

April 28–May 1, 2019

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# AdvancED® Engagement Review Report



## AdvancED® Diagnostic Review

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Results for: Wallace Gregg Elementary School

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## Introduction

The AdvancED Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned to AdvancED Standards. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes the in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These talented leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

The Diagnostic Review Team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
District-level Administrators	1
Building-level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	4
Certified Staff	28
Non-certified Staff	10
Students	62
Parents	6
<b>Total</b>	<b>113</b>

## 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.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Needs Improvement
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Needs Improvement
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	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.

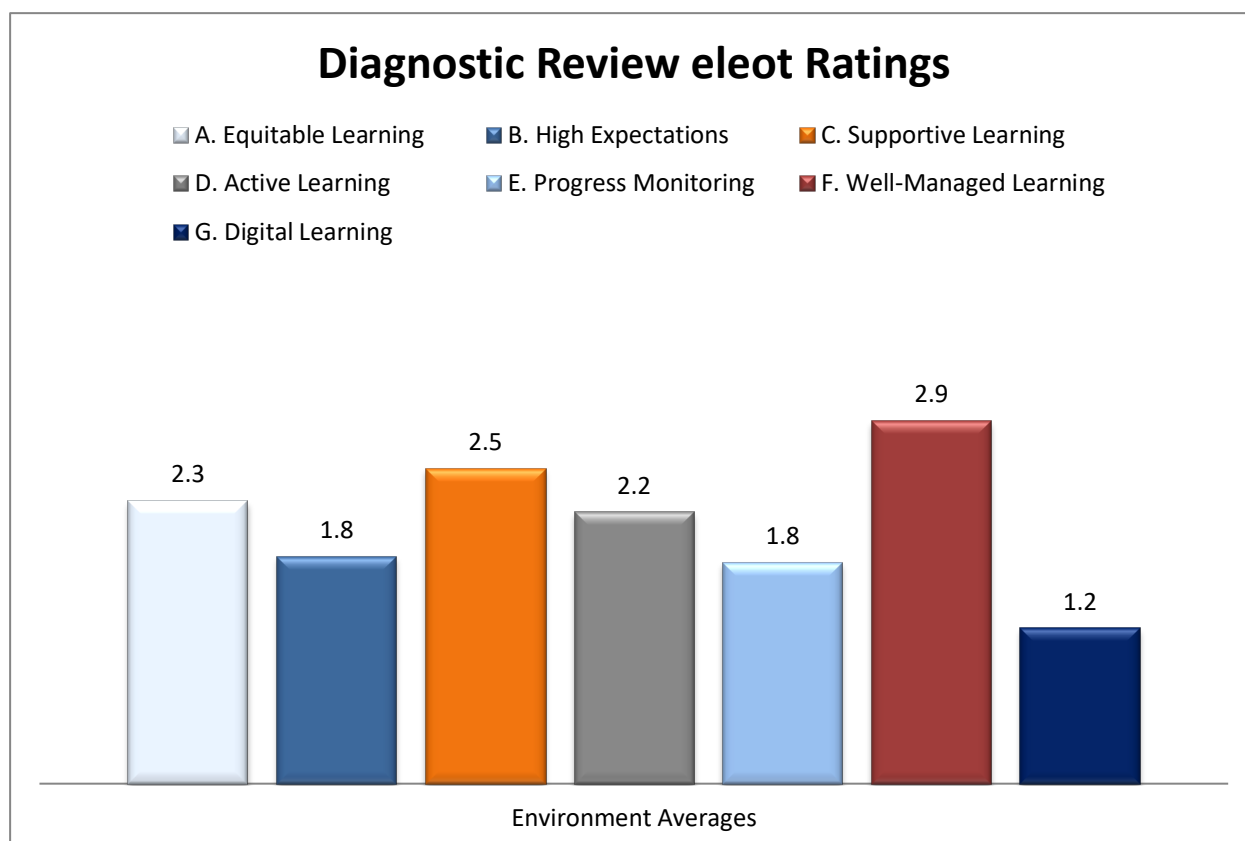
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
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 20 classroom 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	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	65%	25%	5%	5%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	20%	45%	30%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	10%	15%	30%	45%
A4	1.4	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.	80%	5%	10%	5%
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	2.0	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	30%	50%	10%	10%
B2	1.8	Learners engage in activities and learning that are challenging but attainable.	45%	35%	15%	5%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	60%	35%	0%	5%
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).	45%	40%	5%	10%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	45%	25%	20%	10%
Overall rating on a 4 point scale:			1.8			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	20%	50%	15%	15%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	20%	40%	30%	10%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	10%	25%	40%	25%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	20%	15%	40%	25%
Overall rating on a 4 point scale:			2.5			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.3	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	30%	30%	25%	15%
D2	2.1	Learners make connections from content to real-life experiences.	35%	30%	25%	10%
D3	2.4	Learners are actively engaged in the learning activities.	10%	55%	20%	15%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	55%	20%	5%	20%
Overall rating on a 4 point scale:			2.2			

E. Progress Monitoring and 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.	55%	35%	5%	5%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	30%	50%	5%	15%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	30%	30%	35%	5%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	85%	10%	0%	5%
Overall rating on a 4 point scale:			1.8			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.9	Learners speak and interact respectfully with teacher(s) and each other.	10%	25%	30%	35%
F2	3.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	25%	30%	40%
F3	2.8	Learners transition smoothly and efficiently from one activity to another.	20%	20%	20%	40%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	10%	40%	10%	40%
Overall rating on a 4 point scale:			2.9			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	80%	15%	0%	5%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	90%	0%	5%	5%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	95%	0%	0%	5%
Overall rating on a 4 point scale:		1.2				

## eleot Narrative

The Diagnostic Review Team collected data in 20 core content classroom settings. Observational data collected from these classrooms provided insight into the teaching and learning practices at Wallace Gregg Elementary School. Overall average ratings for the seven learning environments ranged from a low score of 1.2 on a four-point scale in the Digital Learning Environment to a high of 2.9 in the Well-Managed Learning Environment.

The team identified relative strengths within three of the seven learning environments (i.e., Equitable, Supportive, and Well-Managed). Those strengths included items related to the interactions between adults and students, equitable access, student behavior, and classroom management. In 75 percent of classrooms, it was evident/very evident that students “are treated in a fair, clear, and consistent manner” (A3). In addition, it was evident/very evident that students “demonstrate knowledge of and/or follow classroom rules and work well with others” (F2) in 70 percent of classrooms. In the common areas, such as in the lunchroom and in the halls, team members observed that most students were well-behaved and followed rules. For the few students who did not follow procedures, teachers provided students the opportunity to self-correct behaviors in a productive manner. In 75 percent of classrooms, the Diagnostic Review Team noted that students “have equal access to classroom discussions, activities, resources, technology, and support” (A2). While the team recognized these percentages could be higher, it signaled specific strengths upon which the school could build.

The Diagnostic Review Team found some practices were minimally observed in classrooms, providing critical areas to leverage for increased student learning. One such area that concerned the team was the lack of rigor in instructional practices. For example, observation results indicated students who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4) were evident/very evident in 15 percent of classrooms. It was evident/very evident in 10 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Also, students who “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in five percent of classrooms. It was evident/very evident in 25 percent of classrooms that students “collaborate with their peers to accomplish/complete activities, projects, tasks and/or assignments” (D4). Interview data indicated that students, generally, worked collaboratively only when they were “good,” and many

students reported that they did not like working with other students, which indicated to the team that collaboration was not embedded in the school culture.

The team was seriously concerned with indicators related to progress monitoring the academic performance of students. First, it was evident/very evident in five percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4). Next, the team noted it was evident/very evident in 10 percent of classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1).

Finally, the team noted that the Digital Learning Environment had the lowest overall rating of 1.2 on the four-point scale. One-to-one technology was implemented at Wallace Gregg Elementary School, but the team observed limited use of technology during classroom observations. It was evident/very evident in five percent of classrooms that students “use digital tools/technology to communicate and work collaboratively for learning” (G3) and “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1).

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

Implement and monitor a systematic continuous improvement process that increases student learning and improves organizational effectiveness. To ensure a robust process, develop procedures for analyzing and disaggregating data to identify both academic and nonacademic needs, create and execute procedures to analyze outcomes of programs and practices in order to improve student learning and performance, and develop a consistent and clear communication plan for all representative internal and external stakeholder groups. (Primary Standard 1.3, Secondary Standard 1.8)

#### Evidence:

##### Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated that Wallace Gregg Elementary School had not established a robust continuous improvement process to consistently improve student learning and organizational effectiveness. The school received an overall rating of Unsatisfactory in Academic Achievement on the South Carolina College- and Career-Ready Assessments (SC READY) and Below Average in Preparing for Success on the South Carolina Palmetto Assessment of State Standards (SCPASS). Scores in English language arts (ELA) declined significantly in grades three, four, and six from 2015-2016 to 2017-2018. The percentage of third-grade students who met or exceeded benchmark in ELA fell from 31.2 percent to 25.9 percent to 23.1 percent over the three-year period. Fourth-grade ELA scores dropped from 32.5 percent to 30.6 percent to 18 percent, and fifth-grade ELA continued the overall downward trend showing 37 percent in 2015-2016 compared to 28.3 percent in 2017-2018. Because of a change in state tests, data were available for sixth grade only for the past two academic years. In 2016-2017, 35.2 percent of students met or exceeded benchmark in ELA, dropping to 10 percent in 2017-2018.

Third-grade showed slight improvements in the percentage of students who met or exceeded the mathematics benchmark each year for the past three years, going from 29.5 percent to 31.5 percent to 32.1 percent. Other small improvements occurred in fifth-grade ELA and mathematics. In 2016-17, 23 percent of fifth graders met or exceeded the ELA benchmark, and in 2017-18, 28.3 percent of students did. Fifth-grade math also improved, as 25 percent met or exceeded benchmark in 2016-2017 and 35.8 percent did in 2017-2018.

On the SCPASS science assessment, the percent of fourth-grade students who met grade-level standards was within five percentage points of the state average in 2015-2016 but dropped significantly below state averages the past two academic years, with 30.6 percent compared to 48.4 percent in 2016-2017 and 26.7 percent compared to 49.8 percent in 2017-2018. Fifth-grade social studies, however, improved overall from 59.3 percent who met grade-level standards in 2015-2016 to 64.2 percent in 2017-2018, which is comparable to the state average of 69.9 percent.

For benchmark assessments, Florence 1 School District transitioned from Measures of Academic Progress (MAP) to LinkIt for the 2018-2019 school year in sixth grade. The team did not view LinkIt data because, according to instructional staff interviews, it was inconsistently administered; therefore, the team was concerned that sixth-

grade data were unreliable. However, as illustrated in an addendum to this report, grades one through five took MAP for fall, winter, and spring administrations. The Student Growth Summary Reports for these grades revealed that, except for fourth-grade reading, students met the school norms projected growth. Almost half (46.3 percent) of the students in second grade were At or Above Norm Grade Level Rasch Unit (RIT) for Spring 2019. Beyond second-grade reading, however, the percent of students At or Above Norm Grade Level RIT was significantly lower than the norm, particularly in math.

**Classroom Observation Data:**

The classroom observation data, as previously discussed, showed the overall rating in the High Expectations and the Progress Monitoring and Feedback Learning Environments was 1.8 on the four-point scale. Specifically, the Diagnostic Review Team members were concerned with two progress monitoring practices. It was evident/very evident in 10 percent of classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1), and it was evident/very evident in five percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4).

The team was concerned with the culture of low expectations in classroom instruction. The highest item in the High Expectations Learning Environment revealed that it was evident/very evident in 30 percent of classrooms that students “take responsibility for and are self-directed in their learning” (B5).

**Stakeholder Interview Data:**

The interview data indicated that structures for continuous improvement were not implemented with fidelity until a Transformation Coach was assigned to the school by the South Carolina Department of Education in January 2019. Since her arrival, two procedures were executed: the use of data during professional learning community (PLC) meetings and the review of student work. The principal identified one school weakness of an inconsistency among staff in terms of reliable implementation of programs and acknowledged that a system was not in place to monitor implementation. Staff interviews revealed the lack of continuity in teaching staff was a barrier to determining impact from practices or programs. As one staff member reported, “The staff did not remain consistent enough to see if things work.” When asked about their involvement in the School Renewal Plan (SRP), parents stated that they did not know what it was. A common theme that emerged during interviews was captured by one stakeholder’s statement, “The school is not mission and vision driven.”

Across all stakeholder groups, the need for additional student support was emphasized. The team heard multiple times that the guidance counselor was assigned so many other duties that little time remained to work with students individually or to provide whole-group guidance lessons. Some stakeholders stated that they brought food for the students who did not make the 7:30 a.m. deadline for breakfast; others indicated they had not received training for chronic student misbehavior or to defuse volatile situations.

**Stakeholder Perception/Experience Data:**

The stakeholder survey data indicated that 66 percent of staff members agreed/strongly agreed with the statement, “Our school has a continuous improvement process based on data, goals, actions, and measures of growth” (C5). Similarly, 65 percent of staff members agreed/strongly agreed that “Our school has a systematic process for collecting, analyzing, and using data” (G3).

In analyzing the perceptions of parents, limited agreement was found, as 54 percent of parents agreed/strongly agreed with the statement, “Our school has established goals and a plan for improving student learning” (C3). The survey data also revealed that 50 percent of parents agreed/strongly agreed that “Our school communicates effectively about the school’s goals and activities” (D5). Contrasting with the parent survey data, the interview data of six parents offered strong support for the school and its leadership.

Survey data showed that increasing stakeholder involvement in school activities and engaging them in the school improvement process could be a leverage point to build organizational capacity. Staff survey data showed that 59 percent agreed/strongly agreed that “Our school leaders provide opportunities for stakeholders to be involved in the school” (D10). Likewise, 50 percent of parents agreed/strongly agreed that “Our school communicates effectively about the school’s goals and activities” (D5). Fifty percent of parents agreed/strongly agreed that “Our school’s purpose statement is formally reviewed and revised with involvement from parents” (C2), echoed by 36 percent of staff members who agreed/strongly agreed that “Our school’s purpose statement is formally reviewed and revised with involvement from stakeholders” (C2). The team was concerned that that only 38 percent of parents agreed/strongly agreed with the statement “Our school shares the responsibility for student learning with its stakeholders” (D4). The survey data from sixth graders revealed that 25 percent of students agreed/strongly agreed that “My school considers students’ opinions when planning ways to improve the school” (G2).

**Documents and Artifacts:**

A review of the completed School Quality Factors (SQF) report provided no narratives to support results. In addition, the team reviewed the A/B walkthrough schedule and found no evidence that the schedule was implemented consistently; evidence confirmed that administrators followed the schedule one time and that most checklists were incomplete. The interview data from a district administrator and a review of Pulse Check documents revealed that the documents were supposed to be completed each four-and-a-half to nine-week period. The team noted that most documents had very basic information from teachers with no written reflections, although a few teachers completed the document as the district intended. The principal’s Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) document had goals for all nine standards, but the provided evidence to support the goals being met was minimal and lacked quality.

**Improvement Priority #2**

Develop, implement, and monitor an instructional process to provide challenging learning opportunities that move all students to the next level. Ensure that instructional practices are monitored for quality and implementation fidelity. (Standard 2.7)

**Evidence:****Student Performance Data:**

Student performance data, as detailed in an addendum to this report, revealed that instructional systems and practices were not developed, implemented, or monitored to support student learning and improve student proficiency and achievement in grades three through six. As previously discussed in this report, the Diagnostic Review Team saw little improvement on the SC READY or SCPASS in student performance for most groups of students at the school, signaling acute deficiencies in achievement. MAP data confirmed minimal growth in reading and math. The Education Value Added Assessment System (EVAAS) website showed evidence that all students made significantly less progress than the Growth Standard, most pronounced for the African-American and Pupils in Poverty subgroups. These student performance data were considered, along with other data, to develop Improvement Priority #2.

**Classroom Observation Data:**

Classroom observation data, as previously discussed, showed it was evident/very evident in 65 percent of classrooms that students “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3). Differentiated learning opportunities or activities and demonstration of high-quality classroom work were two areas that the team pinpointed as critical for increased student growth. It was evident/very evident in five percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1), and “demonstrate and/or are able to describe high quality work” (B3). Multiple student interviews offered minimal evidence of teachers adjusting instruction to meet student needs. Additionally, it was evident/very evident in 20 percent of classrooms that students “engage in activities and learning that are challenging but attainable” (B2). As previously discussed in this report, students rarely monitored their own progress or work, as it was evident/very evident in five percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4). Additionally, it was evident/very evident that students “demonstrate and/or verbalize understanding of the lesson/content” (E3) in 40 percent of classrooms. It was evident/very evident in 20 percent of classrooms that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). Also, students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 10 percent of classrooms.

**Stakeholder Interview Data:**

The staff interview data suggested that walkthrough observations and instructional feedback were inconsistent. One stakeholder remarked that she began to receive feedback only after the Instructional Coach started observing teachers. Teachers and administrators stated that the district provided a scope and sequence known as the Curriculum Alignment Document (CAD) but that teachers were not held accountable for following it. The team reviewed reports for MAP data on the Northwest Evaluation Association (NWEA) website, but no evidence existed that data were analyzed and shared at the school level. Many staff members indicated that they began analyzing data in January 2019, and a few staff members disclosed they used student MAP data to create small groups for instruction. Numerous software programs, such as Lexia, Moby Max, Classworks, etc., were being used throughout the school, but the team found no evidence of school-wide use of any one software program except for Standardized Testing for the Assessment of Reading (STAR) testing each month, which was another district



initiative. Interview data indicated that the purpose for giving the STAR test was for the system to gather a grade-level reading score for each student.

Additionally, no evidence was provided that showed any programs were analyzed and monitored. One administrator remarked that the district was in the beginning steps of verifying school program effectiveness. Several stakeholder groups were concerned about the accountability for program and initiative implementation fidelity.

**Stakeholder Perception/Experience Data:**

Elementary students' perception of their school was extraordinarily positive regarding their views of learning. Seventy-eight percent of elementary students in grades three and five agreed that "In my school I am learning new things that will help me" (C2), and 84 percent of elementary students agreed that "My teachers tell me how I should behave and do my work" (E4). By contrast, 39 percent of sixth graders agreed/strongly agreed that "All of my teachers change their teaching to meet my learning needs" (E9). Parents also felt that their children's teachers were not individualizing instruction, as 43 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction" (E4). Fifty-four percent of sixth graders agreed/strongly agreed that "My school provides learning services for me according to my needs" (E7).

Staff survey data corroborated that instruction was neither modified nor personalized. Fifty-one 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). Fifty-two 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). Although multiple assessments were used at Wallace Gregg, only 57 percent of staff members agreed/strongly agreed that "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum" (E7).

**Documents and Artifacts:**

A review of the master schedule showed that no time had been allocated for interventions, and the principal stated that interventions had just been implemented two days per week, one day for reading and one for math. The school had a Reading Recovery teacher for first-grade reading intervention. A review of teacher lesson plans showed no evidence of differentiation or adjustment of instruction to meet learner needs. A review of the PLC notebook containing agendas, sign-in sheets, and PLC reflection sheets showed evidence of consistently held PLCs on Tuesdays. PLC reflection sheets were typically left blank or had limited responses and reflections.

**Improvement Priority #3**

Analyze and refine current practices (e.g., professional learning communities, professional development, building of staff capacity) to include the effective use of data for improving instructional practices and identifying and addressing individual student needs. Include evidence of ongoing improvements of the following documented steps in the process: (1) engage instructional staff in the process to monitor and verify student progress toward meeting learning expectations, (2) engage all educators in processes to use formative and summative data to improve student learning, (3) demonstrate consistent use of data to verify student progress and modify reporting practices that link to specific standards or expectations. (Standard 2.11)

**Evidence:****Student Performance Data:**

The student performance data, as detailed in an addendum to this report, indicated that a curriculum based on high expectations and instructional processes essential to supporting student learning and ensuring student success at all levels was not developed, monitored, or evaluated. Testing data were illustrative of the lack of rigor in instruction and also the lack of access to services essential to student learning (e.g., daily interventions, guidance support, and processes to ensure that students in poverty have their essential needs met so that they can learn).

**Classroom Observation Data:**

The classroom observation data, as previously discussed, suggested that the school did not deliberately monitor the effectiveness of programs used for students in the school or implement and monitor high-yield instructional practices and/or strategies (e.g., exemplars, differentiation, higher-order thinking skills, student-centered technology). It was evident/very evident in 10 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Additionally, it was evident/very evident in 20 percent of classrooms that students “engage in activities and learning that are challenging but attainable” (B2), and it was evident/very evident in 15 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).

**Stakeholder Interview Data:**

The interview data suggested that some stakeholders were aware that pockets of rigorous instruction occurred in a few classrooms. This observation was validated by both formal and informal observations by the Diagnostic Review Team. The interview data revealed that teachers had few opportunities to observe peers so that they could improve instructional practices in their own classrooms. In addition, the data suggested that teachers rarely adjusted their teaching based on student data.

The team was also concerned with the lack of a formal structure for vertical alignment. Teachers stated that they sometimes met informally, but neither the school nor the district established processes to facilitate collaboration among colleagues. The interview data showed that Wallace Gregg Elementary School teachers engaged in professional development trainings; however, many strategies learned at these trainings were yet to be fully implemented or embedded into classroom instructional practices. The lack of accountability and follow-through was a common theme found in the interview data.

**Stakeholder Perception/Experience Data:**

The stakeholder perception data revealed that 52 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). In addition, the data revealed 57 percent

of staff members agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7). The data indicated 56 percent of staff members agreed/strongly agreed that “In our school, all staff members use data to address the unique learning needs of all students” (E14). Seventy-one percent of parents and 70 percent of sixth graders agreed/strongly agreed that multiple assessments were administered to check or measure understanding (Parent Survey E12, Middle School/High School Survey E1). The data showed that 52 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs” (E1). Finally, 65 percent of staff members agreed/strongly agreed that “Our school uses data to monitor student readiness and success at the next level” (G5).

**Documents and Artifacts:**

A review of the PLC Notebook produced evidence that professional learning community meetings were consistently held every Tuesday, but the reflection sheets suggested a lack of embeddedness in the school culture at this time. The team reviewed the school’s eleot data provided by the Transformation Coach. Observations using the eleot tool were implemented just in the past few weeks, and teachers were observed for only the High Expectations Learning Environment. However, the school’s data in that Learning Environment mirrored the team’s data. Upon review of the district’s Curriculum Alignment Document (CAD), the team noted that common summative assessments created by district staff were available and administered, but no formative assessments existed. Finally, the school could not produce evidence that determined the quality of the numerous programs mentioned in interviews. The principal admitted that leadership did not review data from these programs, but “they have a data chart teachers should be keeping.” Numerous references were made by staff members and administrators that school-wide processes and procedures did not exist. More importantly, although the team reviewed documents that had copies of sticky notes to teachers, no aggregated teacher evaluation data was provided. When team members reviewed teacher data notebooks, many were incomplete and had missing or minimal information.

## 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 school environment was warm and hospitable, as students and staff ensured that the team not only felt welcome but also was provided with any information and requested documents. Team members observed that some teachers greeted each student who walked through the classroom door each morning. Stakeholders also shared that they were pleased that students had one-to-one technology access. Several stakeholders stated they liked the size of the school and the "family feel" of the community. The observation data supported that leadership and staff members had implemented strategies to support a safe and orderly learning environment for all students. In addition, the team observed isolated pockets of effective teaching and student engagement.

### Continuous Improvement Process:

The interview and survey data and review of documents and artifacts indicated that teachers and leaders inconsistently engaged in a continuous improvement and/or decision-making process to build instructional and organizational capacity. The Diagnostic Review Team found that teachers and leaders did not engage in ongoing and effective use of data to drive decision-making.

The classroom observation and interview data confirmed that students had few opportunities to engage in personalized or differentiated learning tasks and that few students were engaged in rigorous coursework, discussions, or tasks that required the use of higher-order thinking.

Finally, effective, results-driven continuous improvement planning processes with systems, programs, and practices were not established or used to monitor improvement efforts and communicate results to stakeholders. Further, the school did not routinely use data to evaluate program effectiveness, monitor the impact of specific strategies, or determine attainment of school goals. The established professional learning community structures could be leveraged by developing, implementing, and monitoring data-driven processes and procedures that inform instructional practices and result in high levels of student achievement. With the willingness of administrators to implement suggestions and protocols, Wallace Gregg Elementary School has the opportunity to create embedded structures and processes to improve teacher efficacy and student 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
Gracie Strawn	Gracie Strawn is an educator with more than 40 years of varied public education experience. She has served as a middle school principal, director of before- and after-school programs, supervisor of instruction and curriculum for K-12, a regular classroom and special education teacher, and a special education consulting teacher. She trained teachers and administrators at local, state, and national levels in implementing educational technology and proven instructional and curriculum practices. While serving as a Tennessee Exemplary Educator, she specialized in identifying strengths and weaknesses in school and system governance and classroom instruction, analyzing and problem-solving with stakeholders, and guiding a low performing high school through a successful turnaround. She holds a bachelor's degree in secondary education and special education, and a master's degree in educational administration and supervision. Finally, she is certified in Reading Recovery and has Career Level III certification.
Twana Hilton-Pitre	Dr. Twana Y. Hilton-Pitre currently serves as an executive director for school leadership in East Baton Rouge Parish School System. Dr. Hilton-Pitre is part of the Innovation Network that supports low performing elementary, middle, and high schools to improve academic achievement, teaching, and leadership development. She has K-12 and university teaching experience in rural, suburban, and urban settings. Dr. Hilton-Pitre's administrative experience spans from K-12 to the university level, which includes being an assistant principal, principal, and director of field experiences for student teachers. During her tenure as principal, the school performance score increased from 79 (C) to 101.5 (A). She has extensive experience in leadership development, counseling, professional development for staff, research, problem-solving, and individualized professional learning experiences for administrators. Dr. Hilton-Pitre obtained a bachelor's degree in elementary education, a master's degree in administration and supervision, and a doctorate in educational leadership with advanced studies in counseling.
Lisa Duda	Lisa Duda currently works as a Transformation Coach with the South Carolina Department of Education in the Office of School Transformation. She has been in the field of education for the past 25 years, serving as an elementary classroom teacher, literacy coach, curriculum and instruction specialist, and an academic team leader for instruction. Ms. Duda holds a master's degree in curriculum, instruction, and assessment K-12 from Walden University and a bachelor's degree from the University of South Carolina in elementary education. She is a two-time National Board-Certified teacher as a middle childhood generalist, and is literacy coach and literacy teacher endorsed through Read to Succeed.
Shana Harper	Ms. Harper currently serves as a South Carolina State Department of Education Transformation Associate. She has served as a South Carolina educator in various roles and educational environments for two decades. She has served in multiple school- and district-level capacities. Ms. Harper's responsibilities have included special education teacher, curriculum resource specialist, and school-level administrator. Additional levels of accountability involved district-level Title I consultant and coordinator of special services.

## 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	23.1	45.2	32.1	55.7	25.9	42.1	31.5	52.5	31.2	43.7	29.5	53.6
4	18.0	43.9	14.8	48.1	30.6	40.9	28.6	46.4	32.5	43.4	37.5	46.7
5	28.3	38.9	35.8	45.2	23.0	38.3	25.0	40.0	37.0	41.2	29.6	44.3
6	10.0	39.9	15.0	42.6	35.2	39.7	33.3	41.5		41.0		39.5

#### 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			Grade 6		
	2018	2017	2016	2018	2017	2016	2018	2017	2016
Science	26.7	30.6	60.0		20.8	63.0	15.0	33.3	
State Avg. Science	49.8	48.4	65.0		46.7	65.7	47.7	48.0	62.1
Social Studies		30.6	75.0	64.2	54.2	59.3		66.7	
State Avg. Social Studies		80.8	81.3	69.9	70.9	71.5		73.3	76.3

#### Section III: Additional Information

	Our School	Change from Last Year
<u>Prime instructional time</u>	88.0	Up from 86.6

#### Section IV: Kindergarten Readiness Assessment—Percentage of Students Enrolling in Kindergarten and Demonstrating Readiness to Learn

Demonstrating Readiness	17.54%	19.50%	35.82%
Approaching Readiness	42.11%		
Emerging Readiness	40.35%		

<b>By Domains:</b> (The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness.)			
<b>Social Foundation</b>	59.65%	30.23%	45.07%
<b>Language and Literacy</b>	14.04%	19.24%	33.92%
<b>Mathematics</b>	10.53%	20.83%	30.77%
<b>Physical Well-Being</b>	66.67%	30.32%	47.95%

#### Section V: Second-Grade Students On-Track for Third-Grade Success in ELA and Math

	%	N	%	N	%	N
<b>Second-grade students who are on track for success in English Language Arts at the third grade.</b>	27.00%	15	51.20%	631	48.60%	27792
<b>Second-grade students who are on track for success in Mathematics at the third grade.</b>	27.00%	15	49.30%	607	54.50%	31165

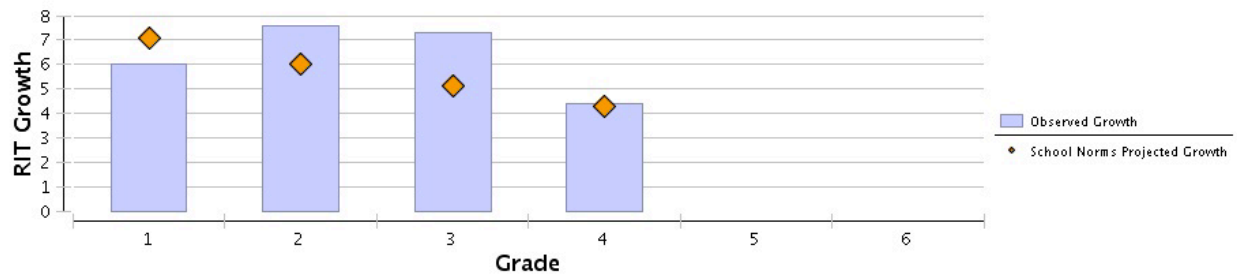
#### Section VI: MAP Growth Data, Spring 2018-2019

	Percent of Students Average or Above	Percent of Students Average or Above	Percent of Students At or Above Norm Grade Level Mean RIT	Percent of Students At or Above Norm Grade Level Mean RIT
<b>Grade</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Mathematics</b>
1	41.0%	29.0%	34.5%	17.2%
2	63.0%	48.0%	46.3%	35.2%
3	49.0%	48.0%	37.5%	33.3%
4	43.0%	32.0%	26.9%	26.4%
5	43.0%	26.0%	24.6%	14.1%

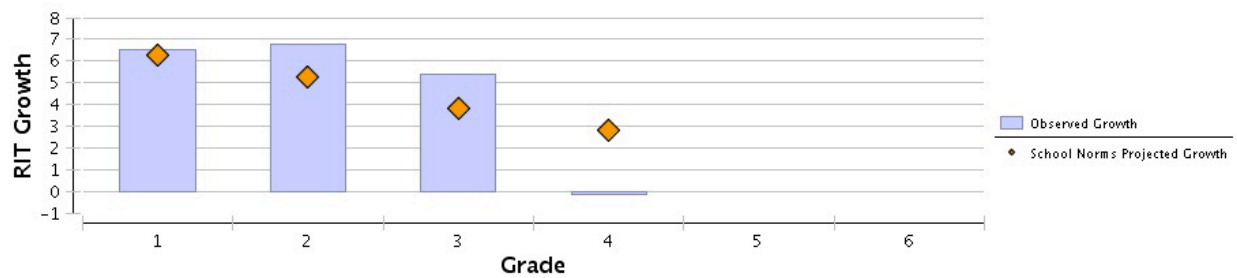


## Section VII: MAP Student Growth Summary Report, Spring 2019

### Mathematics



### Reading



## Schedule

### Sunday, April 28, 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. – 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

### Monday, April 29, 2019

Time	Event	Where	Who
7:00 a.m.	Team arrives at Wallace Gregg Elementary School	School office	Diagnostic Review Team Members
7:20 a.m. – 4:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:30 p.m. – 5:30 p.m.	Team returns to hotel		
5:30 p.m. – 8:00 p.m.	Team Work Session #2	Hotel conference room	Diagnostic Review Team Members

### Tuesday, April 30, 2019

Time	Event	Where	Who
7:00 a.m.	Team arrives at Wallace Gregg Elementary School	School	Diagnostic Review Team Members
7:20 a.m. – 2:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
2:30 p.m. – 4:00 p.m.	Team returns to hotel		
4:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

### Wednesday, May 1, 2019

Time	Event	Where	Who
7:30 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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