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AdvancED® Engagement Review Report



AdvancED® Diagnostic Review

Results for: R. B. Stall High 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	6
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	9
Certified Staff	47
Non-certified Staff	13
Students	56
Parents	9
Total	141

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.

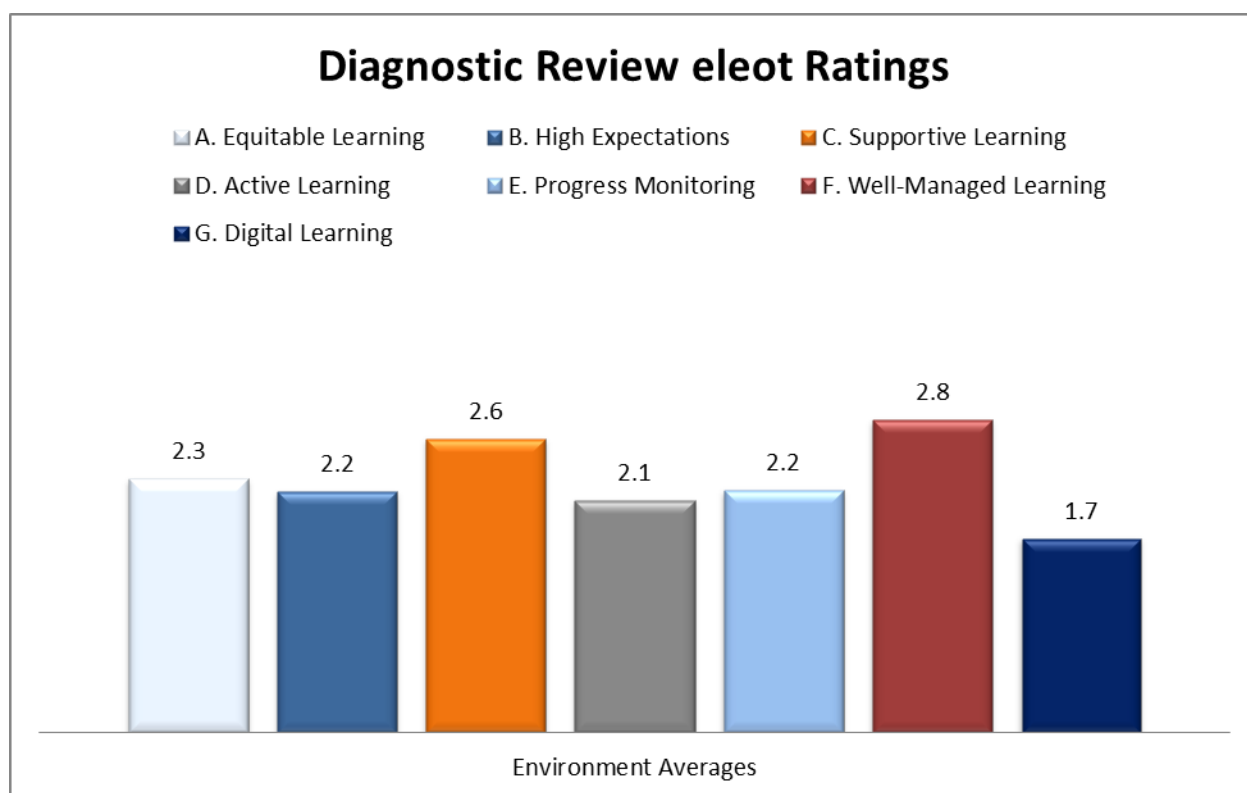
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration 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 44 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.8	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	52%	25%	16%	7%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	2%	32%	50%	16%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	2%	9%	61%	27%
A4	1.3	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.	75%	16%	9%	0%
Overall rating on a 4 point scale:			2.3			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.2	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	23%	41%	30%	7%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	16%	36%	41%	7%
B3	2.0	Learners demonstrate and/or are able to describe high quality work.	30%	45%	23%	2%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	32%	36%	27%	5%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	23%	45%	27%	5%
Overall rating on a 4 point scale:			2.2			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.8	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	7%	32%	39%	23%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	30%	34%	30%	7%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	7%	32%	52%	9%
C4	3.0	Learners demonstrate a congenial and supportive relationship with their teacher.	5%	14%	64%	18%
Overall rating on a 4 point scale:			2.6			

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.	30%	48%	18%	5%
D2	1.9	Learners make connections from content to real-life experiences.	45%	23%	27%	5%
D3	2.5	Learners are actively engaged in the learning activities.	11%	41%	32%	16%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	36%	43%	16%	5%
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	1.9	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	41%	39%	14%	7%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	14%	50%	30%	7%
E3	2.6	Learners demonstrate and/or verbalize understanding of the lesson/content.	7%	39%	43%	11%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	45%	27%	18%	9%
Overall rating on a 4 point scale:		2.2				

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.1	Learners speak and interact respectfully with teacher(s) and each other.	2%	11%	57%	30%
F2	3.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	2%	23%	41%	34%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	36%	16%	32%	16%
F4	2.7	Learners use class time purposefully with minimal wasted time or disruptions.	14%	23%	45%	18%
Overall rating on a 4 point scale:		2.8				

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.	45%	18%	27%	9%
G2	1.8	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	57%	16%	23%	5%
G3	1.5	Learners use digital tools/technology to communicate and work collaboratively for learning.	75%	11%	7%	7%
Overall rating on a 4 point scale:			1.7			

eleot Narrative

The Diagnostic Review Team conducted 44 classroom observations in core content classes. Data collected from these observations provided insight into the teaching and learning practices at R. B. Stall High School. Overall average ratings for the seven learning environments ranged from a low score on a four-point scale of 1.7 in the Digital Learning Environment to 2.8 in the Well-Managed Learning Environment. Observation data showed that classroom instruction was typically whole-group and teacher-directed.

The team identified three strengths that were related to positive interactions between and among teachers and students. First, instances of students who “are treated in a fair, clear, and consistent manner” (A3) were evident/very evident in 88 percent of classrooms. Second, in 87 percent of classrooms, it was evident/very evident that students “speak and interact respectfully with teacher(s) and each other” (F1). Third, it was evident/very evident in 82 percent of classrooms that students “demonstrate a congenial and supportive relationship with their teacher” (C4).

In addition, the team found an emerging strength related to students obeying classroom rules. It was evident/very evident in 75 percent of classrooms that students “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2).

Conversely, the Diagnostic Review Team noted several areas that could be leveraged to improve all seven learning environments. The classroom observation data showed that students rarely engaged in learning that was specifically designed to meet their academic needs. In 23 percent of classrooms, it was evident/very evident that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Closely related to the lack of differentiation was a concern that student performance was not routinely monitored in order to modify instruction to meet student needs. The Progress Monitoring and Feedback Learning Environment received a 2.2 overall average rating. It was evident/very evident in 37 percent of classrooms that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2).

The Diagnostic Review Team was also concerned that low academic expectations were observed in teaching and learning across the school. While there were pockets of high academic expectations, it was evident/very evident in

32 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). Instances of students who “engaged in activities and learning that are challenging but attainable” (B2) were evident/very evident in 48 percent of classrooms. Also, it was evident/very evident in 37 percent of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1). Students also were unable to clearly articulate how their work was assessed in many instances. In 27 percent of classrooms, it was evident/very evident that students “understand and/or are able to explain how their work is assessed” (E4).

Finally, student learning tasks did not consistently provide students with opportunities to engage in collaborative activities. Instances of students who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4) were evident/very evident in 21 percent of classrooms. Moreover, it was evident/very evident in 14 percent of classrooms that students use “digital tools/technology to communicate and work collaboratively for learning” (G3).

In sum, students were compliant and generally well-behaved. The Diagnostic Review Team encourages the school to use its strengths as a foundation to build an instructional process that meets the needs of all students and significantly improves student learning.

Findings

Improvement Priorities

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

Improvement Priority #1

Develop, implement, and monitor an instructional process that ensures teachers use findings from ongoing data analysis to monitor and adjust instruction in order to meet the academic needs of students. Establish expectations for instructional practices by ensuring that instruction is at the appropriate depth of knowledge level, data are used systematically to modify instruction in order to meet the individual academic needs of students, high-yield, research-based instruction is implemented with fidelity, and leaders systematically monitor instructional practices and provide ongoing feedback, professional learning opportunities, and support. (Standard 2.7)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, showed that R. B. Stall High School received an overall rating of “Unsatisfactory” with a score of 38 in 2017-2018. The school performed below state and district averages in percentage of students scoring “70” or higher on English I (32.5 percent) and Algebra I (49.4 percent) on 2017-2018 End-of-Course assessments. Additionally, the school performed below state and district averages in percentage of students scoring “70” or higher in biology (39.9 percent) and U.S. history and constitution (36.6 percent) on 2017-2018 End-of-Course assessments. Also, 42.8 percent of English Learners met their progress toward proficiency target (128 met/299 assessed). The 2017-2018 “On-time Graduation Rate” of 64 percent was below the district average of 83.5 percent and the state average of 81 percent, with a rating of “Unsatisfactory.”

Classroom Observation Data:

Classroom observation data, as previously discussed, indicated that instructional practices were not consistently meeting the needs of all students. For instance, students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 23 percent of classrooms. Also, the team was concerned with the lack of rigor observed in teaching and learning activities, as it was evident/very evident in 48 percent of classrooms that students “engage in activities and learning that are challenging but attainable” (B2).

Students seldom monitored their own progress toward mastery of standards. For example, students who “monitor their own learning progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 21 percent of classrooms. Moreover, it was evident/very evident in 27 percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4). Additionally, students who “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3) were evident/very evident in 61 percent of classrooms.

Stakeholder Interview Data:

Stakeholder interview data showed that most staff members reported that regular conversations about data occurred; however, the Diagnostic Review Team found little evidence showing that these data conversations led to improved instructional strategies and student learning. When describing the process for improving instructional

practices, stakeholders generally were unable to explain or provide evidence of a systematic process where teachers receive ongoing, specific, and actionable feedback from classroom observations. Some teachers stated that administrators observed in their classrooms weekly and monthly, but other staff members reported that they were rarely visited (e.g., twice annually), illuminating inconsistencies in the classroom observation and feedback process. Interview data revealed that one teacher reported, "I have not been observed so far this year."

The interview data indicated that teachers had access to various types of data; however, staff members often indicated that they were inefficient at unpacking data and using findings to identify and make necessary changes to address the needs of students. The data also showed minimal focus on the practices needed to increase rigor in teaching and learning and to align instruction to standards. Staff members frequently indicated that school assessments may not be fully preparing students to take the required state tests.

The interview data showed that staff members frequently pointed to the many outside influences (e.g., homelessness, students with disabilities, students involved in criminal activity, transient populations, large English as a Second language population) that negatively affected student academic performance and graduation rates. Additionally, many stakeholders reported that student misbehavior impeded instruction, and most reported that student behavior needed to improve.

While students generally reported that they felt safe at school, some staff members reported that classrooms were safer than hallways. Some stakeholders stated that more visibility by administrators would curb some misbehavior. The interview data showed students reported that their teachers cared about them. Additionally, staff members often reported that students received a good education at R. B. Stall High School and that student academic and social-emotional needs were being addressed. Student interview data showed that students generally perceived that teachers respected and cared about them. Students further stated that their teachers wanted them to learn.

Stakeholder Perception/Experience Data:

The stakeholder survey data suggested the school did not establish or implement an effective instructional process that ensures high-yield instruction at the appropriate grade level or a systematic process to help teachers improve their instructional practices. The data revealed that 59 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice" (E1). Parent and student survey data indicated similar results related to changing teaching strategies to meet student needs. Parent survey data, for example, showed that 57 percent agreed/strongly agreed that "All of my child's teachers use a variety of teaching strategies and learning activities" (E3) and 43 percent of students agreed/strongly agreed that "All of my teachers change their teaching to meet my learning needs" (E9).

The lack of a systematic process to address the individual learning needs of students was troubling to the Diagnostic Review Team. The survey data showed that 54 percent 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). Similarly, 51 percent of parents agreed/strongly agreed that "All of my child's teacher meet his/her learning needs by individualizing instruction" (E4) and 60 percent of students agreed/strongly agreed that "My school provides learning services for me according to my needs" (E7).

The use of data to drive instructional decisions was inconsistent according to interview, survey, and classroom observation data. The survey data, for example, showed that 60 percent of staff members agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum" (E7). Further, 70 percent of staff members agreed/strongly agreed with the statement, "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). Finally, while survey data showed that 68 percent of students agreed/strongly agreed that “My school provides me with challenging curriculum and learning experiences” (E2), the classroom observation data did not support that finding.

Documents and Artifacts:

A review of the sample leadership meeting agenda showed little evidence that data were used to drive decision-making. Data viewed by the Diagnostic Review Team in the “Data Dashboard” did not align with the South Carolina School Report Card data. Even though the principal stated that the school had a viable curriculum with established systems that informed curricular adjustments for meeting the individual needs of learners, little documentation was provided to the team that indicated these expectations existed. Also, no evidence was given to the team that showed that differentiated instruction was a routine part of instructional practices. The classroom observation data showed that it was evident/very evident in 23 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1).

Improvement Priority #2

Develop, implement, and monitor a professional learning process that addresses the needs of teachers and the organization (e.g., programs, initiatives, services) and that creates a sense of urgency for improving teaching and learning. Engage teachers in ongoing job-embedded professional learning activities about effective lesson planning, use of data to meet student needs, and refinement of the curriculum, instruction, and assessment practices. Provide time for teachers to collaborate as part of the process. Establish a monitoring system to ensure new learning translates into effective classroom practices. (Standard 3.2)

Evidence:**Student Performance Data:**

The student performance data, as detailed in an addendum to this report, showed that the percentage of students who scored at 70 or above on the End-of-Course assessments was below the state average in every content area from 2015-2016 to 2017-2018. In addition, during the same time period, the average scores on the ACT examination for students in the eleventh grade were below the state average. The percentage of students who earned the Platinum, Gold, or Silver National Career Readiness Certificate (NCRC) was below the state average in 2017-2018. Finally, graduation rates in 2016, 2017, and 2018 were below the state average. The percentage of students who scored at 70 or above in U.S. History, Algebra I, English I, and Biology on End-of Course assessments decreased from 2015-2016 to 2017-2018. Student performance data were among those data considered to develop Improvement Priority #2.

Stakeholder Interview Data:

Stakeholder interview data showed that while teachers met bi-monthly in professional learning community (PLC) meetings, several teachers expressed a need for planned, organized, and consistent meeting agendas to ensure productivity and value in the results of PLC time. Most teachers confirmed that they participated in PLC meetings; however, the Diagnostic Review Team found little evidence of a systematic process that ensured PLCs were productive school-wide. Most teachers reported they collaborated with other teachers who teach the same classes within their own content departments.

Interview data indicated that the focus on personalized learning recently diminished. In addition, professional development, according to interview data, was not a priority, and the team found no systematic process to improve instruction and attain student goals. Several staff members indicated that faculty and department meetings primarily were used for announcements.

Stakeholder Perception/Experience Data:

Stakeholder survey data showed that 70 percent of staff members agreed/strongly agreed with the statement, “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), suggesting that 30 percent of staff members could not confirm that they had been trained in this important practice. Parent and student surveys were slightly less favorable. Survey data showed that 51 percent of parents agreed/strongly agreed that “All of my child’s teachers work as a team to help my child learn” (E5). Student survey data revealed that 61 percent agreed/strongly agreed with the statement, “In my school, teachers work together to improve student learning” (C5).

Documents and Artifacts:

A review of documents showed the school had a professional development plan, but the alignment between the plan and the school-renewal process was unclear. The team was not provided examples of lessons plans to review,

and interview data indicated that the principal did not require teachers to develop, implement, or modify lesson plans. The team found that a schedule for instructional rounds had been established; however, there was a lack of written documentation to show the role and purpose of this professional learning activity. Finally, the team was not provided classroom walkthrough observation data, and interview data suggested walkthroughs were inconsistently conducted.

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 Diagnostic Review Team found that the climate of R. B. Stall High School was the major focus. The principal concentrated on increasing the graduation rate and improving the school climate, as evidenced by the focus on "Capturing Kids' Hearts." At the time of the Diagnostic Review Team visit, the climate had been successfully affected, as evidenced by student and staff interview data. One student stated, "Teachers care," which captured the sentiment of many interviewees. The positive intent of providing an environment conducive to developing students' positive self-esteem laid a foundation to be leveraged for creating an academic culture and improving academic performance.

The classroom observation data revealed mostly positive interactions between and among teachers and students. Instances of students who "are treated in a fair, clear, and consistent manner" (A3) were evident/very evident in 88 percent of classrooms, and it was evident/very evident in 87 percent of classrooms that students "speak and interact respectfully with teacher(s) and each other" (F1). Additionally, it was evident/very evident in 82 percent of classrooms that students "demonstrate a congenial and supportive relationship with their teacher" (C4).

The Diagnostic Review Team also observed hard-working teachers and relatively small class sizes. In addition, the school employed an ample number of staff members to address the academic needs of students. The school also had technology resources (e.g., SMART Boards, Chromebooks in every observed classroom) for teaching and learning. The school established partnerships to enhance its capacity in meeting student needs.

Continuous Improvement Process:

While the school successfully improved its climate, building an academic culture was not a simultaneous focus. As a result, the Diagnostic Review Team did not find an ongoing, systematic, comprehensive, and deliberate improvement process at R. B. Stall High School. The school developed a School Renewal Plan, but the team did not find evidence indicating how the plan would be monitored and adjusted based on current and emerging data. The team was concerned that multiple role positions were listed as responsible for each action step rather than one person who would ensure that each step was successfully implemented and monitored. In addition, the team found no evidence that stakeholders were involved in the needs assessment process or creation of the plan, and the team found no monitoring and evaluation process. The team also did not find evidence of a timeline for evaluating the progress toward reaching plan goals, outside of the final deadline. Finally, the plan lacked

incremental benchmarks to ascertain the degree to which it was on target for successfully reaching goals or for making midcourse adjustments if necessary.

Moreover, the team found no evidence of a process for systematically gathering and analyzing data that would ensure findings were used to inform decision-making about instruction, programs, services, processes, and procedures. Also, outside of the required teacher evaluation system, the team found no formal and fully implemented process that ensures an effectively functioning cycle of classroom observations, meaningful feedback, follow-up, and support (e.g., coaching, mentoring, planning) as a way to improve instructional practices.

The team also found that human resources were not efficiently or effectively used to address or monitor instruction or its impact on student learning. The administrative team was viewed as inconsistent and lacking a cohesive focus because of the lack of organizational effectiveness. For example, four of the six assistant principals were not acting as instructional leaders for grade-level teachers or content areas to which they were assigned. The team suggests that administrators participate with teachers in professional learning to assure consistency for all administrators and staff members. The team also recommends the school make sure that data are used to drive instructional decisions and to maximize the PLC process for instructional planning, data analysis and use, and staff member collaboration.

The Diagnostic Review Team suggests school leaders and staff members establish high academic expectations for rigorous, on-grade-level curriculum and evidence-based instruction that meet the needs of all students. Interview data showed staff members were concerned about external factors beyond their control that students face that impede learning at high levels. While the concerns are realistic, the team suggests that staff members receive professional learning to help them mitigate these external forces (e.g., dealing with students in poverty, at risk, homeless). Moreover, the school had no comprehensive professional development process and plan based on analyzing and monitoring data over time to determine common and individual professional learning needs.

The Diagnostic Review Team suggests the school leverage the positive school climate to build an academic culture that includes a robust continuous improvement system.

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
Mike Hurt	Mike Hurt has over 30 years of experience as an educator. He served as teacher, principal, personnel director, supervisor of instruction, transportation and facilities director, and associate superintendent. As principal, Mike's school was named a Middle School to Watch and was selected to serve as a pilot school for the Galef Institute. Mike was awarded the Kentucky Media Center Principal of the Year award. Most recently, he served as a consultant, assisting in opening a state-of-the-art technology center for secondary students and as an interim principal and district office administrator. Mike earned a bachelor's degree, master's degree, and a Rank I from Western Kentucky University.
LaToya Curry-Jones	LaToya Curry-Jones has over 17 years of experience in education. She currently serves as a Regional Support Coach at the South Carolina Department of Education. In this position, she supports a team of transformation coaches tasked with assisting Comprehensive Support and Improvement Schools. LaToya is finishing a doctorate in educational administration at South Carolina State University. She also earned a specialist in education degree in education administration from Converse College, a master's degree from Cambridge College, and a bachelor's degree from Columbia College. LaToya has experience working at the school, district, and state levels. She has led district-level programs and supported K-12 educators with designing and implementing curriculum, prioritizing professional development needs, establishing professional learning communities, and improving climate and culture. Some of her most significant work has been with designing support for first-year teachers.
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 South Carolina High Schools that Work and Making Middle Grades Work State Director. Currently, she is co-director for the South Carolina Schools to Watch program and is on the board of the National Forum to Accelerate Middle Grades Reform.
Dr. Bill Gordon	William (Bill) Gordon has over 33 years of experience as a teacher, principal, area superintendent, and chief operations officer in K-12 public education in Florida. He is currently serving as a visiting assistant professor in the Department of Educational Leadership at the University of Central Florida (UCF). In this position, he teaches both face-to-face and online courses in educational law, systems and organizational leadership, and educational leadership to masters and doctoral degree-seeking students. He is a member of the third Education Class of Leadership Florida, which is the state's most respected nonpartisan convener of leaders on critical issues facing Florida's future. Dr. Gordon holds a doctorate degree in educational leadership

Team Member Name	Brief Biography
Angela Jacobs	Angela Jacobs has served as an effective educator for the past 27 years. She is currently a Transformation Coach for the South Carolina Department of Education serving Thornwell Elementary School in Darlington County. In this position, she provides principal support, instructional support and professional learning, and efficacy support for the school. Mrs. Jacobs earned her degree in early childhood from South Carolina State University; a certification in elementary education from Francis Marion University; a master's degree in elementary education; and a master's degree in K-12 leadership/administration from Cambridge College in Boston, Massachusetts. Mrs. Jacobs has developed several leadership curriculums that include a leadership academy for school districts and other entities.
Diane Gullett	Dr. Diane Gullett is the deputy superintendent for the Clark County School District, which serves more than 320,000 students. As the deputy, she serves as the superintendent's designee and oversees the Teaching and Learning division and three region superintendents who support 360 schools. Dr. Gullett formerly served as a cabinet member for the Orange County Public Schools in Orlando, Florida. As an executive area director she was one of the first principal supervisors to open the school turnaround model, known as the School Transformation Office. She also served as an executive director for professional development services and an area superintendent, supervising some of the lowest performing schools in the state of Florida. She has presented on leadership development and high-impact instructional practices throughout the country and has served on several education boards including the University of Florida Lastinger Center for Learning. Dr. Gullett graduated from the University of Florida with a bachelor's degree in elementary education and from the University of Central Florida with a master's degree and a doctorate degree in educational leadership.
Osiris Jolayemi	Osiris Jolayemi is a Senior Learning Specialist with AdvancED/Measured Progress, a global organization specializing in school improvement and accreditation. Her current role merges her experiences working in childhood education and her expertise teaching adults in the corporate world. Her passion for teaching and learning led her to pursue a career in education. She served as classroom teacher for 14 years, teaching childhood education (K-6), and high school English. Osiris also enjoyed a successful career in learning and development in the corporate world, and served as a corporate trainer and training consultant. She is an active member/volunteer in the Association of Talent and Development (ATD- Greater Atlanta Chapter) and serves as vice president of programming. Osiris holds a bachelor's degree in elementary education/English and a master's degree in adult education and development. Osiris' passion for teaching and learning has been a guiding principle throughout her life. She has served on several Engagement Review Teams in the United States and internationally.

Addenda

Student Performance Data

Section I: Percentages of Students Scoring at 70 or Above on the End-of-Course Examination Program (EOCEP) (2015-2016, 2016-2017, 2017-2018)

Content Area	% School (17-18)	% State (17-18)	% School (16-17)	% State (16-17)	% School (15-16)	% State (15-16)
Algebra I	49.4	60.5	57.7	75.1	78.2	82.4
English I	32.5	53.9	51.3	77.0	64.3	78.9
Biology	39.9	59.5	55.8	73.8	61.1	75.9
U.S. History	36.6	48.9	51.2	67.9	52.8	71.2

Section II: ACT Average Score for Students in Grade 11 (2015-2016, 2016-2017, 2017-2018)

Content Area	Composite School (17-18)	Composite State (17-18)	Composite School (16-17)	Composite State (16-17)	Composite School (15-16)	Composite State (15-16)
Composite Avg. Scale Score	16.1	19.0	15.7	17.8	15.2	18.2
English	14.7	18.0	14.3	16.6	13.6	16.8
Math	16.5	18.8	16.2	17.9	15.7	18.4
Reading	16.2	19.3	15.5	18.0	15.2	18.6
Science	16.7	19.2	16.4	18.1	15.6	18.6

Section III: Percentage of Students Meeting Platinum, Gold, or Silver National Career Readiness Certificate (NCRC) at School and in the State (2017-2018)

	Percentage School 2017-18	Percentage State 2017-18
Platinum	1.6	2.5
Gold	2.3	6.8
Silver	36.2	54.0

Section IV: Graduation Rates

	School 2018	State 2018	School 2017	State 2017	School 2016	State 2016
Graduation Rate	64	81.0	63.8	84.6	65.2	82.6

Schedule

Sunday, April 14, 2019

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m.–5:15 p.m.	Principal Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m.–7:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Monday, April 15, 2019

Time	Event	Where	Who
7:45 a.m.	Team arrives at R. B. Stall High School	School office	Diagnostic Review Team Members
8:30 a.m.-3:45 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
3:45 p.m. – 4:30 p.m.	Team returns to hotel		
4:30 p.m. – 7:00 p.m.	Team Work Session #2	Hotel conference room	Diagnostic Review Team Members

Tuesday, April 16, 2019

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

Wednesday, April 17, 2019

Time	Event	Where	Who
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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