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AdvancED® Engagement Review Report



AdvancED® Diagnostic Review

Results for: R. E. Davis College Preparatory Academy

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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	1
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	1
Certified Staff	12
Non-certified Staff	3
Students	21
Parents	4
Total	43

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.

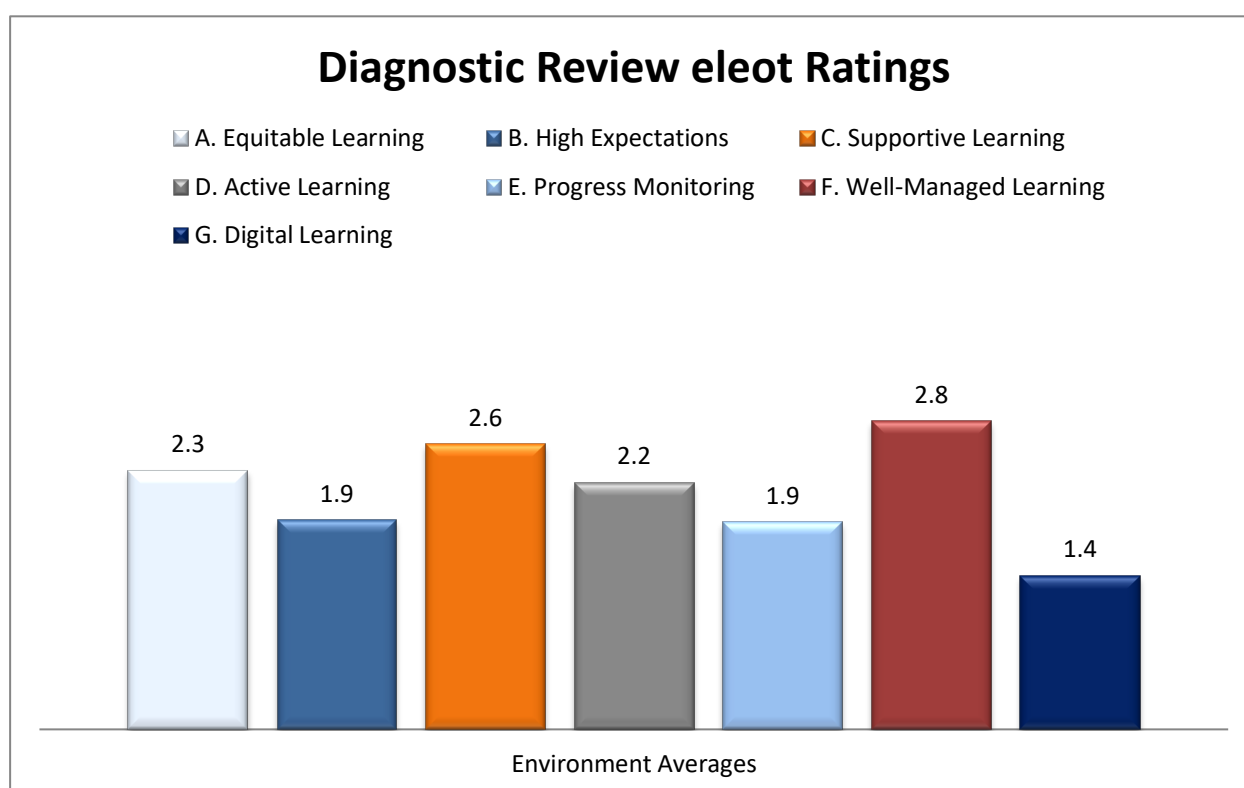
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration 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 23 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	1.7	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	57%	17%	26%	0%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	4%	26%	30%	39%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	4%	26%	43%	26%
A4	1.7	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.	61%	22%	9%	9%
Overall rating on a 4 point scale:		2.3				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.7	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	48%	39%	9%	4%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	22%	48%	22%	9%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	57%	30%	13%	0%
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).	26%	52%	17%	4%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	30%	48%	17%	4%
Overall rating on a 4 point scale:		1.9				

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	17%	26%	35%	22%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	30%	22%	39%	9%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	9%	30%	43%	17%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	13%	17%	57%	13%
Overall rating on a 4 point scale:		2.6				

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	17%	48%	35%	0%
D2	2.2	Learners make connections from content to real-life experiences.	26%	30%	39%	4%
D3	2.6	Learners are actively engaged in the learning activities.	17%	22%	48%	13%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	52%	17%	17%	13%
Overall rating on a 4 point scale:		2.2				

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.	57%	30%	9%	4%
E2	2.0	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	35%	39%	22%	4%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	17%	39%	43%	0%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	65%	9%	26%	0%
Overall rating on a 4 point scale:		1.9				

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.0	Learners speak and interact respectfully with teacher(s) and each other.	9%	26%	26%	39%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	9%	35%	26%	30%
F3	2.7	Learners transition smoothly and efficiently from one activity to another.	13%	35%	26%	26%
F4	2.7	Learners use class time purposefully with minimal wasted time or disruptions.	13%	30%	30%	26%
Overall rating on a 4 point scale:		2.8				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	57%	17%	13%	13%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	91%	4%	4%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	91%	4%	0%	4%
Overall rating on a 4 point scale:		1.4				

eleot Narrative

The Diagnostic Review Team conducted 23 classroom observations to gather data about teaching and learning. The overall average ratings for the seven Learning Environments ranged from a 1.4 on a four-point scale in the Digital Learning Environment to the highest overall rating of 2.8 in the Well-Managed Learning Environment. The team identified a relative strength in the Well-Managed Learning Environment related to the interactions between teachers and students. It was evident/very evident in 65 percent of classrooms that students “speak and interact respectfully with teacher(s) and each other” (F1). Closely related, instances of students who “are treated in a fair, clear, and consistent manner” (A3) were evident/very evident in 69 percent of classrooms. 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 60 percent of classrooms.

The team was concerned with several items such as the lack of rigor found in instructional practices and student learning tasks. Students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and “demonstrate and/or are able to describe high quality work” (B3) were both evident/very evident in 13 percent of classrooms. Similarly, it was evident/very evident in 21 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) and “take responsibility for and are self-directed in their learning” (B5).

Classroom instruction was mostly whole group with few instances of differentiated instruction. For example, it was evident/very evident in 26 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Also, it was evident/very evident that student “discussions/dialogues/exchanges with each other and teacher predominate” (D1) in 35 percent of classrooms, suggesting that in well over half of the classes visited, the team observed direct instruction or independent learning tasks. In most classrooms, students worked on the same learning task, and the team observed few students working together. It was evident/very evident in 30 percent of classrooms that students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4).

The team was also concerned with the lack of progress monitoring for the purpose of using data to design instruction and to ensure students track their own learning progress. Instances of students who “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) and “understand or are able to explain how their work is assessed” (E4) were evident/very evident in 26 percent of classrooms. It was evident/very evident in 13 percent of classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1).

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 processes and procedures (e.g., data-driven decision-making, observations, professional development, instructional expectations, student behavior management, intervention management) to improve teaching and learning. (Standard 1.7)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, showed that the school did not establish school-wide processes and procedures to increase instructional capacity and improve organizational effectiveness. Student achievement as measured by the South Carolina College-and Career-Ready Assessment (SC Ready) consistently declined, and a majority of students were not meeting or exceeding benchmarks. Data for the 2017-2018 school year showed that 17.5 percent of third-grade students, 16.7 percent of fourth-grade students, and 29.8 percent of fifth-grade students met or exceeded the English language arts (ELA) benchmarks. In addition, in 2017-2018, the percentage of students reaching benchmark in ELA was below the state average at all grade levels. It was similar in math, where 21.3 percent of third-grade students, 6.7 percent of fourth-grade students, and 17.5 percent of fifth-grade students met or exceeded benchmarks in 2017-2018. The percentage of students in third-grade math who met or exceeded the benchmark significantly decreased from 55.2 percent in 2015-2016 to 40.5 percent in 2016-2017 to 21.3 percent in 2017-2018. Student performance data were among those data examined to develop Improvement Priority #1.

Classroom Observation Data:

The classroom observation data, as previously discussed, indicated that most instruction was teacher-directed. Instances of students who collaborated “with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4), for example, were evident/very evident in 30 percent of classrooms. In addition, instruction was generally delivered in a whole group setting. For example, the data revealed that students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 26 percent of classrooms.

Instruction, generally, was at a low level of rigor, as students who engaged in “activities and learning that are challenging but attainable” (B2) were evident/very evident in 31 percent of classrooms. In 21 percent of classrooms, students who engaged “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, suggesting that that in over 75 percent of classrooms, the Diagnostic Review Team could not confirm instruction was on grade level.

The Diagnostic Review Team was troubled by the lack of systems the school developed to manage student behavior, which impeded teaching and learning to some degree in all classrooms. The observation data showed that students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 65 percent of classrooms. Also, students who “demonstrate knowledge of and/or follow classroom rules and

behavioral expectations and work well with others" (F2) were evident/very evident in 56 percent of classrooms. Finally, the lack of engaging instruction in most classrooms could be a contributing factor for student disruptions.

Stakeholder Interview Data:

Stakeholder interview data showed classwork often included worksheets, taking notes, completing pages in a notebook, and paper-and-pencil tests. One student noted that "I am bored in this class most of the time." Students expressed a desire for more engaging lessons and project-based activities.

The Diagnostic Review Team found that professional development designed to improve instruction had not significantly impacted teaching practices. The stakeholder interview data, for example, showed that the school offered professional development each Wednesday, but the process did not result in improved instructional practices or effective classroom management. One teacher stated that the purpose of professional development was for teachers to sign-in. It was expressed that before the Transformation Coach began facilitating the meetings, the meetings were used for "housekeeping items;" the Transformation Coach added the professional learning element. Staff members indicated that a needs assessment had not been performed, and they had no input in the professional learning that was presented. The interview data also showed that professional development was inconsistent and lacked purpose. The Diagnostic Review Team observed a professional development session where teachers articulated that they found no value in the training.

One instance of professional development observed by the Diagnostic Review Team and designed to positively impact teaching practices was about the instructional strategy called "Read Aloud." The team observed a teacher read a book to the staff, which was supposed to demonstrate the Read Aloud strategy. Team members, however, concurred that the example of a Read Aloud did not adhere to what is commonly known as a Read Aloud strategy. Immediately after the Read Aloud, the faculty dispersed for the day. There were no comments, questions, or opportunities for professional growth. The team was concerned that the coaches and administrators did not give constructive feedback to the teacher who modeled the Read Aloud strategy at the Leadership Team meeting.

As part of the instructional process, the school administered the Measures of Academic Progress (MAP) assessment three times per year. However, the Diagnostic Review Team found no evidence that resulting data were used to improve instructional practices. Interview data from the principal and staff suggested that they met at the completion of MAP testing to look at the data for multi-tier system of supports (MTSS); however, it was the responsibility of the teacher to determine whether students were grouped by Rausch Unit bands. Classroom observation data supported the need for data-driven instructional decisions.

The team was also concerned with the lack of classroom observations and feedback provided to teachers by the principal and other school leaders to improve instructional practices. Beyond the required teacher evaluation system that the principal implemented, the team found that the principal and other instructional leaders (coaches) rarely observed teachers and provided them with meaningful feedback and follow-up support to improve instructional practices. Interview data suggested that most teachers either were not observed or were observed sporadically with little to no feedback. The principal and her direct supervisor reported that 10 eleots were expected to be completed each month. When asked to present evidence of eleot observations, the principal said that five were completed electronically and another four were completed manually. Upon review of the four paper-and-pencil eleots, the observations were found to be incomplete with "Time ending" missing on several, two incomplete sections on one, and "Part of the lesson" was not noted on any. The team found no evidence of a schedule that ensured the required observations were completed. Teachers, as well as the principal, indicated that feedback was not taking place.

Staff members identified factors that impeded instruction. One was that interview data indicated that the social/emotional needs of students were a concern and not being addressed. School leaders and many staff members stated that many students were dealing with trauma. The guidance counselor was part of the School Improvement Team that met daily, and the team often held lengthy meetings during the school day. As a consequence, the guidance counselor's availability to work with social/emotional issues was limited.

Another concern of staff and identified as a barrier to implementing effective instruction was that stakeholders, typically, reported a lack of follow-through with discipline and support. They stated that sometimes several days passed before administration dealt with the student behavior issues, and feedback on consequences was often not communicated to them. The teachers were sometimes not advised when a student was suspended.

Stakeholder Perception/Experience Data:

Survey data about accountability and academic expectations for teaching and learning did not support classroom observation, interview, and student performance data. Survey data indicated the school had a process for continuous improvement that included high standards for staff and high academic expectations for students. Survey data revealed that 86 percent of staff members agreed/strongly agreed that "Our school's leaders expect staff members to hold all students to high academic standards" (D4). Seventy-two percent also agreed/strongly agreed that "Our school's leaders hold themselves accountable for student learning" (D5). In addition, 81 percent of staff members agreed/strongly agreed that "Our school's leaders hold all staff members accountable for student learning" (D6). Likewise, 100 percent of parents agreed/strongly agreed with the statement, "Our school has high expectations for all students in all classes" (D3).

Documents and Artifacts:

A review of documents and artifacts showed the use of Mastery Connect, Measures of Academic Progress (MAP), Kindergarten Readiness Assessment (KRA), and science benchmarks. The team, however, found no evidence that regular and scheduled collaborative planning occurred, where data were used and analyzed with support from administration or coaches. The team also found little evidence of a system for using assessment data; consequently, significant impact from data analysis and use of findings in daily planning and instruction was not observed.

During the overview presentation to the team, the principal indicated that the school made a "fast stop" on many programs and decided to "start fresh" by focusing on "back to basics" (e.g., Core Knowledge, [AVID] Advancement Via Individual Determination). The principal also stated that standards-based instruction was in place. When asked if other programs/materials from major publishing houses (e.g., McGraw Hill, Houghton Mifflin Harcourt, Pearson) were used as curriculum, the principal indicated that those types of materials were used as resources. Teacher interview data, however, revealed that texts from major publishing houses were used as the curriculum in some classrooms.

The Diagnostic Review Team was not provided a professional development plan to review; however, meeting agendas were kept in a notebook and included the date and two bullet points/topics. A review of the meeting agendas showed the Read Aloud strategy had been the topic since February 2019.

Improvement Priority #2

Develop, communicate, implement, and monitor processes to identify and address the specialized social, emotional, developmental, and academic needs of students. (Standard 2.9)

Evidence:**Student Performance Data:**

Student performance data, as detailed in an addendum to this report, indicated the school did not successfully establish processes that met the needs of all students. Student performance data were among those data considered when the Diagnostic Review Team developed Improvement Priority #2.

Classroom Observation Data:

The classroom observation data, as previously discussed, indicated that a school-wide behavior management system was not established. The Diagnostic Review Team observed inappropriate and off-task student behavior in all classrooms. Moreover, students called one another derogatory names, threw objects, and disrupted the teaching and learning process. In addition, the team observed some classrooms where the teacher left the class unattended. In a significant number of classrooms, the team observed the absence of a student management plan and a lack of rituals and routines to ensure a seamless transition from one activity to another or for leaving and entering classrooms. For instance, students who “transition smoothly and efficiently from one activity to another” (F3) were evident/very evident in 52 percent of classrooms. In addition, students who “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2) were evident/very evident in 56 percent of classrooms.

Students indicated they wanted their peers to be kind and respectful and to listen to their teachers. Students at all grade levels expressed that a significant amount of bullying was taking place. Also, they talked about safety concerns surrounding bathroom use as it related to the presence of students in grades six through eight. Also, students believed recess and incentives were being used as punishments. Students were disappointed that weekly clubs were no longer occurring since consolidating with grades six to eight.

Stakeholder Interview Data:

Interview data showed some students wanted their peers to behave so they could learn. Stakeholder interviews confirmed that behavior challenges interrupted and impeded learning. There was a school-wide behavior plan in previous school years but not in the 2018-2019 school year. Teachers and students reported that a sports-related incentive outing was cancelled due to the “state” planned visit. Teachers were concerned, because students who worked toward the incentive were disappointed and a make-up date had not been scheduled. Finally, the principal consistently pointed to behavioral issues with students as one reason for not making regular classroom observations.

Although staff members recently engaged in *Leader in Me* training by the Covey Institute, the process was inconsistently implemented across the school; the interview data suggested it was not monitored for fidelity of implementation. The interview data revealed that staff members had engaged in formal discussions about the *Leader in Me* program since their training. While interview data suggested a lack of buy-in from all staff members, in some classrooms the program was implemented with fidelity. Some students used language from the program during their conversation with the interviewers. Other students indicated they knew very little about the program.

Stakeholder interview data suggested that the school was not meeting the academic, social, and emotional needs of most students. Interview data showed that most external stakeholders were unaware of school-wide achievement data. Some stakeholders reported the school was performing well. Of the community stakeholders interviewed, none were aware of the school's accountability standing or low performance on the SC Ready. One community stakeholder stated that she volunteered in the school through an external agency to help students with reading and math. One parent stated, "The school is fine. It's the programs that are implemented. Gotten to a place where it's comfortable and I don't care."

During interviews, students shared that when they did not do well on work, teachers returned papers two or three times for them to redo on their own; the highest score the students could achieve was 60. Students shared that class assignments consisted of pages in textbooks, paper-and-pencil assignments, and writing notes in their notebooks.

Stakeholders shared that over the course of the past four years, grade levels were gender-grouped to address student behavior. Interview data showed female behaviors improved; however, male students demonstrated no improvement. Finally, the school planned to heterogeneously group students beginning in the 2019-2020 school year.

School leaders stated that a multi-tier system of supports with interventions (based on standardized reading test score data) was established to provide academic support to students. However, only one form of data was used to identify students, and teachers had no input during the student identification process. Also, school leaders shared that classroom observations did not occur on a regular or scheduled basis, and feedback was not normally provided to teachers.

Stakeholder Perception/Experience Data:

The stakeholder survey data indicated that staff members were generally aware that learning supports for students were not fully established and implemented. For example, the data showed that 55 percent of staff members agreed/strongly agreed with the statement, "In our school, related learning support services are provided for all students based on their needs" (E12). Also, 35 percent of staff members agreed/strongly agreed that "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)" (F8), indicating an area to leverage as a way to help remove barriers to learning.

Documents and Artifacts:

A review of documents and artifacts revealed little evidence that the school had a process to analyze data and use findings to establish, refine, eliminate, and monitor all programs (e.g., school-wide behavior management plan) and services for students. In addition, the team found no process to monitor and evaluate programs and services for students. While the Positive Behavioral Interventions and Supports (PBIS) program was previously implemented, it was currently not implemented school-wide. The team found minimal evidence that the school had processes or procedures in place to meet the social, emotional, and academic needs of all students. While interview and classroom observation data revealed that some internal programs were thought to be providing services and resources, the team found many programs were either not fully implemented, absent, or ineffective. The principal presentation and interview data showed that many programs were stopped because, as many interviews indicated, "They were not working." However, interviewees were unable to provide data that showed how those decisions were reached.

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:

School pride was evident, and students stated they liked their school. Among the reasons given was that they liked the school building and "how big" it was. R. E. Davis College Preparatory Academy had a rich history that included many students who were second- and third-generation students. The principal had an open-door policy and parents felt comfortable voicing their concerns. Teachers expressed a sincere desire for their students to be successful. Students indicated they felt cared about by their teachers and consulted with them if they had issues of academic or personal concern.

Continuous Improvement Process:

The school lacked a robust continuous improvement process that addressed the use of data to design and adjust instructional next steps, professional development, coaching cycles to improve instructional capacity, and a school-wide behavior management plan. While the school administered assessments to monitor student progress, the Diagnostic Review Team found that the use of data for instructional purposes was left up to the teachers and not monitored. In addition, the school lacked processes and procedures for observing instruction and providing meaningful feedback and ongoing support to improve instructional practices. Finally, professional development was not deliberately designed based on the needs of teachers and minimal follow-up from professional development was provided to determine whether new learning transferred to classroom practices.

Although it was reported that the Leadership Team comprised the entire faculty, teachers indicated they did not have representation or opportunity for input on the School Improvement Team. Stakeholder interview data showed most staff members had little voice in the continuous improvement process.

To improve the instructional environment, school leaders are encouraged to establish expectations about teaching and learning to ensure instruction meets the needs of all students. The team found a lack of systematic processes to ensure data are analyzed and findings used for instructional next steps and to identify and meet the needs of all students. In addition, the team recommends that the school regularly engage all staff members in the analysis of data and establish and monitor a process for using findings to improve instructional practices.

The lack of a school-wide behavior management system was a barrier to learning. As previously stated, off-task or inappropriate behaviors were observed to some degree in all classrooms. The team observed an absence of routines and rituals in classrooms that could provide structure and help maximize class time. In addition, interview data verified that student behavior was a major road block to teaching and learning.

The team suggests the school consistently and effectively implement a school-wide student management plan. Maximizing class time by eliminating disruptive behaviors could build a foundation on which to form a strong instructional program.

While the principal and members of the School Improvement Team indicated they were making plans and changes for the 2019-2020 school year, the team found no evidence that the school had developed a robust process to meet the specialized social, emotional, developmental, and academic needs of all students. The team suggests that stakeholders collaboratively establish a process to ensure students receive access to services and programs that meet their needs and remove barriers to learning.

Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.

Team Roster

Diagnostic Review Teams comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
Karen Woolridge	Ms. Woolridge has nearly 20 years of experience in education. Currently, she serves as an independent consultant in school districts and provides professional development and coaching for educators across the country. She serves as a Lead Evaluator for AdvancED/Measured Progress, conducting Diagnostic Reviews in multiple states. She has a variety of experiences. She was selected as an Exemplary Leader by Metropolitan Nashville Public Schools. Mrs. Woolridge is an adjunct instructor at Lipscomb University and holds both bachelor's and master's degrees.
Andress Carter-Sims	Ms. Carter-Sims received a bachelor's degree in interdisciplinary studies with an emphasis in early childhood education and a master's degree in environmental science from the University of South Carolina. She also earned an education specialist degree from Cambridge College in curriculum and instruction. During her 28 years in education, she has had the opportunity to serve as a classroom teacher and as a district-level consultant in science, mathematics, and technology. She has also served as a Title I coordinator focused on providing professional development for instructional assistants, teachers, and principals. In addition to serving in consultant roles, she has served as a director for school improvement, assistant principal, principal, and currently as the School Improvement Program Manager at the South Carolina Department of Education.
Rhonda Bailey	Ms. Bailey has dedicated herself to being a lifelong learner and leader in education. She holds a bachelor's degree in elementary education and two master's degrees (early childhood education and educational leadership) and is National Board Certified. She began her career over 20 years ago as an education coordinator in an alternative setting for males ages 14–18. Over the course of her career, she served as a classroom teacher, master teacher for the Teacher Advancement Program (TAP), instructional coach, district English language arts (ELA) coach, and assistant principal. Ms. Bailey extended her leadership by serving as a member of the South Carolina ELA Leaders, Center for Educator Recruitment, Retention, and Advancement (CERRA) Advisory Board, district curriculum team, and district leadership forum. She has led many professional development sessions at the school and district levels and has served as a panelist at the National TAP Conference in Los Angeles, California, on the topic of Transforming a School Culture. Currently, Rhonda serves as a Transformation Coach for the South Carolina Department of Education.

Team Member Name	Brief Biography
Robert Hamm	<p>Mr. Hamm received his educational specialist degree in administration from South Carolina State University and his master's and bachelor's degrees in elementary education from Coastal Carolina University. He holds state endorsements in gifted and talented education and project-based learning. He currently serves as the assistant principal at Independence Elementary School in Rock Hill, South Carolina. Previously he served as the assistant principal at Saluda Trail STEAM (Science, Technology, Engineering, Arts, and Mathematic) Middle School in Rock Hill, South Carolina. He has over 20 years of experience in education, having taught multiple grade levels and served as a curriculum specialist at the elementary level. He also taught math in grades six through eight and was a career in technology teacher at the middle school level. He has served on the state board of directors for the South Carolina Middle School Association.</p>

Addenda

Student Performance Data

Section I: Percentages of Students Meeting Benchmark of “Meets and Exceeds” on South Carolina College-and Career-Ready Assessments (SC READY) by Grade Level (2017-2018, 2016-2017, 2015-2016)

	2017-2018				2016-2017				2015-2016			
Grade	ELA School	ELA State	Math School	Math State	ELA School	ELA State	Math School	Math State	ELA School	ELA State	Math School	Math State
3	17.5	45.2	21.3	55.7	13.5	42.1	40.5	52.5	29.3	43.7	55.2	53.6
4	16.7	43.9	6.7	48.1	27.5	40.9	31.0	46.4	25.0	43.4	22.7	46.7
5	29.8	38.9	17.5	45.2	15.8	38.3	15.8	40.0	16.7	41.2	31.3	44.3

Section II: Percentages of Students Meeting Grade-Level Standards at the School on the South Carolina Palmetto Assessment of State Standards (SCPASS) by Grade Level (2017-2018, 2016-2017, 2015-2016)

	Grade 4			Grade 5		
	2018	2017	2016	2018	2017	2016
Science	18.2	23.0	43.6		14.3	33.3
State Avg. Science	49.8	48.4	65.0		46.7	65.7
Social Studies		68.9	61.7	56.0	52.4	39.2
State Avg. Social Studies		80.8	81.3	69.9	70.9	71.5

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Schedule

Date: Tuesday, April 23, 2019

Time	Event	Where	Who
6:00 p.m.	Principal Presentation	Hotel Conference Room	Diagnostic Review Team Members
6:45 p.m. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Date: Wednesday, April 24, 2019

Time	Event	Where	Who
7:45 a.m.	Team arrives at R. E. Davis Preparatory Academy	School Office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews/Classroom Observations/Stakeholder Interviews/Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Date: Thursday, April 25, 2019

Time	Event	Where	Who
8:00 a.m.	Team arrives at R. E. Davis Preparatory Academy	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

Date: Friday, April 26, 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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Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963

9115 Westside Parkway, Alpharetta, GA 30009



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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