



Accreditation Engagement Review

July 01, 2023 - June 30, 2024

Academy for Character Education

Institution #227877

809 S. 10th Street
Cottage Grove, Oregon 97424
United States of America

Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.



Assurances

Assurances are requirements that accredited institutions must meet. The assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review. Institutions are expected to meet all assurances and are expected to correct any deficiencies in unmet assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes







Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.





Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5
The institution has analyzed and synthesized information.	 Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.7

Network Comparison for Stakeholder Feedback Analysis







Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.4
The institution has analyzed and synthesized information.	 Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.8

Network Comparison for Student Performance Analysis







Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.4
The institution has analyzed and synthesized information.	 Network Average: 2.8
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.7

Network Comparison for Learning Environments Analysis







Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning.	 Network Average: 3.6
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	 Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.7

Network Comparison for Culture of Learning



Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	 Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	 Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.6



Network Comparison for Leadership for Learning



Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Engagement of Learning.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★☆ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.6

Network Comparison for Engagement of Learning



Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Growth in Learning.	★★★★★ Network Average: 3.4
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★★★ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.6

Network Comparison for Growth in Learning



Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates are present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★★☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★★☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported



Standard 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

YOUR RATING
★★★★☆
Network Average: 3.3

LEVEL	DESCRIPTION
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4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Standard 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

YOUR RATING
★★★★★
Network Average: 3.4

LEVEL	DESCRIPTION
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4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.



Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING
★★★★
Network Average: 2.9

EVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

YOUR RATING
★★★★
Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.



Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
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3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
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2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
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1	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
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Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING
★ ★ ★ ★
Network Average: 2.8

LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
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3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
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2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
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1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.
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Network Comparison for Culture of Learning Standards



Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING



Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.



Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING
★ ★ ★ ★
Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
1	1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.



Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING
 ★★☆☆
 Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
3	3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
2	2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
1	1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING
 ★★☆☆
 Network Average: 3.1

LEVEL	DESCRIPTION
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4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.



1 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

YOUR RATING

 Network Average: 2.9

LEVEL DESCRIPTION

4 4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

3 3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

2 2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

1 1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

YOUR RATING

 Network Average: 3.0

LEVEL DESCRIPTION

4 4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

3 3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

2 2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.



1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

YOUR RATING

 Network Average: 2.9

LEVEL DESCRIPTION

4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.

2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.

1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Standard 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

YOUR RATING

 Network Average: 3.0

LEVEL DESCRIPTION

4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.

3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.

2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.



- 1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Network Comparison for Leadership for Learning Standards



Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

YOUR RATING
 ★★☆☆
 Network Average: 2.9

LEVEL DESCRIPTION

4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.



Standard 17

Learners have equitable opportunities to realize their learning potential.

YOUR RATING

 Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.
2	2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.
1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING

 Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success.



Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

- 1 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.
-

Standard 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

YOUR RATING

Network Average: 2.6

LEVEL	DESCRIPTION
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- | | |
|---|--|
| 4 | 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress. |
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|---|--|
| 3 | 3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress. |
|---|--|
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|---|--|
| 2 | 2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress. |
|---|--|
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|---|---|
| 1 | 1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress. |
|---|---|
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Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING

Network Average: 2.9

LEVEL	DESCRIPTION
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|---|---|
| 4 | 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning. |
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|---|--|
| 3 | 3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning. |
|---|--|
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|---|---|
| 2 | 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning. |
|---|---|
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- 1 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING



Network Average: 2.8

LEVEL	DESCRIPTION
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4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
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3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
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2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
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1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.
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Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING



Network Average: 2.7

LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
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3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
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2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
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1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.
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Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING
 ★★☆☆
 Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Network Comparison for Engagement of Learning Standards



Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING



Network Average: 2.5

LEVEL	DESCRIPTION
4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING
★★★★☆
Network Average: 2.6

LEVEL	DESCRIPTION
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4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
1	1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Standard 27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING
★★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
3	3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
2	2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
1	1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.



Standard 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING
★ ★ ★ ★
Network Average: 2.8

LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
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3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
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2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
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1	1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.
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Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING
★ ★ ★ ★
Network Average: 2.6

LEVEL	DESCRIPTION
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4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
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3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
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2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
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1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.
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Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING
★ ★ ★ ★
Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Network Comparison for Growth in Learning Standards



Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

The institution nurtures a culture for learning and demonstrates evidence that reflects the mission, beliefs, and expectations of the institution. The institution provides an environment that is respectful of others, fair, equitable, and free from bias. Per the student handbook, the institution believes students are best prepared as moral, productive, contributing members of our world when trained cooperatively by family and school in an atmosphere expectant of constant ethical behavior and scholarly efforts. These positive traits of good behavior and solid academics are an integral part of the character curriculum the institution uses. Each year the learners review the same three character traits during the fall term: punctuality, attentiveness, and obedience. A large part of the institution's education involves a character project that learners choose each year. Community involvement is an important part of the institution's fabric through Character projects and mentorships executed at home, school, and a variety of community outreach. Through these Character projects, learners are taught to be respectful, compassionate, and inclusive of others while improving their own individual character. The Character Fair culminates the school year highlighting the variety of activities and projects presented by learners. During the learner focus

groups, one learner stated that the Character project has been an important part of his education. He has collaborated with community members and other learners throughout each school year and learned so much about himself. Leadership stressed that school-wide Character assemblies are held each month as well as in-class Character discussions. Character is at the root of their educational philosophy.

The four pillars of the institution are found in the institution's mission statement: enhancing a strong character, working collaboratively with families, integrating classical education, and personalizing education. The institution is a K-12 hybrid charter school that combines traditional classroom instruction with community mentor-taught electives and a home education model. Parents are the coaches and mentors, and a parent mentor works with each family individually. Academic deans take the role of teachers in the classical education model. In classical education, elementary learners are instructed in the basics, and they are a part of the Grammar level. Middle school learners are at the Dialectic level focusing on logic and reasoning. The high school learner is at the Rhetoric level focusing on speaking and writing to support conclusions. Each learner's education is personalized using annual testing results to ensure learners are receiving class placement that best suits them. Supplemental instructional funds are available to all learners for personal interests and activities such as music, sports, art, and science. Tutoring in math, reading, and writing is available as needed to supplement classroom instruction. During teacher focus groups, one teacher stated that parents have input into their learner's education and classes are adapted to the individual needs of the learners. Another teacher mentioned that the faculty is remarkably close and focused on education. One parent during their focus group mentioned that she appreciates that she has input into the curriculum and that communication from leaders and academic deans is strong. Leaders are encouraged to continue to collect stakeholder feedback data for all survey administrations and review and analyze them longitudinally to make any necessary improvements to improve communication channels to clarify expectations and policy changes.

Leadership for Learning

While cultivating strong leadership, leaders engage stakeholders in developing,



communicating, implementing, monitoring, and adjusting the continuous improvement process. At

the heart of this institution lies a commitment to nurturing a passion for learning. This commitment extends not only to the students but also to the academic deans. The leadership embraces a lifelong learning approach, engaging in training sessions, conferences, and professional events to stay updated on the latest developments in education. Soliciting feedback from families has been a priority to ensure the institution caters to the unique needs of its home-schooled population. Over the past five years, there has been a deliberate effort to enhance the curriculum, making it more user-friendly. In response to feedback from learners and parents, additional instructional days have been incorporated, considering achievement outcomes and mental health considerations. To uphold a culture of continuous improvement and to establish clear expectations for enhancing student achievement, academic deans receive an annual document outlining their roles and responsibilities, along with the benchmarks of effective teaching. Monthly, the academic deans review and fulfill the requirements specified in the document, submitting it to leadership by the month's end. Leadership diligently addresses any questions, concerns, or feedback from the academic deans to ensure the attainment of learner achievement goals. Academic deans are well-informed about expectations and receive clear guidance on exemplary teaching and grading through methods like classroom observations, team teaching, and staff meetings. Professional development is tailored to each academic dean's needs, covering areas such as curriculum instruction and classroom management. The instructional staff is equipped with the necessary resources to align their efforts with the institution's vision, mission, and purpose. During focus groups, academic deans emphasized that new employees are assigned mentors to facilitate their transition to classical education. The institution's small faculty size fosters robust relationships and provides additional daily support. Notably, there are funds available for personal professional development, as acknowledged by a participant who has been with the institution since the age of six and is now a high school senior. Her input has been actively sought and considered in decision-making processes that have brought about positive changes over the years.

The school board convenes monthly, with leadership presenting comprehensive reports on student achievement encompassing internal, state, and

national assessments. In these sessions, strengths and areas for growth are openly discussed, fostering collaborative efforts between the board and leadership to ensure learners meet established standards and the institution undergoes continuous improvement. A key aspect of this collaborative approach is the active encouragement for stakeholders to participate in board meetings, thereby including their voices in discussions centered around enhancement. All board members are parents or guardians of learners within the institution, establishing a direct connection to other families and enabling them to convey crucial information for the benefit of the entire community. Demonstrating their commitment, board members willingly take on leadership roles in fundraising and curriculum committees, aligning with the institution's growth and improvement plans. The institution's mission serves as a guiding force in faculty meetings and individual interactions, fostering cooperative efforts directed at advancing student learning. Results from surveys underscore the institution's effectiveness in communicating its purpose. According to a parent survey, 100% of respondents agreed that the institution's purpose statement clearly prioritizes learner success. Similarly, an encouraging 83% of teachers, as per their survey responses, believe that leadership provides valuable guidance for the staff and offers a clear direction for the institution's trajectory. During focus group discussions, a participating parent affirmed regular attendance at board meetings, emphasizing the high regard for parent input. Additionally, a student council member mentioned actively participating in board meetings and contributing to budget decisions throughout their time at the institution. The institution is encouraged to increase family involvement through avenues such as school board engagement, volunteer opportunities, and stakeholder meetings, fostering a robust partnership and shared responsibility for each learner's education and overall success.

Engagement of Learning

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking; however, it was not evident that leaders and staff provide opportunities for learners to identify their learning targets and monitor their progress. The institution's curriculum is rooted in the classical education model, emphasizing strong reading, math, and grammar skills, and fostering a genuine appreciation for learning and a comprehensive understanding of the world's historical



backdrop. The curriculum follows a four-year rotation with a multicultural perspective. The first year delves into Ancient World civilizations like Sumer, Babylon, Greece, and Rome, while the second year spans the Middle Ages through the Renaissance. Year three explores the Age of Exploration, with a focus on countries like Mexico, Japan, and Australia. The fourth year concludes with American history, encompassing indigenous people through modern times. Throughout this journey, learners engage with diverse cultures, customs, and content weekly through a range of mediums, including art, literature, poetry, geography, economics, and government. This approach nurtures a respect for global cultures and history, fostering an understanding of the past. Learners actively participate in their education by undertaking science labs, crafts, songs, recitations, speeches, debates, discussions, and collaborative projects, enhancing their development, and preparing them for future success. Collaboration is integral to the daily learning experience, as learners collaborate on assignments and activities. Rigorous and challenging tasks, activities, and projects are designed to stimulate higher-order thinking skills, creativity, and collaboration. The rotating classical education curriculum, which includes learning Latin and logic, is tailored to meet learners at their specific trivium level. The institution distinguishes itself by actively engaging learners in their education and environment. A significant 94% of middle and high school learners report learning every day, demonstrating a high level of involvement. Furthermore, 80% of surveyed learners express the freedom to investigate and choose topics for their projects, providing them with ownership of their individual needs and well-being. Each year, learners select a character trait and design a project around it, displaying a significant level of engagement, as highlighted in the learner focus group.

In the past, the institution has relied on educator and parental input for setting goals with learners and monitoring their progress. Recognizing the importance of learner engagement, voice, and responsibility in retaining knowledge, leaders and faculty now aim to involve learners in the self-monitoring of their progress across the curriculum. This shift toward student ownership is seen as crucial for enhancing the overall learning experience. To implement this change, academic deans are encouraged to conduct individual conferences with learners, seeking their thoughts and input on what is effective and what needs improvement in the classroom. The insights gathered

during these conferences will be utilized to develop personalized self-monitoring guidelines for each learner. While the institution has established strong partnerships with families, there is a recognized gap in engaging learners to identify their goals and learn the skills to monitor their progress. Survey results indicate that only 67% of faculty members set different learning goals with students, and just 68% of learners report frequently setting expectations and academic goals. Although learners are progressing academically, concerns persist, with 48% feeling rushed, 45% feeling hurried, and 42% feeling pressured. In response, the institution is committed to finding balance in each subject, addressing these stressors, and creating a reasonable workload both at home and in school to alleviate learner stress. It is suggested that leadership and staff develop strategies for learner involvement in goal setting and progress monitoring. Analyzing student focus groups and survey data will serve as a valuable resource to plan professional development sessions aimed at introducing and cultivating these strategies. By actively involving learners in the goal-setting process and providing support for progress monitoring, the institution aims to foster a positive and less stressful learning environment.

Growth in Learning

Leaders and staff positively impact learners throughout their journey of learning. In the aftermath of the pandemic, a noticeable surge in mental health issues among middle and high school learners prompted proactive measures from the institution. During the 2022-2023 school year, a dedicated full-time counselor was hired to address the social-emotional needs of learners alongside their academic requirements. This counselor actively leads monthly discussions and assemblies, making daily classroom visits to provide ongoing support. Additionally, the counselor collaborates with families, offering individual therapy when needed. The introduction of these specific mental health services has contributed to improved instruction and learning outcomes, catering to the unique needs of each learner. Recognizing the importance of individualized support, academic deans are attuned to learners' goals both within and beyond the school setting. Learners express a keen sense of safety and security, attributing their positive learning experience, whether in-school or at home, to the continuous support provided by their academic deans. The overarching goal of the deans is to facilitate learners' intellectual, emotional, physical, and psychological growth,



working closely with staff to organize and implement instructional programs that foster academic success. Each dean oversees a roster of fifteen to thirty learners, serving as a vital link between learners, families, the institution, and math tutors. To address learners not meeting expectations, deans provide additional support through tutoring, Homework Club, extended study hall, and collaborative meetings involving parents and learners. Academic Instructional Meetings, held before the start of the school year and again in January, serve as opportunities for one-on-one conversations where deans learn about learners' future plans and goals. High school learners have an additional meeting in October to assess their course load and discuss college decisions if applicable. Support for both academic and non-academic goals is further reinforced through the Supplemental Instructional Funds account, with learners receiving monthly allocations. Differentiated by grade, these funds allow reimbursement for expenses related to extracurricular activities. Parents express gratitude for regular meetings and constant feedback from academic deans, appreciating opportunities for additional assistance such as tutoring and study hall. The stipend received for learners' extracurricular activities is particularly valued, enabling them to explore various interests not covered by the institution. A learner from the focus group highlighted the ability to personalize extracurriculars and explore different career paths, emphasizing the positive impact of the institution's support structure.

Over the past five years, the institution has actively engaged in Understanding by Design workshops, a pedagogical framework supporting teachers in setting academic goals and designing steps to achieve them. This approach aids teachers in differentiating instruction, methodology, and assessments for learners. Summer workshops have focused on enhancing the use of multi-sensory methods to gather and assess information, aligning with the institution's commitment to continuous improvement. In response to an increasing special needs population, three teachers enrolled in certification programs to acquire a special education endorsement, demonstrating a commitment to addressing diverse learning needs. The hiring of a reading specialist has further strengthened the institution's efforts to address decreasing reading scores, providing direct and targeted reading instruction. To assess the impact of instruction on learner engagement, outcomes, and overall success, instructional staff employs various measures, including annual placement tests, monthly

or quarterly reading tests, and subject-specific assessments. Leadership contributes to this evaluation through classroom observations, performance evaluations, and staff meetings focusing on self-assessment and Cognia's eProve Effective Learning Environments Observation Tool® (eleot®). Continuous review of learner achievement in core curriculum areas ensures ongoing academic improvement. The Student Performance Analysis, grounded in current and longitudinal data, has supported strategic decisions such as hiring a reading specialist and providing math tutoring based on learner needs. Parent testimonials highlight the positive impact of reading support, with learners achieving grade-level proficiency. Learners themselves express appreciation for support programs like extended study hall and tutoring, utilizing these resources when facing challenges or struggling with specific concepts. To build on existing programs, leaders are encouraged to develop enhanced student data tracking, particularly for math and English language arts, enabling effective curriculum modifications to address specific student needs. The suggestion of incorporating action research based on curriculum and instructional practices underscores a commitment to further student growth and success. This proactive approach aligns with the institution's dedication to maintaining a dynamic and responsive educational environment.



Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Noteworthy Practices

In conducting the review, the evaluator identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflects the greatest strengths of the institution.

-
- 1 Leaders and staff continually demonstrate commitment to learners' academic and non-academic needs and interests. Leaders develop an environment where learners' well-being is at the heart of the institution's guiding principles while providing a formal structure that fosters positive relationships with adults.**

Standard 2 Standard 3 Standard 4

Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

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- 1 Create conditions and recognize leadership opportunities among stakeholders who are willing to take on responsibilities that support the institution's priorities.**

Standard 8 Standard 9

RATIONALE If leadership opportunities are recognized among stakeholders, then stakeholders have a major role in the continuous improvement process.

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- 2 Develop, implement, and utilize a formalized process to ensure that all learners engage in setting learning targets and monitoring their progress characterized by high expectations and learner-centered practices.**

Standard 17 Standard 19

RATIONALE If a process is developed, implemented, and utilized to ensure learners engage in setting learning targets and monitoring progress, then learners can reach their potential and develop self-confidence and a love of learning.

-
- 3 Review and implement the usage and input of multiple data sources in making decisions for learners' and staff members' growth and well-being.**

Standard 24 Standard 25 Standard 30

RATIONALE If multiple data sources are reviewed and implemented, then the intended learning outcomes can be achieved.



Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ	SCORE	DESCRIPTION
309	Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
Cognia's IEQ Network Average: 253	220 - 300	An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.
	Above 300	An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved.

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



Evaluator Roster

The Engagement Review is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

EVALUATOR NAME	BRIEF BIOGRAPHY
Lynn McCann Lead Evaluator	Lynn McCann joined Cognia in 2022 and currently serves as a regional accreditation evaluator for the Pacific region, providing personalized service and guidance to institutions navigating the accreditation process. Ms. McCann's professional career spans 39 years. Her experience includes the role of teacher, preschool director, and secondary administrator. In addition, prior to joining Cognia, Ms. McCann served as an accreditation engagement review team member, associate lead evaluator, and lead evaluator. She earned a B.S. in education from The Ohio State University and an M.Ed. from Nova Southeastern University.
Travis Nesmith	



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