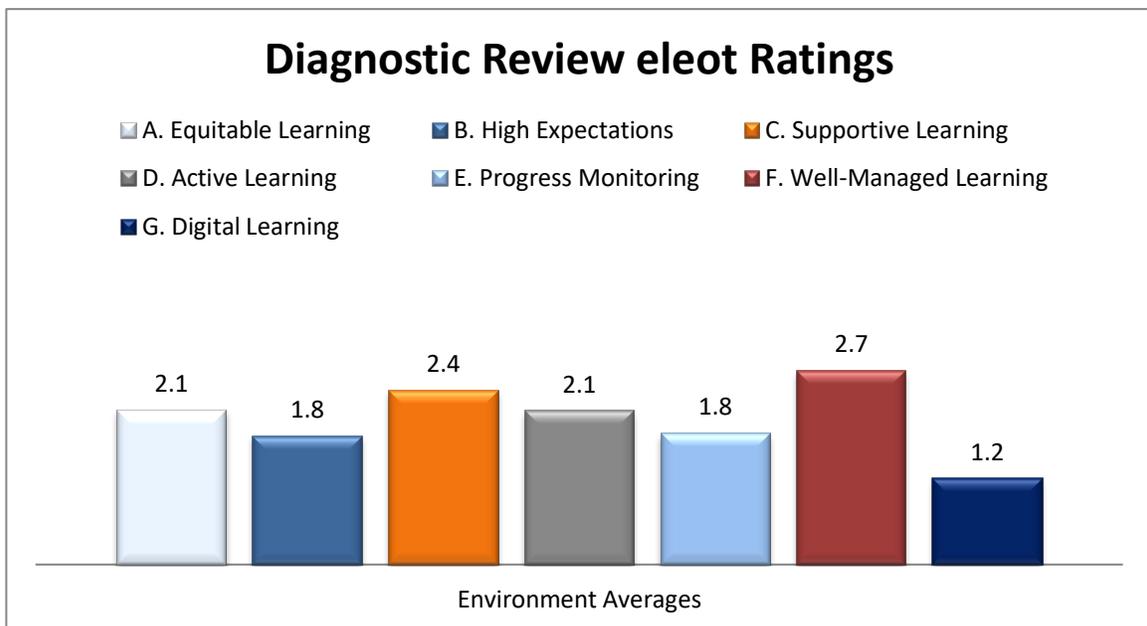
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution’s effectiveness.	Needs Improvement
3.2	The institution’s professional learning structure and expectations promote collaboration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

Effective Learning Environments Observation Tool® (eleot®)

Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 16 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	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	69%	25%	6%	0%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	38%	56%	6%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	0%	25%	56%	19%
A4	1.6	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.	63%	25%	6%	6%
Overall rating on a 4 point scale:			2.1			

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.	44%	31%	25%	0%
B2	1.9	Learners engage in activities and learning that are challenging but attainable.	19%	69%	13%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	75%	19%	0%	6%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	25%	63%	6%	6%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	38%	50%	6%	6%
Overall rating on a 4 point scale:			1.8			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	13%	44%	38%	6%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	25%	38%	38%	0%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	6%	38%	44%	13%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	19%	25%	44%	13%
Overall rating on a 4 point scale:			2.4			

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.	25%	44%	25%	6%
D2	1.8	Learners make connections from content to real-life experiences.	44%	38%	19%	0%
D3	2.5	Learners are actively engaged in the learning activities.	0%	56%	38%	6%
D4	2.1	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	19%	50%	31%	0%
Overall rating on a 4 point scale:			2.1			

E. Progress Monitoring & Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	63%	31%	6%	0%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	13%	56%	19%	13%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	19%	44%	38%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	81%	6%	13%	0%
Overall rating on a 4 point scale:			1.8			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.9	Learners speak and interact respectfully with teacher(s) and each other.	0%	31%	50%	19%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	44%	31%	25%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	19%	25%	38%	19%
F4	2.5	Learners use class time purposefully with minimal wasted time or disruptions.	13%	38%	38%	13%
Overall rating on a 4 point scale:			2.7			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.2	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	81%	19%	0%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	88%	6%	6%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	88%	6%	6%	0%
Overall rating on a 4 point scale:		1.2				

eleot Narrative

The Diagnostic Review Team conducted 16 core classroom observations, which provided the team with numerous opportunities to observe instructional practices and learning environments. Classroom observation data revealed that teachers primarily used whole-group instruction and typically delivered instruction through lecture. Students spent minimal time collaborating with peers during morning instructional time; rather, for the most part, students worked individually on worksheets or in supplemental workbooks. While all classrooms observed had technology available (e.g., Chromebook carts, laptops, charging stations), students were not using technology to supplement instruction in the classroom. The Digital Learning Environment earned the lowest overall rating of 1.2 on a four-point scale.

The Well-Managed Learning Environment earned the highest overall average rating of 2.7. The team noted that classroom management was a relative strength at McCormick Elementary School. Observational data revealed it was evident/very evident in 75 percent of classrooms that learners “are treated in a fair, clear, and consistent manner” (A3). Likewise, in 69 percent of classrooms, it was evident/very evident that learners “speak and interact respectfully with teacher(s) and each other” (F1). The team observed fewer instances, however, of students transitioning smoothly between activities and following classroom expectations. In 57 percent of the classrooms, it was evident/very evident that learners “transition smoothly and efficiently from one activity to another” (F3). Moreover, it was evident/very evident in 56 percent of classrooms that learners “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2). Interview data indicated the school’s recent implementation of Positive Behavioral Interventions and Supports (PBIS) had contributed to a more constructive learning environment with limited classroom disruptions.

As previously indicated, the Digital Learning Environment received the lowest rating. Despite the availability of technology in all observed classrooms, actual student use of digital tools was not evident. The few instances in which students used technology involved them identifying or selecting an item presented on a Promethean board by the teacher. Observation data revealed that technology was used solely by the teacher to present whole-class instruction or to watch a YouTube video. From the team’s observations, it was evident/very evident in only six percent of classrooms that learners used digital tools/technology to “conduct research, solve problems, and/or create original works for learning” (G2) and “communicate and work collaboratively for learning” (G3).

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

Collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making and to determine results in improvement (Standard 1.10).

Evidence:

Student Performance Data:

Student performance on the South Carolina College-and Career-Ready Assessments (SC READY) revealed a downward trajectory in English language arts (ELA) and math from 2015-2016 to 2017-2018 for the same cohort of students. In 2015-2016, when the cohort was in third grade, 23.2 percent of students met or exceeded the benchmark for ELA. By fourth grade (2016-2017), those who reached the “Meets or Exceeds” benchmark declined to 18.8 percent, and by fifth grade (2017-2018) the percent decreased to 7.2. Moreover, math scores declined similarly across the three years. Both ELA and math scores for the school were significantly below the state averages in all three years, with the exception of fifth-grade math scores in 2015-2016, which were 2.2 percentage points above the state average.

Classroom Observation Data:

The classroom observation data suggested the approach to school improvement was not collaborative, as the team did not observe consistent practices throughout the school. The Progress Monitoring and Feedback Learning Environment received an overall rating of 1.8 on a four-point scale. The team noted minimal use of assessment data to adjust teaching practices. Students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in 13 percent of classrooms. Additionally, it was evident/very evident in six percent of the classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1).

Stakeholder Interview Data:

Interview data revealed that school leaders rarely acknowledged or acted on stakeholder feedback. Stakeholders shared that the large number of initiatives implemented at the school were not well-supported by professional development or training on implementation. Stakeholders indicated that while teachers were included on various school improvement committees, leadership seldom solicited feedback from the members. Moreover, parents communicated that they did not feel involved in the decision-making process, as one stated, “We are involved after the decision is made for the follow-through.”

Stakeholder Perception/Experience Data:

The stakeholder survey data indicated that school leadership did not consult or involve staff or parents in the school’s continuous improvement decisions. The principal reported consulting with stakeholders in all aspects of the school, but the stakeholder data did not support this. Fifty-two percent of teachers agreed/strongly agreed with the statement “Our school’s purpose statement is formally reviewed and revised with involvement from

parents" (C2). Similarly, 57 percent of teachers agreed/strongly agreed that "Our school's purpose statement is based on shared values and beliefs that guide decision-making" (C3). Additionally, 58 percent of staff agreed/strongly agreed that "Our school's leaders provide opportunities for stakeholders to be involved in the school" (D10), and 53 percent of parents agreed/strongly agreed that "Our school provides opportunities for stakeholders to be involved in the school" (D6).

Documents and Artifacts:

A review of documents and artifacts provided by the school revealed little evidence that various stakeholders were involved in the school's decision-making process. While the team heard that the principal involved parents, teachers, staff, community leaders, and students, the team was not given access to meeting agendas or sign-in sheets that supported this effort. The principal provided the team with the principal's notes for various faculty meetings; however, these included only the principal's topic points for discussion.

Improvement Priority #2

Implement a curriculum based on high expectations that prepares learners for their next levels (Standard 2.5), and which is monitored and adjusted to meet individual learner's needs and the school's learning expectations (Standard 2.7).

Evidence:**Student Performance Data:**

As previously mentioned, the student performance data suggested that the school did not provide a curriculum that supported student growth or achievement. The South Carolina College-and Career-Ready Assessments (SC READY) results were considerably lower than state averages, with the exception of fifth-grade math scores in 2015-2016. The last three years (2015-2016, 2016-2017 and 2017-2018) reflected a downhill trajectory in student performance in ELA and math. Student performance data, as detailed in an addendum of this report, were among those data used to determine Improvement Priority #2.

Classroom Observation Data:

The High Expectations Learning Environment received an overall rating of 1.8 on a four-point scale. The team found students engaged primarily in worksheet packets and supplemental workbooks, as previously mentioned. During classroom observations, learners 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 six percent of classrooms that learners "demonstrate and/or able to describe high quality work" (B3). The ability for learners to "demonstrate and/or verbalize understanding of the lesson/content" (E3) was evident/very evident in 38 percent of the classrooms. Further, the ability of learners to "make connections from content to real-life experiences" (D2) was evident/very evident in 19 percent of classrooms.

Stakeholder Interview Data:

Teacher interview data indicated that leadership or teachers did not use a consistent process to design and implement a curriculum that met the individual needs of students. Teachers reported using various assessment tools and data to determine flexible grouping of students; however, staff members could not articulate how this process was monitored for fidelity throughout the school. During stakeholder interviews, teachers identified various ways they used data in their classrooms, but there was no evidence of leadership's guidance in monitoring the implementation of lessons as prescribed in teachers' lesson plans. Moreover, during interviews, one stakeholder stated, "Staff look at data as a school, but there is not a formalized system to provide interventions for students and a system for progress monitoring," which echoed the comments of many. When teachers were asked how instructional pacing was determined, a limited number indicated they used the pacing guides. Teachers revealed that pacing guides could not be adjusted to meet individual student needs and that many of the guides were antiquated. Teachers in several different grades indicated that they had requested that leadership adjust the order of the pacing guides to align multiple content areas without inhibiting the overall quality of the guides. Leadership responded that they could not make any changes.

The stakeholder interview data also indicated that school leadership and staff members could benefit from opportunities to build a collective efficacy around curriculum and delivery. The leadership team worked independently without consulting teachers on the development and implementation of classroom instruction. The school had multiple initiatives designed to foster student achievement, such as flexible grouping, Read Works, MAP Skills, and project-based learning. However, the school did not have a systemic process to ensure these programs were implemented with fidelity. Additionally, leadership did not identify how teachers were supported if

the instruction did not produce the anticipated outcomes. While leadership indicated a strong push to implement flexible grouping, some teachers reported that they did not do that in their classrooms.

Stakeholder Perception/Experience Data:

The parent survey revealed limited agreement among parents that individual student learning needs were being met. Specifically, 63 percent of parents agreed/strongly agreed that “All my child’s teachers meet his/her learning needs by individualizing instruction” (E4), while 66 percent of parents agreed/strongly agreed that “My child is prepared for success in the next school year” (G2). Seventy-two percent of staff members agreed/strongly agreed that “In our school, all staff members use student data to address the unique learning needs of all students” (E14) but fewer, 63 percent, agreed/strongly agreed that “Our school ensures all staff members are trained in the evaluation, interpretation and use of data” (G4). Further, 57 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).

Documents and Artifacts:

A review of documents and artifacts indicated the school lacked a process to systematically implement and monitor a curriculum based on high expectations that prepares students for the next level. Even though teachers were able to produce pacing guides aligned with priority standards, the Diagnostic Review Team found limited agreement that teachers consistently used the pacing guides. Additionally, the team found no evidence that demonstrated an expectation for teachers to address the priority standards in their lesson plans. The lesson plans that were provided and reviewed by the team did not indicate alignment to any standards or pacing guide documentation.

Improvement Priority #3

Plan and deliver professional learning to improve the learning environment, learner achievement, and the school's effectiveness (Standard 3.1).

Evidence:**Stakeholder Interview Data:**

Stakeholder interview data revealed significant teacher turnover at McCormick Elementary School, with 23 teachers replaced between the 2016-2017 and 2017-2018 school years. Additionally, one teacher resigned during the current school year. Interview data revealed that teachers received little guidance or support pertaining directly to instructional improvements. For example, the principal provided a professional development calendar to the Diagnostic Review Team; however, evidence did not indicate teacher support or monitoring beyond the initial training. During teacher interviews, staff members indicated they had no direct input in the professional development process, as most training and initiatives were directed from leadership at the school and district levels. Teachers reported that the provided training addressed only the content areas of reading and math. Further, teachers revealed that once they completed the training, they did not receive additional support to ensure the training was implemented with fidelity.

Interview data indicated that the principal was focused on several initiatives during the 2018-2019 school year, including balanced literacy, flexing/flexible grouping, and Positive Behavioral Interventions and Supports (PBIS). Additionally, while data suggested the leadership team, along with the instructional coaches, conducted classroom observations, leaders did not produce evidence of providing feedback to teachers or follow-up from these observations to guide instructional improvements. The leadership team used an observation tool that provided limited feedback, with the focus being on the administrator's score and the teacher's self-score.

Stakeholder Perception/Experience Data:

As previously mentioned, teachers indicated that they did not have input in the professional development offerings at the school. Survey data showed 55 percent of staff members agreed/strongly agreed that "In our school, a formal process is in place to support new staff members in their professional practice" (E16). Additionally, 55 percent of staff members agreed/strongly agreed with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members" (E18).

Documents and Artifacts:

A review of the professional development calendar provided to the team indicated the school offered activities and professional learning around various instructional strategies; however, no evidence existed to ensure learning was implemented with fidelity following the training. Several topics (e.g., updating the data wall, gradebook expectations, designing teacher webpages) included on the calendar were less directly related to improving instructional practices.

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:

McCormick Elementary School implemented various instructional strategies and practices to help students in math, writing, and behavior. Through analysis of the observation data, artifacts, and other evidence, the Diagnostic Review Team found efforts were made to meet the basic needs of students by fostering a positive culture for student learning. The school implemented positive behavior interventions and supports (PBIS). The Diagnostic Review Team found efforts were made to meet the basic needs of students. The team noted that student behavior was a strength of the school. Observation data found students engaged in their classroom activities. Also, students interacted positively with the teachers, staff, and other students without disruptions that would adversely affect the learning process of the school.

The team noted that McCormick Elementary School teachers and staff fostered a supportive learning environment for students in order to meet the physical, social, and emotional needs of the students. During observations, the team saw teachers hugging the students, patting them on the back, and making positive comments to them.

The school made concerted efforts to provide multiple opportunities for students and parents to build strong school and home relationships.

Continuous Improvement Process:

The learning environment of the school was well-managed, and the principal implemented several initiatives and programs during her two-year tenure to raise student academic performance, particularly in the areas of reading and mathematics. These included project-based learning, flexible grouping, and balanced literacy. The team noted the importance for intentional and consistent feedback to and from all stakeholder groups. While the administration reported involvement and feedback from all groups, leadership needs a systematic process to ensure the voices of stakeholders are heard and to provide follow-up to the stakeholders.

Finally, the team noted that ongoing and embedded professional learning opportunities for teachers and staff members about specific academic programs, instructional design, and data use for instructional decisions is needed to build collective efficacy and improve teaching and learning. School leadership is encouraged to develop a systematic process to ensure professional learning continues beyond initial training activities. The team noted a need to support teachers through classroom observations followed by constructive feedback in order to help

teachers make improvements and refinements in their instruction. Leadership is encouraged to refine the observation tool to include alignment to standards. Additionally, school leaders are encouraged to provide intentional targeted feedback to teachers to ensure high-quality instruction.

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. Barry W. Goley	Barry Goley has over 17 years of experience as a teacher and administrator with Logan County Schools in Russellville, Kentucky. He is currently the director of special education and the director of pupil personnel, supporting five elementary (PK-8) schools and one high school. Dr. Goley holds a doctorate in educational leadership and organizational research from the University of Louisville. He also has a master’s degree in special education and in marriage and family counseling, along with a Rank I in secondary guidance counseling.
David Long	David E. Long has worked in the education field for 23 years. He earned a master’s degree in student personnel services. He began as a counselor at Midlands Technical College and then became director of a college and career readiness program for Charleston County School District. Currently, David serves as part of the school improvement team at the South Carolina Department of Education (SCDE). His main responsibility is managing the school improvement grant, but he assists with other office initiatives such as AdvancEd/Measured Progress diagnostic and progress monitoring visits. David also manages the School Improvement Advisory Board. He is completing his fourth year at SCDE.
Denise Miles	Denise M. Miles has been an educator for 29 years, serving as a high school English teacher, teacher specialist for the South Carolina State Department of Education, curriculum facilitator, and enterprise learning coach for the Race to the Top grant. Denise began teaching high school English language arts in 1989 in Florence County, South Carolina. She holds a master’s degree in education and is certified by the National Board for Professional Teaching Standards in adolescence and young adulthood English language arts. Currently, Denise serves as a transformation coach for the South Carolina Department of Education. In this role, she supports teachers and administrators in building capacity to sustain school improvement. As an instructional/learning coach, Denise is certified in the National School Reform Faculty Critical Friends Groups methodology and has completed cognitive coaching and adaptive schools training.
Tonya Addison	Tonya Addison serves as the district administrator with Florence County School District Four. In this role, she aims to lead her team in providing a quality education and expanding the career opportunities for all students in the district. Tonya is a qualified K-12 administrator who holds a master’s degree in educational leadership from Nova Southeastern University and a bachelor’s degree in mathematics from Winthrop University. She has more than seven years in educational administrative experience and 14 years in education. These educational experiences have afforded her the opportunity to collaborate with a diverse group of individuals to meet the common goal of increasing student achievement and the well-being of all students.

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)

Grade	2017-2018				2016-2017				2015-2016			
	ELA School	ELA State	Math School	Math State	ELA School	ELA State	Math School	Math State	ELA School	ELA State	Math School	Math State
3	15.9	45.2	28.6	55.7	32.1	42.1	33.3	52.5	23.2	43.7	33.3	53.6
4	15.8	43.9	23.7	48.1	18.8	40.9	24.6	46.4	35.6	43.4	18.6	46.7
5	7.2	38.9	21.7	45.2	13.6	38.3	15.3	40.0	23.3	41.2	46.5	44.3
6		39.9		42.6		39.7		41.5		41.0		39.5
7		40.1		34.9		36.4		33.3		40.7		34.7
8		39.2		36.6		40.1		34.5		44.7		32.4

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	19.7	18.8	32.2		18.6	67.4									
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		60.9	67.8	33.3	62.7	67.4									
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
5:00 p.m.	Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Monday, April 8, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at McCormick 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
4:30 p.m. – 5:00 p.m.	Team returns to hotel		
5:30 p.m. – 9:00 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 McCormick 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, 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

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