



Early Learning Accreditation Engagement Review

July 01, 2023 - June 30, 2024

Hand-in-Hand Primary School

Institution #223891

4687 US Highway 84 Byp W
Thomasville, Georgia 31792-2607
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 evaluators are organized in six sections: Assurances, Rating of Analyses, Observations, Standards Ratings, 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
8.	The early learning institution is licensed in good standing with the state or governmental agency responsible for licensing child care centers and early childhood programs.	☑ 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: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.5
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 3.1

Network Comparison for Stakeholder Feedback Analysis



Learning Environment Observation 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 and responded to the prompts for Standard 2 – Governance and Leadership.	★★★★☆ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆ Network Average: 3.4
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 3.1



Network Comparison for Learning Environment Observation Analysis



Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning	 Network Average: 3.5
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: 3.0

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: 3.4
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	 Network Average: 3.2
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: 2.9



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: 3.4
The institution has analyzed and synthesized information and responded to the prompts for Engagement of 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: 2.9

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: 3.1
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: 2.9



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

Copy the ratings and evidence and comments from your workbook for the Standards related to Culture of Learning.

Standard 1



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

YOUR RATING

 Network Average: 3.5

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

Standard 2

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

YOUR RATING

 Network Average: 3.5

LEVEL	DESCRIPTION
4	4 - Educators continually demonstrate commitment to young learners' learning needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Educators routinely demonstrate commitment to young learners' learning needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Educators occasionally demonstrate commitment to young learners' learning needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Educators seldom demonstrate commitment to young learners' learning 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 young learners’ development, learning, and well-being.

YOUR RATING
★★★★
Network Average: 3.0

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 young 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 young 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 young 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 young learners.

Standard 4

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

YOUR RATING
★★★★
Network Average: 3.4

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

4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which young 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 structure is planned and regularly implemented to promote a culture and climate in which young 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 structure may be planned but is minimally implemented to promote a culture and climate in which young 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 structure is not planned or implemented to promote a culture and climate in which young 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

Institution leaders, educators, and support staff embrace collegiality and collaboration in support of young learners.

YOUR RATING
★★★★
Network Average: 3.1

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. Institution leaders, educators, and support staff consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Institution leaders, educators, and support staff intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of young learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Institution leaders, educators, and support staff regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Institution leaders, educators, and support staff often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of young learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Institution leaders, educators, and support staff generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Institution leaders, educators, and support staff sometimes work together in self-formed or assigned groups to review information, identify common problems and implement solutions on behalf of young learners.
1	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Institution leaders, educators, and support staff may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Institution leaders, educators, and support staff rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of young learners.

Standard 6

Institution leaders and educators receive the support they need to strengthen their professional practice.

YOUR RATING
★★★★
Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - Institution leaders and educators consistently receive adequate resources and assistance based on data and information unique to the individual and their role. A formal structure ensures that all institution leaders and educators receive personalized mentoring and coaching from leaders and peers.
3	3 - Institution leaders and educators receive adequate resources and assistance based on data and information unique to the individual and their role. A formal structure ensures most institution leaders and educators receive personalized mentoring and coaching from leaders and peers.



- 2 - Institution leaders and educators receive some resources and assistance based on data and information unique to the individual and their role. Informal structures result in some institution leaders and educators periodically receiving mentoring and coaching from leaders and peers.
- 1 - Institution leaders and educators receive few or no resources and assistance based on data and information unique to the individual and their role. Institution leaders and educators rarely receive mentoring and coaching from leaders and peers.

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

Copy the ratings and evidence and comments from your workbook for the Standards related to Leadership for Learning.

Standard 7

Leaders guide educators and support staff in the continuous improvement process focused on young learners' experiences and needs.

YOUR RATING
 ★★★★★
 Network Average: 3.0

LEVEL DESCRIPTION

- 4 - Leaders consistently engage educators and support staff in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about young learners' developmental needs and the institution's organizational effectiveness. Leaders and educators consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
- 3 - Leaders regularly engage educators and support staff in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about young learners' developmental needs and the institution's organizational



effectiveness. Leaders and educators routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

2 - Leaders occasionally engage educators and support staff in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about young learners' developmental needs and the institution's organizational effectiveness. Leaders and educators sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

1 - Leaders seldom engage educators and support staff in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about young learner's developmental needs and the institution's organizational effectiveness. Leaders and educators rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Standard 8

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

YOUR RATING
★★★★
Network Average: 3.5

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

4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to young learners, their families 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 young learners and their families 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 young learners and their families 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 young learners and their families 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: 3.1

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 educators and support staff to optimize learning.

YOUR RATING

 Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - Leaders intentionally and consistently identify, develop, and retain qualified educators and support staff 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 educators' performance to optimize learning.
3	3 - Leaders identify, develop, and retain qualified educators and support staff 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 educators' performance to optimize learning.
2	2 - Leaders hire qualified educators and support staff who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate educators to improve performance.
1	1 - Leaders hire qualified educators and support staff 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 educators to improve performance.

Standard 11



Leaders create and maintain institutional structures and processes that support young learners, families, educators, and support staff in both stable and changing environments.

YOUR RATING
 ★★★★★
 Network Average: 3.4

LEVEL	DESCRIPTION
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, families, educators, and support staff 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, families, educators, and support staff 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, families, educators, and support staff 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, educators, and support staff 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

Educators implement developmentally appropriate curriculum aligned with state early learning standards and instruction that is designed for inclusion and effectiveness.

YOUR RATING
 ★★★★★
 Network Average: 3.4

LEVEL	DESCRIPTION
4	4 - Educators systematically implement, review, and adjust curriculum and instruction based on recognized developmentally appropriate best practice and state early learning standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, cultural relevancy, inclusiveness, and effectiveness for all young learners.
3	3 - Educators implement, review, and adjust curriculum and instruction based on recognized developmentally appropriate best practice and state early learning standards. Curriculum and instructional practices are regularly assessed to assure alignment, cultural relevancy, inclusiveness, and effectiveness for all young learners.
2	2 - Educators implement curriculum and instruction based on recognized developmentally appropriate best



practice and state early learning standards. Curriculum and instructional practices are sometimes assessed to assure alignment, cultural relevancy, inclusiveness, and effectiveness for all young learners.

- 1 - Educators implement curriculum and instruction without alignment to developmentally appropriate best practice and state early learning standards. Curriculum and instructional practices are rarely or not assessed to assure alignment, cultural relevancy, inclusiveness, and effectiveness for all young learners.

Standard 13

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

YOUR RATING
★★★★
Network Average: 3.1

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 young 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 young 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 young 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 young 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 developmentally appropriate materials and resources that advance learning and support young learners' personal interests.

YOUR RATING
★★★★
Network Average: 3.5

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

- | | |
|---|---|
| 4 | 4 - Educators consistently provide thoughtfully selected information resources and materials for young learners |
|---|---|



that broaden and enrich the learning process and support young learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

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

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

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

Standard 15

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

YOUR RATING

 Network Average: 3.3

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

4	4 - Leaders and educators 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 - Leaders and educators 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 regularly based on current data and at predetermined points in time.
---	---

2	2 - Leaders and educators sometimes analyze learners' needs, current, and 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 occasionally based on current or updated data.
---	---

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

Standard 16

Institution leaders, educators, and support staff demonstrate a commitment to young learners' health and safety.

YOUR RATING

 Network Average: 3.6

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



4	4 - The institution consistently addresses young learners' physical, emotional, and nutritional health and safety. Policies and procedures for young learners' health and safety needs are formally and systematically communicated, implemented, and monitored.
3	3 - The institution routinely addresses young learners' physical, emotional, and nutritional health and safety. Policies and procedures for young learners' health and safety needs are regularly communicated, implemented, and monitored.
2	2 - The institution sometimes addresses young learners' physical, emotional, and nutritional health and safety. Policies and procedures for young learners' health and safety needs are occasionally communicated, implemented, and monitored.
1	1 - The institution rarely addresses young learners' physical, emotional, and nutritional health and safety. Policies and procedures for young learners' health and safety needs are seldom communicated, implemented, and monitored.

Standard 17

Institutions serving varied age groups or young learners with special needs demonstrate the capacity to support their unique needs.

YOUR RATING
 ★★☆☆
 Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - The institution consistently addresses the unique needs of varied age groups or young learners with special needs through targeted policies, procedures, and practices that are formally communicated, and monitored for fidelity and quality of implementation.
3	3 - The institution routinely addresses the unique needs of varied age groups or young learners with special needs through targeted policies, procedures, and practices that are formally communicated and monitored for fidelity of implementation.
2	2 - The institution sometimes addresses the unique needs of varied age groups or young learners with special needs through general policies, procedures, and practices that are informally communicated and monitored for fidelity of implementation.
1	1 - The institution rarely addresses the unique needs of varied age groups or young learners with special needs. Policies and procedures addressing the unique needs of varied age groups or young learners with special needs are seldom communicated, implemented, and/or monitored.



Engagement of Learning Standards



A good institution ensured 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

Copy the ratings and evidence and comments from your workbook for the Standards related to Engagement of Learning.

Standard 18

Young learners experience curriculum, materials, and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

YOUR RATING

 Network Average: 3.3

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, materials, 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, materials, 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, materials, 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, materials, and instructional practices.

Standard 19

Young learners have equitable opportunities to realize their learning potential.

YOUR RATING

 Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - Educators develop relationships with and understand the needs and well-being of individual young learners. Learning experiences and materials are routinely tailored to the needs and well-being of individual learners. Young learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy through consistent equitable classroom practices.



3 - Educators know their young learners well enough to develop and provide learning experiences that meet a wide range of learner needs. Young learners have access to a wide variety of learning experiences and materials designed to meet the needs and interests of different learners. Young learners rarely encounter barriers when accessing learning experiences most suited to their individual needs and well-being. Young learners are challenged and supported to strive towards individual achievement and self-efficacy through many equitable classroom practices.

2 - Educators sometimes consider young learner needs and well-being when developing and providing learning experiences. Young learners have some access to a variety of learning experiences and materials designed to meet the needs and interests of different learners. Young learners may encounter barriers when accessing some learning experiences most suited to their individual needs and well-being. Young learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy through equitable classroom practices.

1 - Educators give little or no consideration to individual young learner needs and well-being when developing and providing learning experiences. Young learners have limited access to varying learning experiences and materials. Experiences and materials meet the needs and interests of a limited proportion of learners. Young learners frequently encounter a variety of barriers when accessing learning offerings that would be well suited to their individual needs and well-being. Young learners are rarely challenged to strive towards individual achievement and self-efficacy.

Standard 20

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

YOUR RATING
★★★★
Network Average: 3.4

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

4	4 - Conditions across all aspects of the institution promote young learners' lifelong skills. Young learners engage in ongoing experiences that develop the lifelong 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 young learners' lifelong skills. Young learners engage in experiences that develop the lifelong 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 young learners' lifelong skills. Young learners engage in some experiences that develop lifelong 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 - Young learners engage in environments that focus primarily on academic content learning objectives only. Little or no emphasis is placed on lifelong 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 21



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

YOUR RATING

 Network Average: 3.1

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

Standard 22

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

YOUR RATING

 Network Average: 3.3

LEVEL	DESCRIPTION
4	4 - Young 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 young 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 young learners pursue opportunities that may not always result in success, but only with significant, individual support. Some young learners show motivation, curiosity, and excitement about their learning.
1	1 - Most young learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most young learners show little motivation, curiosity, or excitement about their learning.

Standard 23



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

YOUR RATING
★★★★
Network Average: 3.3

LEVEL	DESCRIPTION
4	4 - Young learners actively engage in instructional activities, experiences, and interactions that develop their sense of self-efficacy and voice. Educators consistently deliver instruction designed for young learners to reach their potential.
3	3 - Most young learners engage in instructional activities, experiences, and interactions that develop their sense of self-efficacy and voice. Educators routinely deliver instruction designed for young learners to reach their potential.
2	2 - Some young learners engage in instructional activities, experiences, and interactions that develop their sense of self-efficacy and voice. Educators occasionally deliver instruction designed for young learners to reach their potential.
1	1 - Instructional activities, experiences, and interactions seldom develop young learner's sense of self-efficacy and voice. Educators rarely deliver instruction designed for young learners to reach their potential.

Standard 24

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

YOUR RATING
★★★★
Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - Educators consistently monitor and adjust instruction based on each young learner's response to instruction and achievement of desired learning targets. Educators use a formal, systematic process for analyzing trend and current data to deepen each young learner's understanding of content at increasing levels of complexity.
3	3 - Educators regularly monitor and adjust instruction based on each young learner's response to instruction and achievement of desired learning targets. Educators routinely analyze trend and current data to deepen each young learner's understanding of content.
2	2 - Educators occasionally monitor and adjust instruction based on each young learner's achievement of desired learning targets. Educators sometimes analyze data to deepen each young learner's understanding of content.
1	1 - Educators seldom monitor and adjust instruction. Educators rarely analyze data to deepen each young learner's understanding of content.

Standard 25



Educators integrate the use of developmentally appropriate tools and technology into learning activities to deepen and advance young learners' engagement with learning activities and stimulate their curiosity.

YOUR RATING
 ★★★★★
 Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - Educators deliberately integrate the use of developmentally appropriate tools and technology that add value to the learning process and encourage young learners' active engagement in the learning process. Intentionally selected tools or technology-based media consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate young learners' curiosity.
3	3 - Educators often select and integrate the use of developmentally appropriate tools and technology that add value to the learning process and encourage young learners' active engagement in the learning process. Intentionally selected tools or technology-based media frequently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate young learners' curiosity.
2	2 - Educators occasionally select and integrate the use of developmentally appropriate tools or technology that add value to the learning process and encourage young learners' active engagement in the learning process. Selected tools or technology-based media sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate young learners' curiosity.
1	1 - Educators rarely select and integrate the use of developmentally appropriate tools or technology that add value to the learning process and encourage young learners' active engagement in the learning process. Selected tools or technology-based media seldomly support learners' pursuit of interests and deepen or extend curriculum topics to stimulate young 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

Copy the ratings and evidence and comments from your workbook for the Standards related to Growth in Learning.

Standard 26



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

YOUR RATING

 Network Average: 3.1

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 young learners and educators 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 young learners and educators 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 young learners and educators 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 seldom take into account data and additional factors that have an impact on young learners and educators such as institution history, recent experiences, and future possibilities.

Standard 27

Leaders promote action research by educators to improve their practice and advance learning.

YOUR RATING

 Network Average: 2.9

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. Educators, 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 educators 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. Educators, 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 educators 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. Educators, 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 educators to implement action research.

1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Educators seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for educators about action research.

Standard 28

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

YOUR RATING
★★★★
Network Average: 3.1

LEVEL DESCRIPTION

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 - 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 - 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 29

Young learners' diverse developmental, physical, social, emotional, and intellectual needs are identified and effectively addressed through appropriate interventions.

YOUR RATING
★★★★
Network Average: 3.1

LEVEL DESCRIPTION

4 - The institution consistently addresses the range of developmental, physical, social, emotional, and intellectual needs to support young learners' ability to develop and learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional developmentally best practices to ensure learners' success.



3	3 - The institution frequently addresses the range of developmental, physical, social, emotional, and intellectual needs to support young learners' ability to develop and learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional developmentally best practices to ensure learners' success.
2	2 - The institution sometimes addresses the range of developmental, physical, social, emotional, and intellectual needs to support young learners' ability to develop and learn. Strategies and interventions for these needs are occasionally planned and implemented based on analyzed information, data, and instructional developmentally best practices to ensure learners' success.
1	1 - The institution rarely addresses the range of developmental, physical, social, emotional, and intellectual needs to support young learners' ability to develop and learn. Strategies and interventions for these needs are seldom planned or are not implemented based on analyzed information, data, and instructional developmentally best practices.

Standard 30

Young learners are supported in pursuing individual goals and interests that address the acquisition of non-academic and academic skills important for their educational futures and careers.

YOUR RATING

 Network Average: 3.3

LEVEL	DESCRIPTION
4	4 - Educators consistently engage with young learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support non-academic, academic, and social skills. Young learners consistently have opportunities to choose activities, demonstrating ownership of their learning experiences.
3	3 - Educators routinely engage with young learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support non-academic, academic, and social skills. Young learners regularly have opportunities to choose activities, demonstrating ownership of their learning experiences.
2	2 - Educators occasionally engage with young learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support non-academic, academic, and social skills. Young learners sometimes have opportunities to choose activities, demonstrating ownership of their learning experiences.
1	1 - Educators rarely engage with young learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support non-academic, academic, and social skills. Young learners seldom have opportunities to choose activities, demonstrating ownership of their learning experiences.

Standard 31

Understanding of child development, curriculum learning objectives, and developmentally appropriate instructional strategies drive the design, delivery, application, and evaluation of professional learning.

YOUR RATING

 Network Average: 3.2

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



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

Standard 32

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

YOUR RATING
 ★★★★★
 Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - Educators consistently collaborate with families to determine learners' progress toward and achievement of intended learning objectives and developmental milestones 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 - Educators regularly collaborate with families and use assessment data gathered through formal and informal methods to determine young learners' progress toward and achievement of intended learning objectives and developmental milestones. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Educators occasionally use assessment data gathered through formal and informal methods to determine young learners' progress toward and achievement of intended learning objectives and developmental milestones. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Educators seldom use assessment data to determine young learners' progress toward and achievement of intended learning objectives or developmental milestones. 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



Observation Results

The Cognia Environmental Rating for Early Learning (erel™) is an observation tool organized in four environments based on research on high-quality early learning environments. All children should have access to a high-quality early childhood environment in which they have multiple opportunities to be successful. The purpose of this tool is to identify and document observable evidence of essential environmental requirements that are conducive to the health, safety, and education of young children.

Observations of classrooms or other learning environments are conducted for a minimum of 30 minutes per observation. Every evaluator is required to receive training on how to conduct observations using erel. Evaluators conduct multiple observations during the review process and provide ratings on 60 items based on a four-point scale (4 = very evident; 3 = evident; 2 = somewhat evident; and 1 = not observed). The following provides the aggregate average score across multiple observations for each of the four environmental domains included in erel™.

19 Completed erel™ Observations

ENVIRONMENT	SCHOOL SCORE
Supportive Interactions - Children	3.05
Supportive Interactions - Adults	3.04
Intentional Learning - Children	2.91
Intentional Learning - Adults	2.99
Positive Guidance - Children	3.13
Positive Guidance - Adults	3.1
Safe and Healthy - Children	2.96
Safe and Healthy - Adults	2.98

erel™ Total **3.0**



Safe Environments

Number of Requirements for Safe Environment rated as YES for the school 10

#	REQUIREMENTS	YES/NO/NA
1.	Outdoor play spaces are age-appropriate, with separation of space for toddlers and preschool-aged children	☑ Yes
2.	The playground area is protected and secured by a fence	☑ Yes
3.	Outdoor play spaces have appropriate fall cushioning, are well maintained and appear hazard-free	☑ Yes
4.	Indoor spaces are kept safe and appear hazard-free	☑ Yes
5.	The school provides access to natural light in some indoor areas	☑ Yes
6.	Storage space is available for the individual belongings of each child and staff member	☑ Yes
7.	Furnishings are child-sized and accommodate routine care, play, learning, relaxation and comfort	☑ Yes
8.	The facility is family friendly, with posted materials embracing the diversity of families served	☑ Yes
9.	The facility has clear processes for check-in and check-out of children	☑ Yes
10.	Adults are provided comfortable seating to sit, hold and feed infants	☑ NA



Observation Narrative

Observations using the Environmental Rating for Early Learning, erel, were completed in 19 classrooms. The school serves children from preschool through kindergarten, in addition to children with disabilities. A tour of the school and grounds found that it meets all the requirements for a safe environment.

One of the highest-rated items was in the **Positive Guidance Environment**, as children in every classroom observed were familiar and comfortable with classroom routines. In one classroom, the lead teacher was absent, and the substitute teacher was introduced as someone who “is here to keep us safe.” The children in the class followed their routine of moving to centers and cleaning up their areas before moving to another center. In another class, children were observed returning from lunch and knew to go to the carpet and sit in a circle to wait for directions. They were asked to identify a friend who “has been meeting expectations.” A child was observed creating a picture using glue. After using the glue, she washed her hands and came back to the table to clean up the area in which she was working. Children in another class were observed going to get a book as they finished their math activity. In most classes, children had the opportunity to choose to be alone at times. In one class, a child was observed taking a sleeve of blocks from the block area but playing with them alone at a nearby table. In another class, a child was observed in a corner by themselves playing with a doll. One classroom created a quiet area by placing a pillow on a shelf in an open closet. Transitions to activities were planned as teachers used bells, alarms, timers, and music to make children aware that it was time to change activities. All classrooms were organized with clear boundaries to facilitate play areas. Books, toys, and other materials were displayed on low shelves, allowing students to select and put them away.

In the environment of **Supportive Interactions**, adults were observed modeling and facilitating children’s ability to resolve conflicts. The morning announcements in the school included a daily “Commitment Lesson,” where children are presented with situations that may happen and are asked to problem-solve solutions. They are also directed to “Be safe, be respectful, be responsible and be ready.” When asked by a student why they could go to the treasure box in the class, the teacher explained that because sometimes adults only see the bad things you do, they wanted to catch children making good choices. In several classrooms, adults encouraged students to “use your words” to describe how they were feeling. A child was observed trying to grab a ball from a peer. The teacher told the child, “Instead of grabbing, use your words.” She told them to ask, “Can I play with it?” She then told the child with the ball to say, “I’m not finished yet.” In another class, when the timer went off, indicating movement to the next center, a student began to cry and started kicking in their chair. The teacher goes over to them and says, “I know it’s frustrating.” The student moves to another activity and is taken for a walk outside of the room. In a second class, a child attempted to snatch an item from a peer. The teacher announced, “We do not snatch. We say, no, stop.” Children were observed having the opportunity to show empathy, work cooperatively, and play with peers. A child was observed playing with blocks by themselves. A “friend” comes over to ask, “Can we share?” When there was no response, they went to an adult to report that the “student” was not sharing. Families dropped off their children at the front of the school, making it difficult to observe communication upon arrival and departure.

In the **Intentional Learning Environment**, children were limited in their ability to initiate or choose their own activities, as in all classes, they were assigned or directed to specific centers or activities. Center and small-group activities were play-based and supported curriculum concepts. Center activities included math counting games, matching words, and pictures, as well as sensory activities (sand table, rice table), housekeeping, and chrome book activities. In several classes, counting activities focused on reaching the 100th day of school occurring the week after the on-site visit. In class, the children were read the book “100 Days of Kindergarten,” and the discussion centered around identifying 100 things that could be brought to school.



Children had opportunities to develop early language and literacy skills by being read to and practicing identifying letter sounds. While most responses to children’s verbalizations and activities were “good job,” two teachers had children “kiss their brains.” In one class, a student was asked, “How can we fix this problem?” and when finished, was told it was a “good solution.” A few adults were observed embedding new vocabulary into activities. Instead of directing children to stand on a particular spot on the rug, they were directed to stand on the perimeter.

In the **Safe and Healthy Environment**, handwashing was inconsistent throughout the classrooms. In some, children knew (or remembered) to wash their hands when they sneezed or blew their noses. In most classes, children were directed to wash their hands before going to lunch, but not always done during snack time. Teachers routinely looked for hazards and were observed mitigating them. An adult removed a salt container from an activity because the metal top was a cutting hazard. In instances where children used scissors, they were reminded that they were only to cut paper. The school has an overall focus on respect that was apparent in all the classes observed.



Insights from the Review

The evaluator reviewed information and evidence about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluator arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned with research-based criteria designed to improve young children's learning, growth, and development, 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 school implements a structure that promotes a culture in which young learners are supported by adults and peers. The Hand-in-Hand Primary School noted in its self-assessment that it has a mission that, "Working together, we teach and nurture children to ensure their success." The school highlights that it, as well as the school district, is committed to cultivating and sustaining a culture that prioritizes community, respect, fairness, equity, and inclusion. This belief helps to foster a sense of belonging, encourages collaboration and teamwork, and enhances the overall academic and social development of the children it serves. The family stakeholder survey reported that the highest ratings came from families who indicated that learners were central to the school's mission and purpose. While families rated the school high in providing a culture free from bias and learners' well-being central to the school's mission and purpose, they also indicated that they "don't know" how the school seeks to engage stakeholders. The school is governed by the Georgia Department of Early Care and Learning (DECAL), which provides guidance and information regarding how to support the learning environment for children. The classroom schedules submitted indicate opportunities for children

to receive support through teacher-directed small and large-group activities. Teachers meet weekly through Professional Learning Communities (PLCs) to review student performance data. The school has also implemented a Multi-tiered System of Supports (MTSS) and Conscious Discipline programs to further support students who may need additional assessment. Children are reminded that the adults in the building are constantly looking for opportunities to catch them being good, particularly in activities outside of the classroom. The implementation of these programs produces a team of adults who are knowledgeable and provide guidance and support to allow children to thrive. The school has identified a need for professional development opportunities for staff to address ways to further engage families as well as build positive relationships. The school is encouraged to continue to seek ways to create a culture that supports the whole child and their families.

Leadership for Learning

School leaders create conditions that offer formal and informal leadership opportunities and support individuals to improve their leadership skills. The school community of Hand-in-Hand Primary consists of 61 certified members and 72 classified staff members; with numbers that large, the school benefits from the opportunities given to the adults in the building to take on leadership roles. During the interview, leadership roles identified within the school included support teachers, lead special education teachers, and MTSS leaders. These roles provide a more distributed leadership model within the building even though teachers remain in the classroom. The division of the school building into wings lends itself to the appointment or recognition of leaders for each wing. Wing leaders help to bring a "neighborhood" and sense of camaraderie among staff members who share the same space in the building. The leadership identified support teachers and staff for new employees. Documentation submitted by the school identifies staff that are new to the building and the teacher or support person assigned to them as mentors. A mentor guidebook includes suggested times and topics for discussion as well as reflection activities for the new teacher. These activities provide support for new teachers and staff as well as allow mentors to provide feedback and coaching. Further, it fosters a culture of collaboration and



continuous improvement among teachers. Additional leadership opportunities for teachers and staff were available through leading and participating in PLCs, which meet weekly to review and reflect on student progress. In these meetings, collaboration leads to adjustments made to curriculum and lesson plans based on student progress. The school also has curriculum teams for pre-K and kindergarten that analyze the effectiveness of instructional strategies and interventions. The leadership of the school is encouraged to continue creating an environment where teachers and staff are offered the opportunity to use their skills, as doing so empowers staff to contribute to and take ownership of the school's success and create a culture of collaboration and continuous improvement.

Engagement of Learning

The school creates nurturing learning environments that support the development of all young learners.

The creation of a nurturing learning environment that supports the development of all young learners is important for their overall growth and success. The school used the erel observation tool to examine the learning environment. The results revealed scores that suggested, overall, a positive relationship between children and adults as well as with peers was evident. When students feel connected and supported, they are more likely to engage in learning and take academic risks. The stakeholder feedback supports that families feel the school is a welcoming environment for their children where educators consider student safety when making decisions, care about their well-being, and treat them with respect. A feeling of inclusion is promoted when families believe that their children are safe and respected. A review of class schedules found consistent and predictable activities for students. Children consistently had opportunities for literacy and numeracy as well as phonological awareness, large and small-group instruction, free play, outdoor play, and rest time. While each child is unique, the schedule allows for recognition of their learning styles, strengths, and challenges through instruction in small groups. The self-assessment highlights the school's educational philosophy in the integration of Conscious Discipline Principles, which prioritize the social and emotional development of students. Children are encouraged throughout the day to work with their peers collaboratively as well as share their own ideas. The empowerment of students is a means of allowing them to begin to take responsibility for their self-management and decision-making. The school uses DECAL's

Instructional Quality guides to reflect its commitment to creating stimulating and supportive learning environments. When children are in an attractive and inviting environment, they perform better and get a sense of belonging in the classroom. The school is encouraged to continue its practice of prioritizing the nurturing of the learning environment, as doing so helps young learners feel valued, respected, and empowered to reach their full potential.

Growth in Learning

The school has formal processes to collect, analyze, and use data from multiple sources to improve instruction and the effectiveness of programs.

Implementing formal processes to collect, analyze, and use data from various sources is crucial for continuously improving instruction and the effectiveness of programs. In the school's self-assessment, it noted that leadership is characterized by a commitment to continuous improvement and the advancement of learning outcomes. The school has a schedule for reviewing data from informal and formal student assessments. Classroom observations are conducted throughout the school year using the Teacher Keys Effectiveness System (TKES) as well as the erel tool. Teachers have access to the pacing guide to help them stay on task and ensure standards are being covered at the same time among classes. Regular data meetings and collaborative planning meetings are held, which allow leaders to identify trends and patterns that yield evidence-based decisions. One source of data collection is DECAL's Work Sampling Online (WSO) process, which examines Instructional Quality (IQ) for assessment. Teachers are directed to upload weekly student assessment documentation that is linked to indicators. During the interview, school leaders indicated that while WSO is useful as it produces narrative summaries that are shared quarterly with parents, results are not uploaded on a weekly basis, causing a delay in determining student mastery of curriculum skills. The Executive Summary cited that while the school performs at or above the state passing rate in phonemic awareness and high-frequency words, the school's LEAD team and district curriculum team determined a need for a stronger phonics program centered around the Science of Reading and a structured writing curriculum to be vertically aligned with the elementary schools. Data-informed decision-making is integral in ensuring that professional development, budget allocations, staffing, and program implementation decisions are effective and will have the



desired impact on student achievement. The school is encouraged to continue its processes to improve instruction and suggested to include additional professional development to ensure staff data input is in

a timely manner.



Required Quality Elements

In order to be recommended for early learning accreditation, required Quality Elements must be met by the institution.

Were all required Quality Elements met? Yes

COMMENTS ON THE QUALITY ELEMENTS



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 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.

-
- 1 Identify, implement, and assess professional development opportunities that ensure learners are supported in pursuing individual goals, have a voice, and experience the contributions of a global community.**

Standard 18

RATIONALE

If communication with families is improved, then their involvement with their children's educational progress will increase, and the children will feel supported in their goals.

-
- 2 Implement and assess educators' professional development opportunities in organizing learning environments and materials that stimulate open-ended exploration, discovery, and experimentation.**

Standard 30

RATIONALE

If educators create learning environments that facilitate students' open-ended exploration and discovery, then students will gain skills that contribute to and support their future.



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
360	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: 322	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 erel™ 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
Deborah Hubbard Lead Evaluator	Deborah Hubbard is a retired educator who spent several decades working in both K-12 and higher education. She spent the majority of her career working in Norfolk Public Schools in Virginia as a teacher, building administrator, and central office administrator. After relocating to South Florida, she spent 10 years in higher education as an instructor and department director in early childhood education. She has served Cognia as a team member and evaluator for over 5 years. Ms. Hubbard holds a B.S. degree in early childhood education from Hampton University, an M.A. degree in exceptional education from The Ohio State University, and an Ed.S. in educational leadership and policy from Virginia Tech.
Jay Wansley	



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%20agile%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 <https://www.cognia.org/wp-content/uploads/2020/09/Meeting-the-Promise-of-Continuous-Improvement-White-Paper.pdf>
- Ford, T., Lavigne, A., Fiegner, 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).

