Cognia Diagnostic Review Report

Results for: Ware Shoals Primary School

February 23-26, 2020

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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	3
Building-Level Administrators	1
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	12
Certified Staff	15
Noncertified Staff	6
Students	72
Parents	8
Total	117

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.	Initiating
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Initiating
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.	Initiating

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.	Insufficient
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Insufficient
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Insufficient
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.	Insufficient
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Insufficient
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.	Insufficient

Resource Capacity Domain

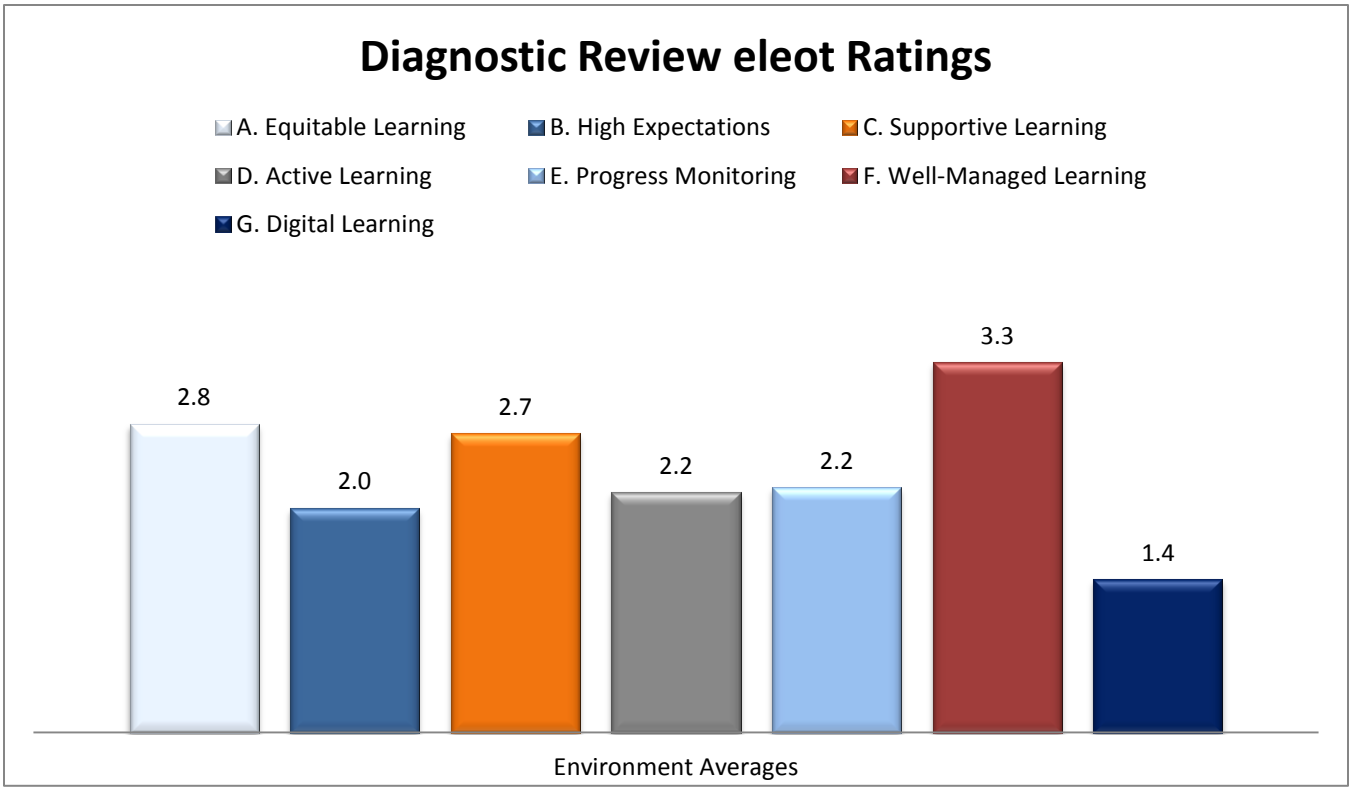
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Impacting
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.	Improving
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.	Improving

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 18 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	2.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	17%	33%	33%	17%
A2	3.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	0%	50%	44%
A3	3.4	Learners are treated in a fair, clear, and consistent manner.	0%	6%	50%	44%
A4	1.8	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.	28%	61%	11%	0%
Overall rating on a 4 point scale:		**2.8**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	39%	39%	17%	6%
B2	2.3	Learners engage in activities and learning that are challenging but attainable.	17%	44%	33%	6%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	72%	22%	0%	6%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	39%	39%	17%	6%
B5	2.6	Learners take responsibility for and are self-directed in their learning.	17%	17%	56%	11%
Overall rating on a 4 point scale:		**2.0**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.8	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	6%	22%	56%	17%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	11%	39%	39%	11%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	6%	39%	44%	11%
C4	2.8	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	33%	56%	11%
Overall rating on a 4 point scale:		**2.7**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	22%	39%	33%	6%
D2	2.1	Learners make connections from content to real-life experiences.	33%	28%	33%	6%
D3	2.4	Learners are actively engaged in the learning activities.	11%	50%	28%	11%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	39%	39%	17%	6%
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	2.1	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	22%	50%	22%	6%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	22%	28%	44%	6%
E3	2.6	Learners demonstrate and/or verbalize understanding of the lesson/content.	6%	33%	56%	6%
E4	1.7	Learners understand and/or are able to explain how their work is assessed.	61%	17%	11%	11%
Overall rating on a 4 point scale:		**2.2**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	3.3	Learners speak and interact respectfully with teacher(s) and each other.	0%	6%	56%	39%
F2	3.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	6%	56%	39%
F3	3.4	Learners transition smoothly and efficiently from one activity to another.	0%	6%	44%	50%
F4	3.2	Learners use class time purposefully with minimal wasted time or disruptions.	0%	17%	50%	33%
Overall rating on a 4 point scale:		**3.3**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	56%	11%	28%	6%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	89%	6%	6%	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:		**1.4**				

eleot Narrative

The Diagnostic Review Team conducted 18 classroom observations in core content classrooms. The Well-Managed Learning Environment had the highest overall rating of the seven learning environments, with a rating of 3.3 on a four-point scale and contained several strengths. The Diagnostic Review Team, for example, noted that students were respectful, well-behaved, and followed classroom rules. For example, it was evident/very evident in 95 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other” (F1) and “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2). However, observers noted that teacher and student interactions were observed less frequently. For example, learners who “demonstrate a congenial and supportive relationship with their teacher” (C4) were evident/very evident in 67 percent of classrooms.

The team also observed an area of strength in the use of time. It was evident/very evident in 94 percent of classrooms that “Learners transition smoothly and efficiently from one activity to another” (F3). Additionally, it was evident/very evident in 83 percent of classrooms that “Learners use class time purposefully with minimal wasted time or disruptions” (F4).

Some of the lowest ratings related to establishing high academic expectations and the lack of asking students to use higher-order thinking skills. Notably, It was evident/very evident in 23 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1). Also it was evident/very evident in six percent of classrooms that “Learners demonstrate and/or are able to describe high quality work” (B3). Likewise, it was evident/very evident in 23 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). Also, learners rarely worked together to complete assignments. In 23 percent of classrooms, it was evident/very evident that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). It was also evident/very evident in 39 percent of classrooms that “Learners’ discussions/dialogues/exchanges with each other and teacher predominate” (D1).

Also concerning to the team was that students received limited feedback for improvement and had low participation in the assessment of their work. It was evident/very evident in 28 percent of classrooms that

“Learners monitor their own progress or have mechanisms whereby their learning is monitored” (E1). It was evident/very evident in 50 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). Further, in 22 percent of classrooms, it was evident/very evident that “Learners understand and/or are able to explain how their work is assessed” (E4).

The low ratings in the Digital Learning Environment pointed to additional areas for improvement. It was evident/very evident in six percent of classrooms that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) and in zero percent of classroom that “Learners use digital tools/technology to communicate and work collaboratively for learning” (G3). It was evident/very evident in 34 percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information” (G1). The team noted technology was primarily used to complete online curriculum assignments. Considering these low findings along with the knowledge that the school has a one-to-one device initiative illuminates an opportunity to increase the use of technology to promote higher-level learning.

In summary, classroom observations showed that structures existed that could be foundational in increasing engagement and promoting learning for all students. Data showed a need to increase learning expectations for students and to provide classroom instruction aligned with the level of rigor within state standards.

Findings

Improvement Priorities

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

Improvement Priority #1

Develop, implement, monitor, and adjust individual teacher practices to promote high learning expectations for students by (1) unwrapping standards to determine skills required (from least difficult to most difficult) for students to attain grade-level standards mastery; (2) creating standards-based common assessments that are based on the level of performance that students need to be proficient; and (3) creating standards-based daily instructional plans that include rigorous instructional practices for core, intervention/acceleration, and remedial instruction. (Standard 2.5)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, suggested instructional processes were not developed, monitored, or evaluated to support high learning expectations at all levels for all students. In 2017-2018 and 2018-2019, third- and fourth-grade students performed below state averages in English language arts (ELA) and mathematics on the South Carolina College-and Career-Ready Assessments (SC READY). In three areas, students scored more than 15 percentage points below state averages (fourth-grade ELA and mathematics in 2017-2018 and fourth-grade mathematics in 2018-2019). Students experienced limited growth from third grade (2017-2018) to fourth grade (2018-2019) in ELA and a regression in student achievement from third grade (2017-2018) to fourth grade (2018-2019) in mathematics.

Students also performed below the state average in fourth-grade science on the South Carolina Palmetto Assessment of State Standards (SCPASS) in 2017, 2018, and 2019. Evidence supports that progress monitoring started with the release of the 2019 school report card data; however, beyond analyzing mathematics assessment data, evidence did not support that data sources in other areas were being consistently used to provide instructional changes in every classroom.

Classroom Observation Data:

Classroom observation data, as previously discussed, revealed that the majority of classroom instruction was focused on students being compliant rather than on producing high-level, thought-provoking student engagement. Instances in which “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) were evident/very evident in 23 percent of classrooms. It was evident/very evident in 39 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable” (B2) and in six percent of classrooms that “Learners demonstrate and/or are able to describe high quality work” (B3). It was evident/very evident in 23 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). It was evident/very evident in 50 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1).

Stakeholder Interview Data:

Interview data revealed that an expectation for planning high-quality instruction was not clearly communicated. Some grade levels planned together and some did not. Although an ELA program was adopted for all grades, teachers said they were not required to implement the program with fidelity. Teachers shared that "not everyone is being held accountable for the teaching and learning in the building," and several shared that "some of the teachers in the building do not set the bar high enough" in relation to learning expectations. Teachers also shared that, with the planned professional learning opportunity for ELA this summer, they hoped there would be more accountability for ELA program implementation in grades K-4. Teachers said that they participated in mathematics professional development during the summer of 2019 that led to a mathematics standards-based curriculum guide for each grade level, collaboratively developed benchmark assessments, and common assessments for each standard at each grade level. Teachers were also meeting after each assessment to see where students were performing. As a result of the assessment analysis, led by the district's chief academic officer, teachers began to realize the need to increase student performance and to question expectations needed to increase rigor.

The principal shared that he had 75 to 80 percent "buy-in" from faculty members; however, the biggest pushback was in regard to the implementation of the newly adopted ELA units of study. During parent interviews, one parent expressed concern about sending her child to the school because she felt as though the school "might not be able to meet the academic needs of [her] child." Parents also shared that they were not really sure how the school was performing and that the school report cards "give a number online, but that does not equate to what is seen at the school." Additionally, a parent stated that he wanted all students to be successful and added, "Let the young ones have what they need." Students shared that they feel that their school is "fun, excellent, and safe" but that the majority of their instructional time is spent on computer programs such as XTRA mathematics and Classworks. When students were asked what they would change about their school, one student shared, and others agreed, the desire to "have new learning activities and to get help when something is difficult."

Stakeholder Perception/Experience Data:

The stakeholder survey data revealed that stakeholders feel students are being taught and learning what they need to know, which is in direct contrast with student performance on state summative assessments. Student survey results revealed that 90 percent agreed that "In my school I am learning new things that will help me" (C2) while 79 percent of parents agreed/strongly agreed that "All of my child's teachers provide an equitable curriculum that meets his/her learning needs" (E1). Eighty-three percent of staff agreed/strongly agreed that "Teachers in our school use a process to inform students of their learning expectations and standards of performance" (E5), which conflicts with the data from the classroom observations where it was evident/very evident in 50 percent of observed classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2). In addition, 76 percent of staff agreed/strongly agreed that "Teachers use multiple types of assessments to modify instruction and to revise the curriculum" (E7) and 78 percent agreed/strongly agreed that "Teachers provide students with specific and timely feedback about their learning" (E6).

Documents and Artifacts:

Although the school provided a copy of the School Renewal Plan, no evidence was given to support that the plan had been reviewed and/or updated since the original development. Evidence supported the creation of mathematics pacing guides for each grade level along with grade-level benchmark assessments. The existing Code of Conduct included a heavy emphasis on consequences for student behavior but did not include celebrations and/or academic expectations.

Improvement Priority #2

Analyze instructional and student performance data (e.g., classroom observations, common benchmark assessments, daily assessments) to promote (1) the use of differentiated learning activities designed to meet the diverse needs of students; (2) activities and learning supports that are challenging but attainable for all students; (3) opportunities for students to engage in collaborative, real-world tasks to demonstrate standards-based skills; and (4) individual feedback to students on progress and expectations. (Standard 2.7)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, suggested instructional processes were not developed, monitored, or evaluated to support high learning expectations at all levels for all students. The Diagnostic Review Team considered student performance data to identify Improvement Priority #2.

Classroom Observation Data:

Classroom observation data, as previously discussed, showed that it was evident/very evident in 50 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs" (A1), it was evident/very evident in 39 percent of classrooms "Learners engage in activities and learning that are challenging but attainable" (B2), and it was evident/very evident in 55 percent of classrooms "Learners are supported by the teacher, their peers, and/or other resources to understand and accomplish tasks" (C3). Additionally, it was evident/very evident in 22 percent of classrooms that "Learners understand and/or are able to explain how their work is assessed" (E4) and in 28 percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored" (E1). The team noted that in 50 percent of classrooms it was evident/very evident that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2) and in 62 percent of classrooms, it was evident/very evident that "Learners demonstrate and/or verbalize understanding of the lesson/content" (E3).

Stakeholder Interview Data:

Interview data provided little information that showed teachers used data to adjust instructional practices and/or to individualize instruction based on student needs. The master schedule provided few opportunities for inclusive instructional practices for special education students. Teachers shared that general education students were pulled for intervention during the school day. When asked to identify the strategies used for differentiating instructional practices to meet individual student needs, the majority of teachers responded that Classworks, a computer program, was used. Although the master schedule provided for "Focus Time" each afternoon, teachers shared that there were no uniform structures, expectations, and/or guidelines for how this time was used. During Focus Time, students were sent to intervention, extracurricular activities (e.g., yearbook), or kept in the classroom and assigned lessons on the computer. When parents were asked if they felt that their students were being prepared to move to the next level, one parent shared that she did not feel that the school "would be able to meet her child's needs." Other parents replied, "Teachers make education fun"; "Love this school"; "Teachers can't do it all"; and "They need more resources and funding."

Stakeholder Perception/Experience Data:

According to the stakeholder survey results, 68 percent of parents agreed/strongly agreed that "All of my child's teachers meet his/her learning needs by individualizing instruction" (E4) while 79 percent of staff members greed/strongly agreed that "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students" (E2). Survey results revealed that 73 percent of staff members agreed/strongly agreed that "Teachers monitor and adjust curriculum, instruction, and assessment based on data

from student assessments and examination of professional practice" (E1). The teachers were in the initial stages of using mathematics benchmark assessments to monitor student readiness and mastery of grade-level standards; however, little to no data supported the same practice in ELA.

Documents and Artifacts:

Team members reviewed documents and artifacts that were provided. It was noted that this was the first time faculty members were asked to submit lesson plans for review. The School Renewal Plan, while including goals for student performance in mathematics and reading, was not updated to reflect progress monitoring. Mathematics pacing guides and benchmark assessments were developed and were being used. While the Lucy Calkins reading curriculum was adopted in kindergarten through fourth grade, there was limited use of the program schoolwide. The Code of Conduct provided explicit scaffolded consequences for student behavior; however, it did not address any academic expectations.

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs, and practices and provide direction for the institution's continuous improvement efforts. The insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution within the **Levels of Impact of Engagement**, **Implementation**, **Results**, **Sustainability**, and **Embeddedness**.

Engagement is the level of involvement and frequency with which stakeholders are engaged in the desired practices, processes, or programs within the institution. **Implementation** is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. **Results** represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). **Sustainability** is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). **Embeddedness** is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.

Strengths:

The Diagnostic Review Team members were in agreement that the school was doing a good job implementing and using the mathematics pacing guides and benchmark assessments. Grade-level teachers were in the process of analyzing student performance and responses and then using the data to align assessment questions with grade-level standards. Some teachers were also using the information to make instructional adjustments. It should be noted that the current principal was hired at the beginning of this school year, and the majority of faculty, staff, students, parents, and district-level personnel supported his leadership. He was working to provide a positive learning environment and was beginning to address and build a school culture and climate focused on student learning, with graduation as the expectation for every student. The school leadership team with support of district personnel was developing structures that, if leveraged correctly, could be used to provide high-quality, differentiated, and rigorous learning opportunities for all students.

Continuous Improvement Process:

Structures were being provided for learning to take place, but more focus was needed on using these structures to develop, communicate, implement, and monitor fidelity of expectations. For instance, the school purchased an ELA program for grades K-4 and was in the process of providing sets of classroom libraries aligned with the adopted program at each grade level; however, no expectation that every teacher would use the adopted program was communicated and monitored. Although expectations were clear for using mathematics pacing guides and benchmark assessments, the communication for using the adopted ELA curriculum was not in place. Student performance data were analyzed, but these data were analyzed more for the purpose of understanding overall student performance than planning for the instructional needs of individual students. Teachers were not progress monitoring for the purpose of continued student growth horizontally (grade level) or vertically (year to year).

Student behavior was a concern for the majority of staff. While staff reported behavior was improving, there were no expectations to implement schoolwide behavior practices. The School Renewal Plan included an expectation of addressing the social and emotional needs of each student, and the school purchased a program to support positive behavior; however, the program was not implemented. The team suggests the school use an existing framework (professional learning communities) to provide direction, training, and oversight to teachers in order to implement purchased programs. The existing School Renewal Plan was a good plan and, if implemented and monitored, could provide the strategies and activities needed to guide the school's improvement efforts.

In summary, a schoolwide expectation and process for planning, assessing, and reteaching in every classroom every day must be developed, communicated, implemented, and monitored. Without consistent behavioral and learning expectations, it will be difficult to reach desired levels of student success.

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 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 as a regional school improvement field coordinator with the Alabama Department of Education. Currently, Kellie serves as a Cognia Lead Evaluator for Diagnostic Reviews and as a professional consultant with Cognia.
Tonya Addison	Tonya Addison currently serves as a district lead and principal of a middle/high school. During her 15 years as an educator, Ms. Addison has served as a secondary math teacher and administrator at all levels. Most of her administrative experience has been with working with Priority Schools to help expand opportunities and ensure academic advancement for all students. Through these experiences, Ms. Addison has led several schools through the school improvement process and their removal from priority school status.
Matia Goodwin	Matia Goodwin has over 20 years in the field of education. Mrs. Goodwin's experience includes being an elementary teacher, a teacher of the gifted and talented, a curriculum coordinator, an assistant principal, and a principal. Currently Mrs. Goodwin is the principal of Camden Elementary School in Kershaw County School District. She is the instructional leader in her building and organizes various professional development activities for staff that directly correlates to the district goals. Mrs. Goodwin served as the principal of Jackson Elementary School for eight years. Under her leadership the school was named a Franklin Covey Lighthouse School and received significant improvement on their school report card.
Andrea Niesse	Andrea Niesse began her teaching career in Memphis, Tennessee, teaching third grade. She continued in education teaching elementary school in a variety of grades and settings, including charter, private, and public. Andrea was also a part of the founding faculty of Cyber Academy of South Carolina, a virtual charter school. While at Cyber Academy, she served as the lead teacher. She then took on the role of literacy coach, assisting teachers in all grades K-12. She worked closely with the administration to build a balanced literacy program in the lower grades, created a virtual summer reading camp, and assisted in developing the Response to Intervention plan for the school. She currently is a Transformation Coach for South Carolina, using the state's improvement framework to help schools build capacity with effective leadership, instruction, and culture.
James Peterson	James Peterson has over 40 years of experience as an educator. He began his career as a middle school social studies teacher in Darlington County School District and successfully taught there for 21 years. He later taught history for three years at the high school in Florence School District 1. Additionally, Mr. Peterson has over 20 years of experience in coaching and was athletic director at both the junior high and high school. Mr. Peterson has 14 years of experience as an administrator, serving as an assistant principal and principal. He is currently a Transformation Coach with the South Carolina State Department of Education.

Raquel Perez	Dr. Raquel Perez serves as a consultant working with schools, educational entities, and Cognia (Lead Evaluator for Diagnostic Reviews). During her 36-year career as a K-12 educator, administrator, and consultant, she was a classroom teacher, a reading resource specialist, a literacy specialist, and an English as a second language teacher in urban settings in Florida. Her administrative experience includes supervising the implementation of curriculum at the school and district levels, overseeing the operations of schools and assistant principals, creating professional development programs for teachers and administrators, writing and supervising state and federal grants targeting special populations, facilitating the development and implementation of school improvement plans, and building capacity for aspiring educators and assistant principals for administrative leadership programs. She has been a coordinator for English language learner programs, an assistant principal, and an intern principal.

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, 2016-2017)

	2018-2019				2017-2018			
Grade	ELA School	ELA State	Math School	Math State	ELA School	ELA State	Math School	Math State
3	45.6	49.7	54.4	57.7	41.8	45.2	41.8	55.7
4	48.6	51.2	34.7	50.5	26.5	43.9	29.4	48.1

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		
	2019	2018	2017
Science	50.7	31.3	44.9
State Avg. Science	52	49.8	48.4
Social Studies			
State Avg. SS			

Second-grade students on-track for third-grade success in ELA and Math

	School		District		Statewide	
	Percent	N	Percent	N	Percent	N
Second-grade students who are on track for success in English Language Arts at the third grade	29%	62	29%	62	48%	56115
Second-grade students who are on track for success in Mathematics at the third grade	30.6%	62	30.6%	62	48%	56115

First-grade students on-track for third-grade success in ELA and Math

	School		District		Statewide	
	Percent	N	Percent	N	Percent	N
First-grade students who are on track for success in English Language Arts at the third grade	56.8%	74	56.8%	74	50.8%	56394
First-grade students who are on track for success in Mathematics at the third grade	32.4%	74	32.4%	74	54.1%	56394

Kindergarten Readiness Assessment (KRA)

Percentage of students Demonstrating Readiness	34.2
Percentage of students Approaching Readiness	50.7
Percentage of students Emerging Readiness	15.1

Kindergarten Readiness Assessment by Domain

	School	District	Statewide
Overall % of Students Enrolled in Kindergarten Demonstrating Readiness	34.2%	34.2%	37.2%
Social Foundation	45.2%	45.2%	49.2%
Language and Literacy	42.5%	42.5%	33%
Mathematics	16.4%	16.4%	29.3%
Physical Well-Being	65.8%	65.8%	52%

(The cut score for “Overall” was used across all domains in order to provide comparative information. Does not necessarily reflect domain-level readiness)

Schedule

Sunday, February, 23, 2020

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/Superintendent Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Monday, February 24, 2020

Time	Event	Where	Who
7:00 a.m.	Team arrives at school	School Office	Diagnostic Review Team Members
7:10 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 25, 2020

Time	Event	Where	Who
7:45 a.m.	Team arrives at school	School	Diagnostic Review Team Members
8:00 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, February 26, 2020

Time	Event	Where	Who
8:00 a.m. - 12:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members