



Accreditation Engagement Review

October 18, 2022 - June 30, 2023

Flagler County School District

Institution #214947

1769 E. Moody Blvd., Building 2
Bunnell, Florida 32110
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. Every five years, the institution formally engages the Standards for Accreditation to reflect and examine its progress towards 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 Team (the Team). The findings of the Team are organized in five sections: Cognia Performance Standards, Observations, Assurances, 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 Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these Standards, Teams 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, formal and informal observations, and community feedback. Using the Standards as a framework, the Team provides valuable guidance which will help to 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 Team. 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
8.	<p>The system executes a written quality assurance process to monitor and verify that all institutions within its jurisdiction:</p> <ul style="list-style-type: none"> • meet the applicable governmental requirements of the school's location; • meet the Cognia Accreditation and Certification Policies and Procedures; • meet the Cognia Accreditation and/or Certification Standards and Assurances and • implement its required education programs with fidelity 	☑ Yes

Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments, 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.	★★★★☆
The institution has analyzed and synthesized information.	★★★★☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆

Student Performance Analysis

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

Learning Environments Analysis

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

Culture of Learning

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



Leadership for Learning

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

Engagement of Learning

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

Growth in Learning

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

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 is 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 A 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
★★★★☆

LEVEL DESCRIPTION



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



LEVEL	DESCRIPTION
-------	-------------

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



LEVEL	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



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



LEVEL	DESCRIPTION
-------	-------------

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.

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.

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.

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.

Standard 6

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

YOUR RATING



LEVEL	DESCRIPTION
-------	-------------

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.
---	--

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.
---	---

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.
---	---

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.
---	--

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



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



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 - 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 - 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



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



LEVEL	DESCRIPTION
-------	-------------

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 - 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 - 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 - 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


LEVEL DESCRIPTION

- 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 - 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 - 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 - 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




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
★ ★ ★ ★

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	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



LEVEL DESCRIPTION

4	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	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	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	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



LEVEL DESCRIPTION

4	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	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	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	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.

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



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



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



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



LEVEL	DESCRIPTION
-------	-------------



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.
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.
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.
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.

Standard 20

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

LEVEL	DESCRIPTION
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.
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.
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.
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
★★★★☆

LEVEL	DESCRIPTION
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.



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.
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.
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.

Standard 22

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

YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
-------	-------------

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.
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.
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.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING
★★★★☆

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.

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



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.

Standard 25



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

YOUR RATING



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



LEVEL DESCRIPTION

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 - 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



LEVEL DESCRIPTION

- 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 - 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 - 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 - 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



LEVEL DESCRIPTION

- 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.
- 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.
- 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.

- 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.
-

Standard 29

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

YOUR RATING
★★★★☆

LEVEL DESCRIPTION

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.

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.

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.

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.

Standard 30

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

YOUR RATING
★★★★☆

LEVEL DESCRIPTION

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 - 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 - 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 - 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.

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 Flagler County School District (FCSD) is committed to providing a supportive culture through its mission and vision and shows a consistent effort to sustain a positive learning culture. The Engagement Review team reviewed the evidence that included the strategic plan, stakeholder surveys, and learner engagement data. The leadership developed a strategic plan defining a mission, vision, guiding principles, and beliefs that align with its stated goals. The plan, developed in collaboration with stakeholders, is the foundation on which leadership and staff focus the work centering around six priorities of academics, education equity, social-emotional well-being, talent, operational efficiency, and communications. The leadership team reviews data monthly and shares results with stakeholders at school board meetings. In addition, the strategic plan is available through the website allowing stakeholders to follow the progress and target outcomes in real-time. More students will likely succeed when leadership, staff, parents, and community members collaborate and align efforts around student achievement. The team suggests that the system leadership seek ways to improve and increase the engagement of stakeholders based on analyzed data to determine the needs of its learners and to evaluate the usage of its website reporting of the strategic plan to assess its effectiveness in

improving communication with its stakeholders.

The team noted formal structures of support that foster positive relationships with learners through its mentoring programs. Mentors work with at-risk students through the Flagler County Education Foundation (FCEF) partnership. Volunteers serving in the African American Mentoring Program also mentor students. Recently, the system introduced a district-wide initiative called Capturing Kids Hearts. The design of the program cultivates supportive environments among staff and students. The system recognizes the importance of education equity and understands that students learn differently. A multi-tiered system of support identifies the student's specific needs, and resources are made available for academic, social, and emotional health and success. The Engagement Review team reviewed survey data that supports the fostering of positive relationships. Students reported high ratings of being treated with respect, adults caring about them, and ensuring they have what they need to learn. The team noted that climate data sources are reliable Cognia surveys; however, the survey participation rate could be higher, and no longitudinal data were available that could reflect progress over time. The staff stated that opportunities to survey stakeholders were limited due to the pandemic; however, they are committed to re-engaging in practice. A healthy school culture exists in an environment where stakeholders are engaged in meaningful, purposeful ways and feel supported and included. Developing techniques to increase survey participation and conducting a thorough analysis of disaggregated data, including subgroup gaps, lead to the best insights to determine the next steps for continuous improvement. The team suggests that the system establish and sustain conditions that result in the active participation of its stakeholders and analyze survey data identifying areas of focus needed for improvement.

The team noted narrative discussion that staff receives support to strengthen professional practice. Mentor and coaching programs, job-embedded supports, workshops, and conferences are provided based on data and the unique needs of the individual staff. In addition, the system establishes a partnership with the North East Florida Educational Consortium (NEFEC), a non-profit educational service agency that provides an array of supports to rural districts, including professional development. In all content



areas, instructional leaders, coaches, and teachers work biweekly in professional learning communities (PLCs). The topics discussed are flexible to meet the needs identified by data and teacher feedback. The Engagement Review team reviewed a school improvement plan that utilizes PLCs as part of its intervention process to ensure that students and teachers receive the support they need to grow and learn. One of the most powerful professional development strategies is professional learning communities. A culture of collaboration and collegiality creates an emphasis on teacher leadership. PLCs enable staff to learn from one another and receive support with teaching practices. The team suggests that the system examine its PLC program for levels of engagement, effectiveness, and monitoring for fidelity. Written guidelines and expectations could assist in aligning the work to the strategic plan goals and targeted learner outcomes.

Leadership for Learning

The system's leadership commits to continuous improvement that engages and guides professional staff; however, the opportunity for collaboration and engaging stakeholders is not fully embedded. The governing authority demonstrates a commitment to learners by collaborating with leaders to support the system's priorities and continuous improvement efforts. The governing body is comprised of a five-member board, two non-voting student board members, and a schoolboard-appointed superintendent. Board members attend professional development through the Florida School Board Association on policy-making, budget management, procedures, and ethics. The team reviewed the narrative that describes how the leadership team prepares for the new school year. Each summer, school board members, the superintendent, district leaders, and school-based leaders attend a leadership retreat where the team collaborates to create plans based on analyzed assessment data to determine its goals and priorities. The goals are aligned with the strategic plan and monitored monthly to inform decision-making on the next steps to continuous improvement. When participating in the processes and decision-making, highly engaged stakeholders are more likely to feel connected to the organization's people and work. The team suggests that the system continue collaborating and analyzing data, emphasizing the engagement of stakeholders in its continuous improvement efforts.

Program evaluation is a valuable tool for

strengthening the quality of learning and outcomes for learners. The team learned that the system uses the state of Florida standards, which include Benchmarks for Excellent Student Thinking Standards (BEST) for mathematics, English, and language arts, and the Next Generation Sunshine State Standards (NGSSS) for science and social studies. The system is self-reporting that a process to determine the effectiveness of the curriculum and instruction, including staffing, is not fully implemented. Committing the methods to written form may help communicate clear expectations and help leaders implement a quality assurance process to ensure system effectiveness and consistency. The team suggests the system utilize data and stakeholder input to develop a systematic method to evaluate curriculum programs, resources, and materials for alignment, relevancy, inclusion, and effectiveness to advance learning and support the personal interests of its learners.

The system cultivates and encourages collective leadership among professional staff and learners. The team recognizes the system's efforts through its membership with North East Florida Educational Consortium (NEFEC). The Aspiring Leadership Cohort is a NEFEC professional development program for educators seeking leadership opportunities as school leaders. In addition to growing educators, the system provides opportunities for students to serve as non-voting members of the Flagler School Board. Students develop leadership skills by serving on the board and hosting teen town hall meetings. Collective leadership is a shared approach in which stakeholders collaborate and share in decision-making. It elevates more voices and leverages the body of knowledge to advance the system's priorities and generate solutions for challenges. The team encourages the system to continue developing its stakeholders and cultivating collective leadership. Challenges include the high turnover rate in school-based leadership and teacher shortages. As a result, the system created a written guide for training new leaders and supporting new teachers. The team observed the effort and commitment in recruiting qualified, diverse staff through job fairs and building relationships with teacher preparation programs with colleges such as Bethune Cookman University and faith-based organizations. A diverse teacher workforce provides benefits to all students. The team suggests using data-driven, targeted strategies to forecast staffing needs and inform outreach efforts. In addition, the system is encouraged to publish vacancy notices



early in the process to generate a large applicant pool and consider seeking grants that could help current non-instructional staff earn teaching credentials.

Engagement of Learning

Learners have opportunities for academic and non-academic choices; however, student ownership of learning is limited. The team noted a multitude of academic and non-academic programs and initiatives. From the school websites and narratives, the team learned of the Classroom to Career Program, which gives students opportunities to engage in programs of study. The career pathway exploration begins in elementary school, where the program of study focuses on topics such as medical health, robotics, engineering, computer science, agriscience, and green technologies. The student continues to develop interests and experiences as the program continues through the feeder patterns in middle and high school. The study programs reflect Flagler County's industries, meaningfully connecting students to their community and preparing them for high-wage, high-demand careers. The system offers programs such as Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education, dual enrollment, and career and technical education programs. Learners' choice encourages students to discover interests and talents and builds creativity, curiosity, risk-taking, and collaboration skills. Learners with equitable opportunities for academic and non-academic activities may develop a greater sense of belonging, increasing engagement. The team suggests the continuation of the Classroom to Career Program, monitoring the program for equity, identifying barriers that may hinder participation, and analyzing data to include subgroups in the choice application process.

From the learner engagement analysis, the team noted that the highest-performing area was digital learning. Students and teachers have experience using technology, and digital learning occurs in most classrooms most of the time. The system supports digital learning by providing staff to assist with technical support and providing professional development to teachers on digital instruction. The learner engagement analysis utilizes Cognia's Effective Learning Environment Observation Tool (eleot™); however, no trend data is available since this is its first-time use. The system reported that administrative teams and academic coaches regularly conduct classroom walkthroughs; however, the analysis did not include this data. The system

conducted a root cause analysis reflecting upon how students take ownership of their learning. Course selection, tracking grades online, and access to college entrance testing are reported as positives. Student data chats, collaborative opportunities with peers, and goal setting are areas for improvement. Through focus group sessions and stakeholder feedback, the root cause analysis determined the need to increase students' voices, set clear district-level expectations, monitor grading practices, and increase high-engagement activities in the classroom. A learner-centered approach views students as active agents of developing their learning. Techniques and methods that shift the focus of instruction from the teacher to the student empower and engage students in reaching their potential. The team suggests the system develop formal, systemic processes for grading practices, individual goal setting, and monitoring for fidelity. Further, continue to examine the method of differentiated instruction, finding ways to strengthen the process and provide consistency in its use across schools with the collaboration of stakeholders.

The system utilizes various methods and technologies that encourage active participation and critical thinking. Through website videos, the team observed students engaging in project-based learning, problem-based learning, and hands-on activities, demonstrating a connection between knowledge application and real-world problem-solving. Student performance data aid in monitoring and adjusting instruction during PLC meetings and data chats. The data chats allow collaboration on best practices and identify areas to improve instruction. Monitoring and adjusting instruction based on current data is vital in moving student learning forward and enables teachers to reflect on their teaching practices. Processes like these focus on individual student achievement and identify gaps in learning. The team suggests that the system continue providing students with high-engagement activities and enhance its PLC practices.

Growth in Learning

The professional learning program is planned and implemented by system leadership; however, the system has not adopted a formalized plan to differentiate the needs of instructors and learners and evaluate to determine the program's effectiveness. The system delivers professional development through in-service days, collaborative planning time, job-embedded learning through PLCs, coaching and mentoring, conferences, workshops,



and summer in-service courses focusing on content-based learning. In addition, the NEFEC membership affords the system a professional learning catalog to support the development of its educators. The evaluators read a narrative describing school administrative teams, and academic coaches regularly conduct walkthroughs to collect data that informs the professional development needs. The team acknowledges that professional development is results-based and centered on the curriculum and standards and links to what occurs in the classroom. Professional learning based on data and individual needs allows educators to set personalized goals, assess and learn new skills, and develop the individual. Content-based learning is essential in giving educators a sophisticated understanding of content and how students learn content. The team suggests continuing its data-driven approach and professional development efforts, emphasizing evaluating the program's effectiveness using analyzed current and trend data and stakeholder input to inform the next steps of continuous improvement.

The team noted limited evidence to support professional staff members engaging with learners in setting academic and non-academic goals for students and assisting students in monitoring their progress. Student and family surveys indicate that teachers measure student learning progress predominantly through quizzes and tests rather than rubrics and individual goals. Further, the trend data shows an increase in the gap between students with disabilities (SWD) and the general education population. Twenty-five percent of SWD are performing at or above grade level in English/Language Arts compared to seventy-two percent for general education students. Collaborative goal setting is crucial to school success and promotes strategic planning of interventions. Setting and tracking goals help teachers and students focus on the learning targets and create a plan to attain goals in organized, manageable steps helping to develop a growth mindset. The team suggests increasing teacher and student collaboration on individualized goal setting and incorporating goals from the individual learning plans of students with disabilities. In addition, the system may consider stakeholder surveys to identify barriers to student achievement, such as negative attitudes toward disabilities, equity in learning, communication, scheduling, and policies that may impede progress. Further, the team suggests evaluating the multi-tier support system for all students to determine the effectiveness of continuous

improvement efforts.

Continuous improvement invites inquiry, reflection, dialog, and professional development. The team agrees that leaders occasionally create and preserve a culture that supports action research. The narrative explains that professional learning communities are held biweekly with teachers, academic coaches, and other instructional leaders facilitating meetings to implement tier 1 curriculum, instructional practices, and differentiating learning. Further, teachers spend one planning period quarterly to observe other teachers instructing students and documenting their observations through a survey. The team suggests that the system consider incorporating action research into PLCs whereby educators work in partnership to improve their practices and meet educators' targeted professional learning needs. Educators would bring their instructional problems or issues to the PLC group and leave with valuable feedback and solutions to implement. Creating a formal process, time, and safe place for educators to reflect and gain insights on their instructional practices empowers educators to take agency over the learning and construct learning customized to their needs.

The Engagement Review team congratulates the Flagler County School District on its effective and ongoing growth and collaboration efforts to improve continuously.



Summary of Findings

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

Areas for Improvement

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

1 Expand opportunities for teacher leadership beyond an administrative track to include professional development and communities of practice.

Standard 5 Standard 25 Standard 9

RATIONALE Creating conditions that offer formal and informal leadership empowers educators to lead from the classroom and strengthens the development of teaching practices creating strong collegiality to support best practices in the learning environment.

2 Develop and implement a consistent, formal process for progress monitoring utilizing data analysis, program evaluation, and professional development.

Standard 25 Standard 26 Standard 24

RATIONALE Progress monitoring and evaluation enable data-based decision-making and modification to curriculum and instruction to further continuous improvement efforts.

3 Plan and work collaboratively with stakeholders leveraging longitudinal data to support and monitor the continuous improvement process and its associated elements.

Standard 26 Standard 3 Standard 9 Standard 19

RATIONALE Working collaboratively with stakeholders could increase buy-in for initiatives, improve communication, and increase the quality of the educational experiences for learners. The institution can monitor progress and adjust the action plans to improve areas of concern by analyzing longitudinal patterns over time.

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status for 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

286

SCORE	DESCRIPTION
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 Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
220 - 300	An IEQ in the range of 220-300 suggests the institution some Areas of Improvement and may include one or more Noteworthy Practices.
Above 300	An IEQ of 300 and above indicates the institution meets Cognia for expectations for accreditation that includes one or more Areas Improvement as well as 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 Review due two years following the review. Additional Progress Reports may be required if satisfactory improvement 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 Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elite certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

TEAM MEMBER NAME	BRIEF BIOGRAPHY
Rose Marie Bell Lead Evaluator	Rose Marie Bell has served as a teacher, mentor, and district administrator. She is currently credentialed as a Cognia Regional Accreditation Evaluator. She specializes in professional development and collaborative initiatives for the purposes of school improvement and student achievement. Mrs. Bell has served as Title I supervisor of Title I Federal Programs, managing and administering the Title I grant, collaborating with public, private, and charter schools on continuous improvement, and maintaining compliance regulations.
Erik Swanson	

References and Readings

- AdvancED. (2015). Continuous Improvement and Accountability. Alpharetta, GA: AdvancED. Retrieved from <https://source.cognia.org/issue-article/continuous-improvement-and-accountability/>
- Bernhardt, V., & Herbert, C. (2010). Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program. New York: Routledge.
- Chester, M.D. (2003), Multiple Measures and High-Stakes Decisions: A Framework for Combining Measures. Educational Measurement: Issues and Practice, 22: 32-41. <https://doi.org/10.1111/j.1745-3992.2003.tb00126.x>
- Christenson, S., Reschly, A., & Wylie, C. (2012). Handbook of research on student engagement. Boston, MA: Springer.
- De Smet, A., Lurie, M., & St. George, A. (2018). Leading agile transformation: The new capabilities leaders need to build 21st-century organizations, McKinsey & Company, Retrieved from <https://www.mckinsey.com/~media/mckinsey/business%20functions/organization/our%20insights/leading%20a%20gile%20transformation%20the%20new%20capabilities%20leaders%20need%20to%20build/leading-agile-transformation-the-new-capabilities-leaders-need-to-build-21st-century-organizations.pdf>
- Dulak, J., Domitrovich, C., Weissberg, R., & Gullotta, T. (2015). Handbook of social and emotional learning: Research and practice. New York: The Guilford Press.
- Elgart, M. (2015). What a continuously improving system looks like. Alpharetta, GA: AdvancED. Retrieved from <https://source.cognia.org/issue-article/what-continuously-improving-system-looks/>
- Elgart, M. (2017). Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Ford, T., Lavigne, A., Fiegenger, A., & Si, S. (2020). Understanding district support for leader development and success in the accountability era: A review of the literature using social-cognitive theories of motivation. Review of Educational Research: 90 (2).
- Fullan, M. (2014). Leading in a culture of change personal action guide and workbook. San Francisco: Jossey-Bass.
- Fullan, M. & Quinn, J. (2016) Coherence: The right drivers in action for schools, districts, and systems. Thousand Oaks, CA: Corwin.
- Hamedani, M. G., Zheng, X., Darling-Hammond, L., Andree, A., & Quinn, B. (2015). Social emotional learning in high school: How three urban high schools engage, educate, and empower youth—Cross-case analysis.
- Haladyna, T. & Hess, R. (1999) An Evaluation of Conjunctive and Compensatory Standard-Setting Strategies for Test Decisions, Educational Assessment, 6:2, 129-153, DOI: 10.1207/S15326977EA0602_03
- Hargreaves, A., & Fink, D. (2006). Sustainable leadership. San Francisco: Jossey-Bass.
- Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to influence student achievement. Review of Educational Research, 86(2), 531-569. <https://doi.org/10.3102/0034654315614911>
- Jaeger, Richard M. (1991). A comparison of compensatory, conjunctive, and disjunctive models for weighing attributes of school quality. Paper presented at the Annual Meeting of the American Educational Research Association. (Chicago, IL, April 3-7, 1991)

- Kim, W., & Mauborne, R. (2017). Blue ocean shift: Beyond competing. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). Continuous improvement in education. San Francisco: Carnegie Foundation. Retrieved from <https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation-continuous-improvement-2013.05.pdf>
- Schein, E. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). General systems theory. New York: George Braziller, Inc.
- Stanford, CA: Stanford Center for Opportunity Policy in Education.
- Rotherham, A., & Willingham, D. (2010). 21st century skills: Not new but a worthy challenge. American Educator, Spring, 17-20. Retrieved from <https://bellwethereducation.org/publication/21st-century-skills%E2%80%99-not-new-worthy-challenge>
- Thompson, C. S. (2017). Teachers' expectations of educational leaders' leadership approach and perspectives on the principalship: Identifying critical leadership paradigms for the 21st century," Journal of Organizational & Educational Leadership: 2 (2).