

Cognia Diagnostic Review Report

Results for: Thornwell School of the Arts

March 21–24, 2021

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Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned to Cognia Performance 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 areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an 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. Cognia Performance 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.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance 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)	5
Certified Staff	21
Noncertified Staff	7
Students	12
Parents	4
Total	51

Cognia Standards Diagnostic Results

The Cognia Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution's effectiveness based on the Cognia'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 Essential Standard is calculated. Results are reported within four categories: Impacting, Improving, Initiating, and Insufficient. 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 Essential Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Initiating
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Initiating
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Improving
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Improving
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Initiating
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Initiating
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Improving

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

Resource Capacity Domain

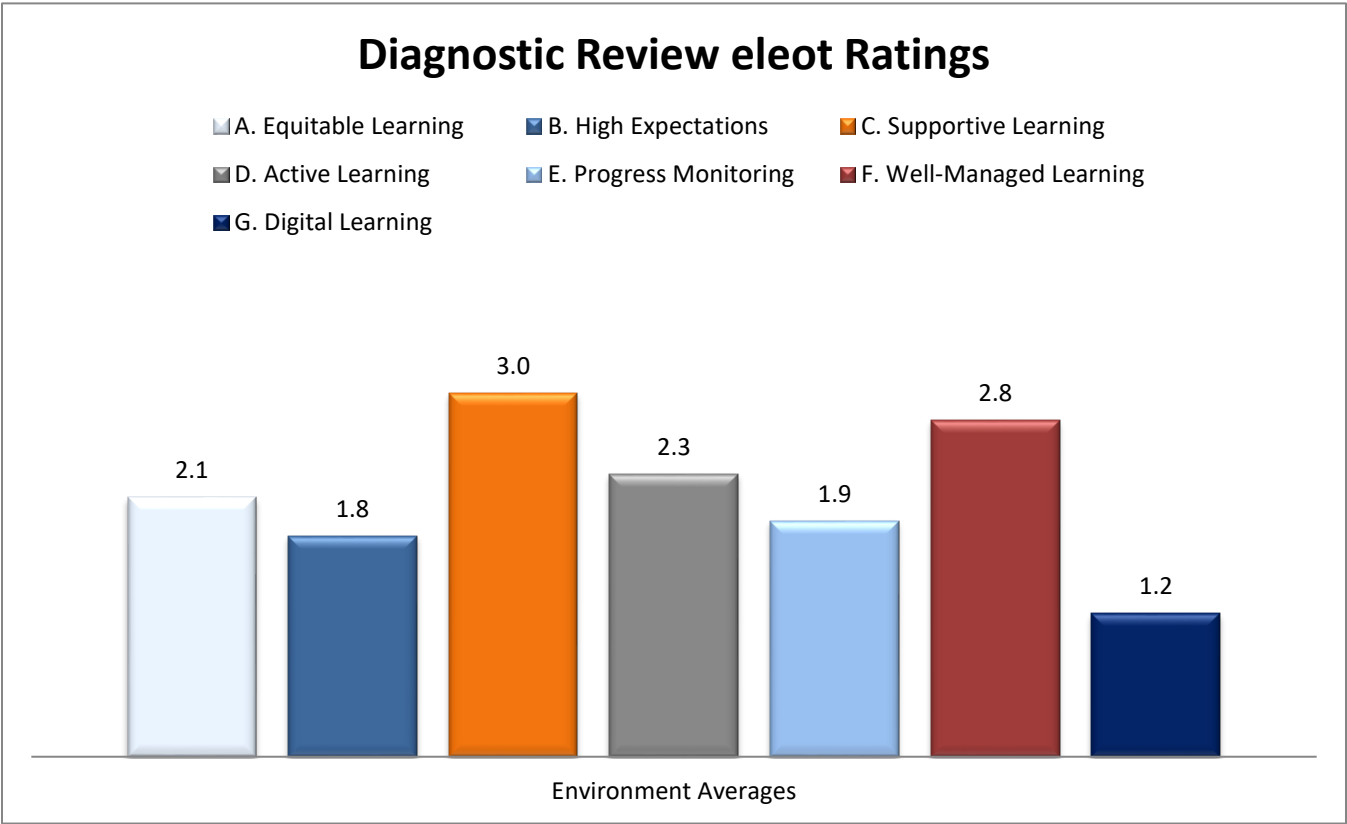
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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 Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Improving
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Improving
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.	Initiating
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.	Initiating

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 Cognia 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 9 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	67%	33%	0%	0%
A2	2.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	11%	44%	44%	0%
A3	3.3	Learners are treated in a fair, clear, and consistent manner.	0%	11%	44%	44%
A4	1.6	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	44%	56%	0%	0%
Overall rating on a 4 point scale:			2.1			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	11%	67%	22%	0%
B2	1.8	Learners engage in activities and learning that are challenging but attainable.	22%	78%	0%	0%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	33%	67%	0%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	22%	78%	0%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	44%	33%	22%	0%
Overall rating on a 4 point scale:			1.8			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	3.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	33%	33%	33%
C2	3.1	Learners take risks in learning (without fear of negative feedback).	0%	11%	67%	22%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	56%	33%	11%
C4	3.3	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	11%	44%	44%
Overall rating on a 4 point scale:			3.0			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	11%	44%	11%	33%
D2	2.1	Learners make connections from content to real-life experiences.	22%	44%	33%	0%
D3	2.2	Learners are actively engaged in the learning activities.	11%	56%	33%	0%
D4	2.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	22%	44%	11%	22%
Overall rating on a 4 point scale:			2.3			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	44%	44%	11%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	22%	44%	33%	0%
E3	2.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	11%	33%	56%	0%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	56%	33%	11%	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	3.3	Learners speak and interact respectfully with teacher(s) and each other.	0%	33%	0%	67%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	44%	38%	22%
F3	2.7	Learners transition smoothly and efficiently from one activity to another.	22%	33%	0%	44%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	33%	22%	22%	22%
Overall rating on a 4 point scale:			2.8			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.2	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	89%	0%	11%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	89%	0%	11%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	89%	11%	0%	0%
Overall rating on a 4 point scale:			1.2			

eleot Narrative

The Diagnostic Review Team conducted nine classroom observations in core content classrooms. The Supportive Learning Environment had the highest overall rating of 3.0 on a four-point scale. The Diagnostic Review Team noted that students felt safe in asking questions and teacher-student relationships were positive. For example, it was evident/very evident in 89 percent of classrooms that “Learners take risks in learning (without fear of negative feedback)” (C2). Also, it was evident/very evident in 88 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with the teacher” (C4). These two practices in the Supportive Learning Environment could serve as leverage points for the school to maximize student engagement strategies. Also, it was evident/very evident in 88 percent of classrooms that students “are treated in a fair, clear, and consistent manner” (A3).

The Diagnostic Review Team also identified items that were minimally observed in classrooms, which provided additional leverage areas to increase student learning. Several items concerned the Diagnostic Review Team in the Equitable Learning Environment and the High Expectations Learning Environment related to opportunities for engaging students in effective instructional practices. While evidence indicated that students were supported and treated fairly, in zero percent of classrooms it was evident/very evident that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). In 22 percent of classrooms, it was evident/very evident that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and “take responsibility for and are self-directed in their learning” (B5). In zero percent of classrooms, it was evident/very evident that students “engage in activities and learning that are challenging but attainable” (B2), “demonstrate and/or are able to describe high quality work” (B3), and “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).” (B4).

The team was also concerned with the Progress Monitoring and Feedback Learning Environment. Instances of students who “monitor their own progress or have mechanisms whereby their learning is monitored” (E1) were evident/very evident in 11 percent of classrooms. Also concerning was the lack of opportunities that students had to “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2), which was evident/very evident in 33 percent of classrooms. While it was evident/very evident that students “demonstrate and/or verbalize understanding of the lesson/content” (E3) in 56 percent of classrooms, it

was evident/very evident in 11 percent of classrooms that students “are able to explain how their work is assessed” (E4).

The Digital Learning Environment also emerged as an area to leverage improvement. For example, it was evident/very evident that learners used digital tools/technology “to conduct research, solve problems, and/or create original works for learning” (G2) in 11 percent of classrooms and “to communicate and work collaboratively for learning” (G3) in zero percent of classrooms. Also, it was evident/very evident in 11 percent of classrooms that students used “digital tools/technology to gather, evaluate, and/or use information for learning” (G1).

In summation, structures existed that could serve as the foundation for increasing engagement and promoting student learning. The team suggests that the school leverage those structures to increase student learning expectations and provide classroom instruction aligned with the level of rigor included in the South Carolina College- and Career-Ready Standards (SC READY) and performance levels on state assessments.

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 and implement a continuous improvement process that provides clear direction for improving conditions that support student learning and professional practice. Ensure the plan provides regular and consistent data analysis by grade level and departmental teams and is clearly communicated to all stakeholders. Use data to design, implement, monitor, and evaluate continuous improvement plans for increasing student learning, instruction, the effectiveness of programs, and organizational conditions. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, suggested the school lacked instructional processes for supporting student learning and improving the success of all students at all levels. Students performed below the state averages for two consecutive years in English language arts (ELA) and mathematics for grades three through five on the South Carolina College-and Career-Ready (SC READY). The percentages of students who met or exceeded benchmarks on the South Carolina Palmetto Assessment of State Standards (SCPASS) were also below the state averages in science for grade four in 2019, 2018, and 2017 and social studies at grade five in 2019, 2018, and 2017.

In addition to state summative assessments, the school administered the Measures of Academic Progress (MAP) assessment and the System 44 reading intervention assessment. While students were assessed periodically for progress with these assessments, and there was evidence to support analysis of data beyond analyzing multiple pieces of assessment data, the evidence did not support that data were used consistently to provide instructional changes in classrooms.

Classroom Observation Data:

Classroom observation data, as previously discussed, suggested that the school did not provide a clear, uniform expectation for improving student learning and professional practice. While structures existed to support this expectation (e.g., professional learning communities, collaborative planning), student learning and professional practice could be improved through the provision of a well-communicated improvement plan, explicit instructional feedback and adaptations based on student performance through formal and informal assessments, and frequent monitoring of the expectations.

Stakeholder Interview Data:

Interview data showed that stakeholder groups were unable to share specifics about the school's mission and vision statements other than acknowledging that they existed or providing explanations about their roles in developing the school improvement plan.

Parents and faculty members communicated that they were happy with the school and its current leadership. Faculty members shared that knowing their students, building relationships with students, and implementing the Positive Behavior Interventions and Support (PBIS) program had helped improve overall student behavior. This

information supported and aligned with the principal's belief that "Students do not care what you know until they know you care."

Interview data showed that parents could not communicate the status of the school and did not understand the purpose of the Diagnostic Review. Also, while most teachers explained that they collected and later discussed summative student data at the PLC meetings, few teachers could explain how they used formative data to guide their daily instruction.

Stakeholder Perception/Experience Data:

While the information included in the Cognia Stakeholder Survey results indicated that 76 percent of parents agreed/strongly agreed that the school "has established goals and a plan for improving student learning" (C3) and 80 percent of parents agreed/strongly agreed that "Our school communicates effectively about the school's goals and activities" (D5), this was contradicted when zero parents interviewed were able to communicate the goals or the school's Comprehensive Support and Improvement (CSI) status.

Responses to questions included in the staff survey were positive and supportive of the school. Ninety-six percent of staff members agreed/strongly agreed that "Our school has a continuous improvement process based on data, goals, actions, and measures of growth" (C5) and "Our school has a systematic process for collecting, analyzing, and using data" (G3). One hundred percent of staff members agreed/strongly agreed that "Our school leaders monitor data related to school continuous improvement goals" (G7). While interview and artifact information supported the existence of a continuous improvement plan that included data, goals, actions, and measures of growth, the team found little evidence to support stakeholders' knowledge of expectations outlined in the plan or a schoolwide consistent practice of analyzing and monitoring the use of data to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Documents and Artifacts:

A review of documents and artifacts supported the implementation of new structures focused on providing faculty and staff opportunities to collaboratively address data, students' needs, and professional practice. One example identified in the My Journey screenshot was that the school was taking steps toward establishing best practices for teaching and learning. The school summary of observations was similar to the teams' summary of observations. While the administration was completing classroom observations and providing feedback to staff members based on the observations, the team found little evidence to show any instructional changes occurred based on this feedback.

Additionally, the CSI School Progress Monitoring Document showed the lowering of expectations. The original goals for reading and mathematics were lowered from a 20 percent increase in overall performance to a five percent increase overall for all learners.

The absence of a clear schoolwide mission, vision, and set of goals (i.e., where the school is and where stakeholders want the school to be) does not provide stakeholders with a clearly defined pathway (i.e., where the school is headed and how to get there).

Improvement Priority #2

Develop, implement, and monitor a formal data-driven instructional process for teaching and learning to meet the individual needs of students. Ensure the process includes clear expectations, is deliberately focused on providing rigorous Tier I, II, and III instruction, and uses multiple sources of data (e.g., formative, summative, non-academic) to adjust instruction. (Standard 2.7)

Evidence:

Student Performance Data:



Student performance data, as detailed in an addendum to this report, showed that while the faculty and staff members collected and analyzed many assessment pieces, the team found little evidence showing analyzed information was used in instructional planning. Teacher lesson plans provided overviews of what students will be doing on any given day, standards were posted in the majority of observed classrooms, and staff referred to “I can” statements during interviews; however, the data provided did not provide consistent performance increases across the grade levels. While fourth grade emerged as a “pocket of success” at Thornwell, performance consistently remains below state averages.

Classroom Observation Data:

Classroom observation data revealed it was evident/very evident in zero percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Additionally, unless students are provided with opportunities to practice at the performance level of expectations, they will have little chance to achieve at that level. Concerning learning expectations, in zero percent of classrooms, it was evident/very evident that learners “engage in activities and learning that are challenging but attainable” (B2), “demonstrate and/or are able to describe high quality work” (B3), and “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). Team observations revealed that it was evident/very evident in 11 percent of classrooms that learners “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) and “understand and/or are able to explain how their work is assessed” (E4).

Stakeholder Interview Data:

While interview data showed that the majority of faculty and staff members analyzed and used data to drive instruction, most faculty members could not describe how data were used to plan instruction other than for small groups. Also noted, when asked how and what they used to plan instruction, few staff members referred to the South Carolina College and Career Ready Standards unless prompted or as an afterthought. Staff members also discussed the new structures (e.g., PLCs, collaborative time); however, no one communicated the goal or purpose of each structure when questioned.

Parents communicated that they were happy with the school and the progress that their children were making. Interview data revealed that parents felt that their students were sometimes bored and needed to be challenged. Also, parents were unable to communicate the purpose for the interview, and zero parents were able to share the school's status based on the last school report card.

Stakeholder Perception/Experience Data:

Stakeholder perception data revealed that 86 percent of staff members agreed/strongly agreed that “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice” (E1) and 92 percent of parents agreed/strongly agreed that “All of my child's teachers use a variety of teaching strategies and learning activities” (E3). Seventy-five percent of staff members agreed/strongly agreed that “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2); however, when asked during interviews to describe the ways differentiation was provided, staff members were unable to provide an example other than for small groups. Parent surveys also revealed that 68 percent of parents agreed/strongly agreed that “All of my child's teachers meet his/her learning needs by individualizing instruction” (E4), and 84 percent agreed/strongly agreed that “My child is given multiple assessments to measure his/her understanding of what was taught” (E12).

Documents and Artifacts:

While the school provided the team with various documents about professional learning community (PLC) meetings, it was unclear how topics were selected or planned. The team found no roadmap for the explicit purpose and direction of PLC meetings or explicit directions for planning instructional lessons and what to plan.



The district had a continuum for English language arts and mathematics; however, only one teacher referred to using it during her planning.

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 current principal has been the instructional leader at the school for less than one year. It is also important to acknowledge that, like all schools, Thornwell School of the Arts had been operating under the strict guidelines associated with the coronavirus pandemic. The team noted that the observation data relative to the Supportive Learning Environment emerged as a strength, and support for stakeholders was highly visible through observations, surveys, and interviews. Additionally, teaching and learning structures that once faced pushback when implemented in August 2020 are now accepted as teaching and learning expectations. These structures include creating professional learning communities, collaborative planning times, acceptable communication with how adults talk to students, and an overall focus on creating a positive learning environment for all stakeholders. Using these structures to leverage the improvement of student learning and professional practice will help improve the school's overall performance.

Continuous Improvement Process:

As stated earlier, the school had established necessary structures. To move forward in attaining long-term improvement, the team suggests the school develop, communicate, implement, and monitor schoolwide expectations for teaching and learning. Stakeholders need a map with common goals and pathways detailing how to achieve the goals. The team suggests that school leadership, with the support of the district, create specific opportunities for faculty and staff to leverage the professional learning communities and collaborative planning times to focus on using multiple measures of data, both formal and informal assessments (e.g., student work, tests, exit tickets), to determine what students know and need to know based on daily learning goals. The team recommends that the school provide the instructional coaching staff with explicit assistance for using data to drive instructional next steps (e.g., small group instruction, whole group instruction). Once the next-step actions are developed, the leadership will need to be intentional in monitoring the instructional expectations.

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 Cognia training and eleot® certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
Kellie Yeager	Kellie Yeager has over 34 years of experience as a teacher, district specialist, and Alabama Department of Education school improvement specialist. She served as the assessment and accountability coordinator for the Jefferson County District in Birmingham, Alabama, until her retirement on July 1, 2018. In that position, she coordinated the assessment implementation process, accountability tracking, and school improvement activities for 56 schools. Kellie also has experience as an instructional coach for grades K-12, a school improvement coach with the Alabama Department of Education, and a regional school improvement field coordinator with the Alabama Department of Education. Currently, Kellie serves as a Cognia Lead Evaluator for Diagnostic Reviews and a professional consultant with Cognia.
Seneca Baines	Seneca Baines has 19 years of experience as a teacher and administrator. He is currently the assistant principal at Ridgeland Hardeeville High School in the Jasper County School District in Ridgeland, South Carolina. He coordinates the curriculum implementation process, teacher evaluation, student discipline, and professional development activities in that position. Mr. Baines has 12 years of experience as a middle school and high school principal.
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. She is currently managing external reviews for Comprehensive Support and Improvement schools in South Carolina. Tina has over 25 years of experience in education, including nine years as a high school and middle school English teacher and assistant administrator. Tina has served as state director of the South Carolina (SC) High Schools that Work and Making Middle Grades Work programs. She has also served as co-director for the South Carolina Schools to Watch program and on the Board of the National Forum to Accelerate Middle Grades Reform.
Betsy Sanchez	Betsy Sanchez has been in education for over 25 years. Ms. Sanchez served students in the classroom for 11 years before becoming a member of the state school improvement team, where she served as a peer mentor in schools and then as a regional school improvement coach, working with district leadership on improving processes. Ms. Sanchez is now employed as an instructional specialist and a gifted coordinator for 56 schools. As an instructional specialist, Ms. Sanchez trains and supports six secondary district coaches in the school improvement processes.
Jaime Watford	Jaime Watford serves as a regional support coach in the Office of School Transformation at the South Carolina Department of Education. In this role, Jaime strives to improve South Carolina student outcomes by empowering the transformation coaches she supports to build capacity within their assigned schools. Before working at the state department, she spent 15 years in urban and rural school districts as a middle school and high school English teacher, instructional coach, and leadership coach.

Addenda

Student Performance Data

Percentage of students meeting benchmark of “Meets and Exceeds” on South Carolina College-and Career-Ready Assessments (SC READY) by grade level (2018-2019, 2017-2018)

Grade	2018-2019				2017-2018			
	ELA School	ELA State	Math School	Math State	ELA School	ELA State	Math School	Math State
3	16.4%	45.2%	31.5%	55.7%	17.2%	49.7%	22.4%	57.7%
4	17.9%	43.9%	17.9%	48.1%	22.7%	51.2%	26.7%	50.5%
5	12.5%	38.9%	4.2%	45.2%	20.3%	41.0%	20.3%	45.4%

Percentages of students meeting grade-level standards at the school on the South Carolina Palmetto Assessment of State Standards (SCPASS) by grade level (2018-2019, 2017-2018, 2016-2017)

	Grade 4			Grade 5		
	2019	2018	2017	2019	2018	2017
Science	27.0%	31.3%	31.7%			
State Avg. Science	52.0%	49.8%	48.4%			
Social Studies				44.1%	37.5%	48.1%
State Avg. SS				70.1%	69.9%	70.9%

School Student Performance Data

Measures of Academic Progress (MAP) Fall 2020–Winter 2021; ELA/Reading

MAP English Language Arts/Reading						
Grade	Fall/Baseline			Winter		Change
	Meets/Exceeds #	Meets/Exceeds %		Meets/Exceeds #	Meets/Exceeds %	
2	2/23	8.6%		2/27	7.4%	-1.2%
3	0/31	0%		0/33	0%	0%
4	5/28	17.9%		6/29	20.6%	+2.7%
5	5/34	14.7%		6/38	15.8%	+1.1%

Measures of Academic Progress (MAP) Fall 2020–Winter 2021; Mathematics

MAP Mathematics						
Grade	Fall/Baseline			Winter		Change
	Meets/Exceeds #	Meets/Exceeds %		Meets/Exceeds #	Meets/Exceeds %	
2	7/23	30.4%		4/27	14.8%	-15.6%
3	1/30	3.3%		2/33	6.1%	+2.8%
4	4/27	14.7%		7/29	24.1%	+9.4%
5	0/35	0%		2/36	5.6%	+5.6%

Schedule

Sunday, March 21, 2021

Time	Event	Where	Who
4:00 p.m. – 6:00 p.m.	Team Work Session #1	Zoom	Diagnostic Review Team Members

Monday, March 22, 2021

Time	Event	Where	Who
8:15 a.m. – 4:00 p.m.	Stakeholder Interviews	Zoom	Diagnostic Review Team Members
4:00 p.m. – 6:00 p.m.	Team Work Session #2	Zoom	Diagnostic Review Team Members

Tuesday, March 23, 2021

Time	Event	Where	Who
7:45 a.m. – 4:00 p.m.	Stakeholder Interviews and Artifact Review	Zoom	Diagnostic Review Team Members
4:00 p.m. – 6:00 p.m.	Team Work Session #3	Zoom	Diagnostic Review Team Members

Wednesday, March 24, 2021

Time	Event	Where	Who
9:00 a.m. – 11:00 a.m.	Final Team Work Session	Zoom	Diagnostic Review Team Members

Note: Classroom observation data were collected by two team members during the week of March 15-19, 2021. These data were shared with the team during the review dates for consideration during team deliberations.