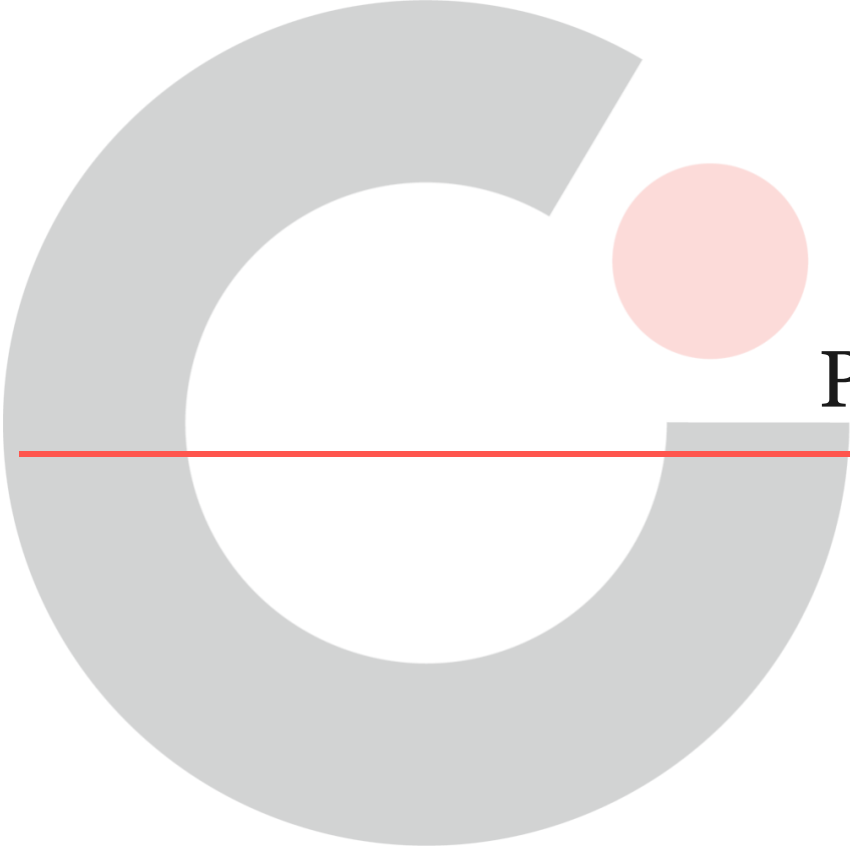




Mid-Cycle Progress Report

Oakes Public Schools
Oakes, North Dakota

Institution #260487

Introduction

This report is designed to reflect on your institution's progress as related to the findings of the most recent Accreditation Engagement Review. This report allows your institution to provide information relevant to the progress in meeting the Cognia Performance Standards and/or Assurances as outlined in the Area(s) for Improvement. It also allows Cognia to review and respond to the same.

Using evidence to support your responses, you will summarize your institution's progress and other general information relevant to the Area(s) for Improvement. Cite and share evidence of results based on your institution's progress.

Accreditation is Continuous Improvement

Accreditation is a continuous improvement process. 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."

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, as such, actions designed for improvement must be tailored to meet the needs of the institution and its learners.

Following the Engagement Review, the institution is expected to review the findings in the report and initiate plans to address the Area(s) for Improvement. These Area(s) for Improvement provide the basis for the Progress Report.

Results of Improvement Actions

This Progress Report should include narratives for each Area for Improvement that provide the results of your improvement efforts. The narratives should include descriptive evidence about how you have **engaged** stakeholders, practices and processes you have **implemented**, **results** you have achieved, how you plan to **sustain** your improvements, and how these new practices will become **embedded** in the culture of your institution. These **five levels of impact** align with the three phases of the i3 Rubric that are outlined below.

i3 Rubric

You will use Cognia's i3 Rubric to guide your assessment of your efforts since your previous Engagement Review. Examine each Area for Improvement, and related standards, against the rubric to determine which level of impact within the phases--Initiate, Improve, or Impact--your institution is currently in and identify your plan to move the policy, process, and/or practice to the next level of impact.

In Cognia's approach to change management, the i3 Rubric, we use three phases that describe the change process. These phases help leaders to investigate and evaluate the contexts of change within their organization. In this process it is important to note that, while each improvement journey is unique, the journey is driven by key actions:

Initiate

The first phase of the improvement journey is to initiate actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. **Engagement** is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. **Implementation** is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Processes and practices you identify within the Initiate phase should become the focus of the institution's continuous improvement journey to move toward the collection, analysis, and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified goals has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to improve. The elements of the Improve phase are defined within the Levels of Impact of Results and Sustainability. **Results** represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired outcome(s). **Sustainability** is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Processes and practices identified within the Improve phase are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is the impact where desired practices are deeply entrenched. The elements of the Impact phase are defined within the Level of Impact of Embeddedness. **Embeddedness** is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Processes and practices identified within the Impact phase are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

i3 Rubric

INITIATE		IMPROVE		IMPACT
Engagement	Implementation	Results	Sustainability	Embeddedness
<i>The level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs.</i>	<i>The desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation.</i>	<i>The collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s).</i>	<i>Results achieved consistently demonstrate growth and improvement over time (minimum of three years).</i>	<i>The desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.</i>
Few stakeholders are involved in support of the desired practice or program.	The desired practice or program is minimally implemented.	There is little or no data and evidence of attaining the desired result(s).	The institution has little or no data and evidence to indicate growth and improvement over time.	The desired practice or program is not ingrained in the institution.
Some stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored for implementation.	The institution collects and analyzes data and evidence to demonstrate the progress toward attaining the desired result(s).	The institution has some data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in parts of the institution.
Many stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored and adjusted for quality and fidelity of implementation.	The institution collects, analyzes, and uses multiple sources of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in the culture of the day-to-day work of the institution.
Most stakeholders are frequently involved in support of the desired practice or program.	Formal processes are used to demonstrate that the desired practice or program is implemented and monitored with quality and fidelity.	Formal processes are implemented to collect, analyze, and use multiple forms of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate sustained growth and improvement over time.	The desired practice or program is deeply ingrained and protected throughout the culture and the operations of the institution.

You will see that each level of impact has its own rubric to move from minimal practices within that level to best practices. For example, in Engagement, the frequency of involvement is *low* with *few* stakeholders engaged, while the best practice is that *most* stakeholders are *frequently* engaged.

As you determine your institution's level of impact on the i3 Rubric, identify 1) ways in which your institution will move from one level to the next, 2) how the levels guide and impact your improvement process, as well as your programs, processes, and practices, and 3) goals and activities that will support your institution's movement to and movement through the next level of impact.

Completing the Progress Report

Using evidence to support your responses, summarize your institution's progress and other general information relevant to the Area(s) for Improvement. Select your institution's level of impact from the i3 Rubric and follow the narrative prompts provided below.

Areas for Improvement

The following Area for Improvement was identified in the Engagement Review Report.

Area for Improvement #1: Involve external stakeholders, particularly families, in the development of priorities and guiding principles as the transition to personalized, competency-based learning progresses.

Institution Response

i3 Rubric. Based on your findings, what level of impact from the i3 Rubric is your institution demonstrating in this Area for Improvement?

Results

Narrative.

- State whether you have achieved your goals relative to this Area for Improvement
- Document your findings
- Cite supporting evidence
- Specifically outline your plans and related activities towards continuous improvement based on your assessment with the i3 Rubric and pursuing Embeddedness
- Plans to continue working towards improvement related to this Area for Improvement

In 2023, Oakes Public School transitioned to a new governance model—**Be Legendary**—with a strong focus on stakeholder involvement in shaping the district's educational priorities. As part of this shift, the school board established **three Student Achievement Goals** and **five Superintendent Guardrails**, designed to ensure **collaborative, data-driven progress toward student success**. These priorities are evaluated at least twice per year using measurement tools identified by the Superintendent and approved by the board, with transparent reporting to the public.

A key focus of this governance model is the continued expansion and strengthening of **Personalized Competency-Based Learning (PCBL)** across all grade levels. The first three Superintendent Guardrails specifically support this effort by emphasizing:

1. **Engaging students** in the learning process
2. **Implementing and refining PCBL instructional practices** based on feedback and evidence
3. **Enhancing two-way communication with families and stakeholders** to create shared ownership of student learning

Progress monitoring tools incorporate multiple data points to assess the effectiveness of these efforts. Findings are reported biannually to the board and the public, ensuring **stakeholder voices remain central to decision-making**. (Referenced Documents: **Superintendent Guardrail Document, Guardrail Progress Measures Document, Board Reports, Progress Monitoring Calendar**)

This governance framework operates on a **minimum five-year cycle**, reinforcing a commitment to **continuous stakeholder engagement, system-wide collaboration, and meaningful educational improvements**. If progress does not meet expectations, the district will develop targeted action plans, ensuring ongoing refinement based on community input and student needs.

By prioritizing open communication and collective decision-making, Oakes Public School is strengthening its **PCBL approach** to ensure all students achieve success in a personalized, competency-based learning environment.

Cognia's Assessment of Area for Improvement #1.

The following is an assessment of the evaluator's findings.

Sufficient progress - no further action required

Summary of Cognia's Findings

Progress Report Summary – Oakes Public School

Oakes Public School has made significant strides in its improvement efforts through the implementation of a new governance model, *Be Legendary*, designed to elevate student achievement and deepen stakeholder engagement. This transformation aligns with the i3 Rubric's phases—Initiate, Improve, and Impact—demonstrating a comprehensive and sustained commitment to growth.

Engaging Stakeholders (Initiate Phase):

The district's shift to the *Be Legendary* model initiated a new level of stakeholder involvement by empowering the school board and community members to shape educational priorities collaboratively. The establishment of three Student Achievement Goals and five Superintendent Guardrails—developed with and approved by stakeholders—ensures that decisions reflect shared values. Engagement efforts include transparent public reporting, biannual progress updates, and ongoing opportunities for family and community input.

Practices and Processes Implemented (Initiate/Improve Phases):

Central to the district's reform is the implementation and expansion of Personalized Competency-Based Learning (PCBL) at all grade levels. The first three Superintendent Guardrails prioritize:

1. Student engagement in the learning process,
2. Continuous refinement of PCBL based on data and feedback,
3. Enhanced two-way communication with families and stakeholders.

These practices are supported by a structured progress monitoring system that uses multiple data points and biannual reporting to assess effectiveness. The system ensures fidelity of implementation and responsive adjustment as needed.

Results Achieved (Improve Phase):

Early results show strengthened instructional consistency, improved stakeholder awareness, and greater alignment between student needs and instructional delivery. The district's reporting structures ensure that stakeholders remain informed and empowered to contribute to improvement strategies. Consistent progress checks have fostered a culture of accountability and transparency.

Plans to Sustain Improvements (Improve Phase):

The district's governance framework operates on a five-year cycle, embedding a long-term vision for progress. If performance goals are not met, targeted action plans are developed with stakeholder input to refine strategies. This approach emphasizes continuous monitoring, reflection, and revision—ensuring improvement efforts are not only sustained but adaptive.

Embeddedness of Practices (Impact Phase):

The integration of PCBL and stakeholder-driven governance is becoming deeply ingrained in the culture of Oakes Public School. Practices such as biannual public reporting, stakeholder-informed guardrails, and system-wide use of data for decision-making reflect a permanent shift in how the district operates. These embedded practices are contributing to ongoing improvements in student achievement and organizational effectiveness, illustrating that the district is well into the *Impact* phase of the i3 Rubric.

In summary, Oakes Public School has successfully initiated and institutionalized a governance and instructional model that prioritizes engagement, data-informed decision-making, and cultural transformation. Through transparent practices, responsive processes, and sustained stakeholder involvement, the district is creating a durable foundation for student success.

Reflections

Successes. Summarize your institution's successes with continuous improvement.

One of the district's most significant accomplishments has been the successful implementation and ongoing expansion of Personalized Competency-Based Learning (PCBL) across all grade levels. This instructional shift has led to more individualized student learning experiences, stronger engagement, and improved alignment between teaching strategies and student needs. The district has also established measurable Student Achievement Goals and Superintendent Guardrails, which are monitored biannually and publicly reported to ensure accountability and transparency.

A key success has been the improvement in stakeholder involvement—particularly among parents. Oakes Public School has strengthened two-way communication by hosting feedback sessions, providing regular public reports, and including family voices in instructional and strategic decision-making. These efforts have resulted in increased trust, greater community awareness of district priorities, and stronger support for district initiatives.

Additionally, the development of a structured progress monitoring system using multiple data points has enabled the district to assess the effectiveness of its strategies and adjust in real time. These systems have supported a culture of continuous improvement, where data is used not only to measure outcomes but also to drive future planning.

Challenges. What challenges did your institution encounter with the improvement initiatives?

Despite these successes, engaging all stakeholders and increasing their involvement remains a challenge. While parent involvement has improved overall, reaching and involving all families requires additional strategies and resources.



Institution's Next Steps

- Submit your completed Progress Report, in **Microsoft Word** only, in the Workspace.
- Upload evidence in the Workspace that you deem relative and supportive of your progress.
- Notify your Cognia Regional Office of your submission in the Workspace.

Institution's Submission

This report was completed and submitted by:

Name	Dr. Mary Koopman
Title	Regional Accreditation Evaluator
Date	7/02/2025

Summary of Cognia’s Review

Pursuant to the Cognia Accreditation and Certification Policies and Procedures, the following recommendation will be reviewed, along with other documentation, by Cognia and the Cognia Global Commission for action. For details related to each status, please see Policy 3.

X	Continued Accredited status with no further actions
	Accredited Under Review status recommended based on an incomplete report and/or insufficient progress

Next Steps

The following tasks should be completed before the next review. Cognia representatives stand ready to help you complete these tasks.

1.	Ensure there is consistent implementation of PCBL practices across all classrooms and grade levels.
2.	As the instructional model evolves, there is a need for sustained professional development and support to ensure fidelity and effectiveness in delivery.
3.	Engage all stakeholders by improving their attendance at school events, participation on committees, and completion of survey responses.
4.	Ensure that progress is not only achieved but sustained through continued focus on leadership development, stakeholder collaboration, and adaptability.
5.	Prepare for the Accreditation Engagement Review in 2028-29.

Name of Evaluator
Dr. Mary Koopman, Cognia RAE

Date
July 2, 2025

Date

