Accreditation Engagement Review

July 01, 2023 - June 30, 2024

School District Five of Lexington and Richland Counties

Institution #215707

1020 Dutch Fork Rd
Irmo, South Carolina 29063-8822
United States of America

Accreditation Is Continuous Improvement

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

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

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

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

Cognia Performance Accreditation and the Engagement Review

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

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.

Assurances

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

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	⊘ Yes
2.	The institution complies with all applicable governmental laws or regulations.	⊘ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	⊘ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	⊘ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	⊘ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	⊘ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	⊘ Yes
8.	The system executes a written quality assurance process to monitor and verify that all institutions within its jurisdiction: • meet the applicable governmental requirements of the school's location; • meet the Cognia Accreditation and Certification Policies and Procedures; • meet the Cognia Accreditation and/or Certification Standards and Assurances and • implement its required education programs with fidelity	⊘ Yes

Evaluations of Institution Analyses

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

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

Stakeholder Feedback Analysis

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

Network Comparison for Stakeholder Feedback Analysis

Your Institution	4.0
Cognia Network Avg.	3.1

Student Performance Analysis

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

Network Comparison for Student Performance Analysis

Your Institution	4.0
Cognia Network Avg.	3.1

Learning Environments Analysis

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

Network Comparison for Learning Environments Analysis

Your Institution	4.0
Cognia Network Avg.	3.0

Culture of Learning

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

Network Comparison for Culture of Learning

Your Institution	4.0
Cognia Network Avg.	3.1

Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.1

The institution has interpreted findings, prioritized themes, and developed theories of action.

★★★★
Network Average: 2.6

Network Comparison for Leadership for Learning

| Your Institution | 4.0 |
| Cognia Network Avg. | 3.1 |

Engagement of Learning

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

Network Comparison for Engagement of Learning

| Your Institution | 4.0 |
| Cognia Network Avg. | 3.0 |

Growth in Learning

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

Network Comparison for Growth in Learning

| Your Institution | 4.0 |
| Cognia Network Avg. | 3.0 |

Performance Standards Evaluation Results

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

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

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

Cognia Performance Standards Ratings

Culture of Learning Standards

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

Keys to Culture of Learning
A healthy culture is evident where:
• Stakeholders are actively engaged and supportive of the institution's mission
• Learners' academic and non-academic needs and interests are the focal point
• Stakeholders are included and supported

Standard 1

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

YOUR RATING
★★★★
Network Average: 3.3

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

Standard 2

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

YOUR RATING
★★★★
Network Average: 3.4

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

Standard 3

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

YOUR RATING
★★★★
Network Average: 2.9

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

Standard 4

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

YOUR RATING
★★★☆
Network Average: 3.1

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

Standard 5

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

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION

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

Standard 6

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

YOUR RATING
★★★★
Network Average: 2.8

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

Network Comparison for Culture of Learning Standards

Your Institution	3.7
Cognia Network Avg.	3.1

Leadership for Learning Standards

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

Keys to Leadership for Learning
Leadership for learning is demonstrated when school leaders:
• Communicate expectations for learning
• Influence and impact the culture in positive ways
• Model and engage in learning while supporting others to do so

Standard 7

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

YOUR RATING
★ ★ ★ ★
Network Average: 2.8

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

Standard 8

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

YOUR RATING
★★★☆
Network Average: 3.2

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

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING
★★★★
Network Average: 2.9

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

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

YOUR RATING
★★★☆
Network Average: 2.9

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

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

YOUR RATING
★★★★
Network Average: 3.1

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

staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.

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

Standard 12

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

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

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

YOUR RATING
★★★★
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

2	2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
1	1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

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

YOUR RATING
★★★★
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Standard 15

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

YOUR RATING
★★★☆
Network Average: 3.0

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

3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Network Comparison for Leadership for Learning Standards

Your Institution	3.6
Cognia Network Avg.	3.0

Engagement of Learning Standards

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

Keys to Engagement of Learning
Engagement is demonstrated when all learners:
• Are included in the learning process
• Participate with confidence
• Have agency over their learning

Standard 16	

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

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.

| 1 | 1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices. |

Standard 17

Learners have equitable opportunities to realize their learning potential.

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

Standard 18

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

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

| 3 | 3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking. |

| 2 | 2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking. |

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

Standard 19

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

YOUR RATING
★★★☆
Network Average: 2.6

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

Standard 20

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

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.

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

Standard 21

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

YOUR RATING
★★★☆
Network Average: 2.8

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

Standard 22

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

YOUR RATING
★★★★
Network Average: 2.7

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

2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

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

YOUR RATING
★★★☆
Network Average: 2.7

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

Network Comparison for Engagement of Learning Standards

Your Institution	3.1
Cognia Network Avg.	2.8

Growth in Learning Standards

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

Keys to Growth in Learning
Growth is evident when
• Learners possess non-academic skills that ensure readiness to learn
• Learners' academic achievement reflects preparedness to learn

• Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

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

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

Standard 25

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

LEVEL	DESCRIPTION
4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an

inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.

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

Standard 26

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

YOUR RATING
★★★★
Network Average: 2.6

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

Standard 27

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

YOUR RATING
★★★☆
Network Average: 2.9

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

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

Standard 28

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

YOUR RATING
★★★☆
Network Average: 2.8

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

Standard 29

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

YOUR RATING
★★★★
Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs

and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.

2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Standard 30

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

YOUR RATING
★★★★
Network Average: 2.8

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

Network Comparison for Growth in Learning Standards

Your Institution	3.6
Cognia Network Avg.	2.7

Insights from the Review

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

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

Culture of Learning

The district maintains a consistent and intentional focus on a culture in which students, teachers, leaders, parents, and community members feel connected to the vision and mission of the district. The vision, "We love and Grow our Students," ensures learner well-being and guides all decision-making. The vision captures the focus of providing services and programs to address the academic, social, and emotional needs of the students. The superintendent's non-negotiable, "If you don't love kids, you can't grow them," was echoed by the system leaders during all interviews. District and school leaders suggested that the diversity found throughout the district is viewed as a strength and serves as a springboard to provide opportunities for student achievement and growth. A comprehensive assessment of the school facilities across the district, conducted through the lens of ensuring equity in all school communities, has provided data points for a construction and renovation plan to guide district initiatives as the leaders move forward to develop capital improvement plans. The district has identified and begun to implement the Capturing Kids' Hearts program to improve and grow the relational capacity of learners and professional staff. The program includes professional development and training for all certified and non-certified staff. Currently piloted at a district middle school, interviews with leaders

confirmed it will be implemented and monitored at all schools when the staff have been trained. The district's magnet program includes a wide array of themes to meet the interests and abilities of students. Interventions and targeted support systems are implemented at all schools to improve student learning. The social, emotional, and developmental well-being of students is supported through school-based programs with mental health counselors, psychologists, and counselors. Community outreach programs also support the social and emotional growth of students through initiatives to encourage student success. While evidence of a formal structure for all students that fosters positive relationships with peers and adults was not apparent, student interviews confirmed teachers are accessible and supportive. Leaders and teachers commented that the Capturing Kids' Hearts program will serve as a structure to develop positive student-teacher relationships across the district. As the program is fully implemented in all schools, leaders are encouraged to systematically integrate protocols to monitor and adjust the program to determine its impact. In addition, processes to monitor and evaluate all initiatives designed to meet the academic and nonacademic well-being of students may provide data for leaders to make decisions about retaining or changing the programs to ensure they impact student learning and well-being. Leaders are further encouraged to develop, implement, and monitor formal structures that foster positive relationships with peers and adults that are implemented across grade levels and in each school.

Professional learning communities (PLCs) are supported throughout the district, but consistency in their effective implementation in all schools is lacking. Teachers commented that PLCs have evolved from data team meetings held in the past. While PLCs are evident in all schools, interviews with principals and teachers suggested effective PLC implementation varies by school. Teachers and principals said additional training in effective PLC protocols to gain an understanding of the district's process would result in a systematic implementation across all grade levels and schools to review data, curriculum, and effective instructional practices and identify appropriate intervention and enrichment activities for learners. Leaders stated that the PLC process will vary at each school and grade level, but a common understanding of the district's expectations and guidelines would ensure learners' needs are based on collaborative discussions about data,

instructional practice, and appropriate interventions for identified students. A leader commented that there is a need to "firm up" the systematic implementation of the PLC process. District leaders stated that student growth and achievement are a priority. Leveraging the collaboration of teachers and district support staff, which is based on a formalized and systematic process to review each student's academic, social, and emotional health, would ensure learners' needs are addressed through programs and services that are identified to meet those needs. The development of a monitoring system for the PLC process to ensure fidelity of implementation across the district would provide data to use in evaluating the impact of the process on student achievement and growth. Leaders are encouraged to monitor the systematic implementation of PLCs.

Leadership for Learning

Leaders consistently demonstrate a commitment to decision-making aligned with the district's strategic plan. The strategic plan is based on analyzed data about student performance, organizational conditions, and stakeholder feedback. The district's accountability utilizes Tableau, a dashboard that includes data from all major district and state assessments, which allows leaders to monitor student learning and assess progress related to strategic goals in a timely and comprehensive manner. A systematic process to review and revise the curriculum during the summer ensures it is relevant and effective. Teachers and district leaders collaboratively engage in a formalized process to edit the curriculum framework that includes regular monthly leadership meetings and a summer program. Survey data indicate over 97% of the teachers felt the curriculum aligns with the South Carolina College and Career Readiness Standards. The open communication among all stakeholder groups, confirmed in interviews with teachers, leaders, and board members, indicated that decision-making is transparent and based on continuous review of the district and board goals and priorities. Board members stated that the superintendent meets with each board member regularly to discuss programs, concerns, and initiatives. A board member commented that the open communication between the board and the superintendent ensures "we are all on the same team." The board and district leaders adhere to a budget process that aligns decisions with the district's goals. For example, the board approved the Capturing Kids' Hearts program and additional staff positions to support student mental health and ensure student well-being goals have the resources to effectively

meet the diverse needs of students. Handbooks and documented practices provide clear direction for leaders and staff to guide decisions. Numerous stakeholder advisory groups give regular feedback to district leaders. A stakeholder commented the goal of the various groups is "to make sure the leaders have a pulse on the community." The recruitment and retention process is comprehensive. The mentoring program for new teachers provides support and assistance from both district and school staff. The allocation of resources and programs is aligned to meet the varied needs of the students in each of the three attendance areas in the district. A teacher commented, "We have strong district and school leadership. They encourage innovation and support autonomy within the guidelines of the district." Maintaining open communication with all stakeholder groups ensures school leaders, community members, and teachers are well-informed and responsive to the needs of the community and the students. Leaders are encouraged to develop strategies to evaluate the effectiveness of the strategic planning process and the identification of innovative programs and initiatives to ensure all decisions are clearly communicated and consistently aligned with the vision and mission.

Engagement of Learning

District and school instructional leaders consistently monitor instructional practices and student engagement to advance and deepen students' knowledge and understanding of the curriculum. Classroom Mosaic, a formative assessment that links the instructional framework with student engagement, is used throughout the district as the classroom observation tool. Data from the instrument are collected, reviewed, and analyzed to inform decisions related to professional development and individualized coaching for teachers. Data from Classroom Mosaic show that 96.4% of students were engaged with the teacher, suggesting that student engagement is a strength throughout the district. In addition, the district has implemented instructional rounds with all schools. Leaders, district staff, and teachers from two partnered schools conduct classroom observations, discuss student engagement, and provide immediate feedback and coaching to the observed teacher. The district leaders use the information from the observations to identify resources and school-based professional development to grow successful instructional practices. Instructional strategy cards provide another level of support for teachers to identify innovative and successful instructional strategies to improve learning. Student performance data from local, state, and national

assessments are consistently analyzed and used to triangulate data from classroom observations to identify specific school and grade level areas to target for improvement in ongoing initiatives and summer curriculum review. The district's instructional framework provides systematic protocols and practices to guide instructional decisions. The district's extensive magnet program is designed to ensure equity in access for students across the district. The magnet schools offer specialized focus or themes with a unique curriculum for students to increase engagement and improve learning. Students commented that the magnet programs are a strength of the district and allowed them to select programs that are designed to meet individual interests and needs. Leaders are encouraged to monitor and evaluate the impact of instructional rounds to ensure the practice maintains a consistent focus on student learning and growth.

Learning environments support creativity, innovation, student voice, and learner-centered activities. Students described learner-centered activities, including small-group collaboration, projects, round-table discussions, and independent research. Magnet schools provide a wide range of learning activities aligned to the theme or focus of the program. Students enrolled in traditional programs are also provided with a wide range of activities that support creativity and curiosity. The district's vision to grow each student aligns with the goal of providing students with opportunities to explore interests based on individual needs. Targeted interventions and support programs are designed and implemented to improve student achievement and support growth for all students. An example of a program designed to support student learning and growth is the Nest, which is a creative way to schedule at-risk students within a school with wrap-around services as well as academic support systems. The intentional focus on offering learning environments tailored to ensure learners have choice and experience success was apparent in evidence review and interview comments. Students commented that they frequently had opportunities to select topics to research and identify methods of presentation from choice boards that enabled them to identify learning targets and promote self-discovery and expression. While student and teacher interviews provided information regarding a wide range of learning activities to support student-centered activities, a review of learning data suggests the need for additional instructional practice and programs to meet the needs of the diverse students in the district. Leaders are encouraged to maintain an intentional focus on providing learning experiences for all

students to ensure students remain at the forefront of all decision-making regarding student learning and growth.

Growth in Learning

Leaders across the district effectively use data to make decisions about programs and services that impact student learning and growth. A principal commented, "We use data for everything." Interviews with teachers and district leaders confirmed that data from a wide range of sources are consistently collected and analyzed to guide improvement initiatives and programs that impact learners and staff members. Tableau, a comprehensive data dashboard, enhances data analysis for teachers and leaders. Data in Tableau are regularly updated and provide real-time information to leverage improvement. The emphasis on data-driven decision-making reflects the district's commitment to standards and targeted interventions. Data from stakeholder feedback perception, student performance, classroom observations, and teacher and staff evaluations are among the sources regularly used to inform decisions about district and school-level strategic plans. District and school leaders regularly analyze summative and formative data to make decisions about instructional practice and curriculum revision. Teachers and leaders used data from MAP, the South Carolina READY assessment, SC End-of-Year examinations, Advanced Placement tests, the SAT, and common formative and summative assessments to make decisions about student learning and growth. Examples of data points used to determine professional development at the district and school levels include student performance information and classroom observation results. The use of data in professional development planning ensures the activities closely align with the identified needs. Leaders and professional staff are encouraged to identify additional ways to identify data to guide all decisions related to student performance and well-being to ensure the district's vision remains at the forefront of all programs, services, and practices. Data are collected and analyzed as a part of the program evaluation protocol. The regular evaluation of instructional programs and organizational conditions to improve instruction and advance learning is a consistent practice in the district. Decision-making about retaining, changing, or replacing programs and practices is regularly based on data. As new programs and practices are identified, clearly identified protocols to use data to monitor and evaluate effectiveness would enable leaders to make informed decisions about the impact of the programs on student learning

and well-being. Leaders may want to consider the implementation of protocols to use in the evaluation of all new programs and initiatives.

Interventions to meet the diverse academic and non-academic needs of students are implemented across the district. The Multiple Tiered System of Supports (MTSS) program has been adopted district-wide. While leaders said MTSS is a district initiative, the effective implementation varies across the grade levels and schools in the district. A leader commented that additional clarity for the effective implementation of MTSS across the district would ensure the program is consistent and meets the range of developmental, emotional, and intellectual needs of students. An MTSS toolkit has been developed to ensure systematic processes and practices are available to all teachers. Teachers commented that additional professional learning activities to ensure the MTSS protocols and practices are systematically understood and implemented across all schools would ensure the process is implemented with fidelity. Although a review of evidence suggests programs to support the development of skills important for the students' educational futures and careers are formalized, student comments indicated limited support for their future planning, An Individualized Graduation Profile (IGP) is developed with each student to provide a roadmap to guide course selection based on the student's career interests. The students commented that counselors and teachers guide college planning in grades 11 and 12, but they had limited opportunities in earlier grades to explore areas of interest or investigate possible post-secondary options. Programs such as Capturing Kids' Hearts have been adopted by the district to address the social and emotional needs of students. Leaders are encouraged to identify practices that will ensure these programs are implemented with fidelity across all schools and evaluated for effectiveness. The district may want to consider developing professional learning activities for all teachers to ensure the MTSS includes protocols to systematically implement the program across the district. In addition, leaders are encouraged to review and revise programs to ensure all students have opportunities to pursue individual goals, including the acquisition of academic and non-academic skills, important for their educational futures and careers.

Leaders consistently support a professional development program that aligns with the district's vision, mission, and strategic goals. Opportunities for professional development to support system-wide programs aligned to district initiatives occur throughout the school year. In addition, professional learning opportunities include activities before school and during the summer. Targeted and personalized professional development provides teachers with training to meet individual needs. Professional learning, aligned with new programs, helps ensure all staff are trained in the initiatives so systematic implementation is effective. A self-identified area of growth is the need to conduct professional development for leaders in strategies to coach teachers with honesty and compassion. Leaders indicated the need to implement professional development that is strategically based on data to ensure a high impact on student learning and growth. Leaders are encouraged to design and deliver professional development learning activities based on analyzed data and identified student needs and interests.

Summary of Findings

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

Noteworthy Practices

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

1   **Leaders effectively use data about programs and services that impact the academic and nonacademic needs and interests of students to ensure decision-making remains aligned with the vision and mission. Data from a variety of sources are consistently used to guide decisions regarding strategic planning, programs, and services offered in the district. The intentional use of data ensures leaders make decisions based on information about the diverse needs of the students in the district.**

     Standard 7   Standard 24

2   **Student well-being is at the heart of the district's vision and beliefs. Leaders have identified and implemented programs designed to meet the diverse needs of the district's students. Programs such as Capturing Kids' Hearts, multiple magnet programs, and community outreach initiatives provide a layer of support to meet the unique and diverse needs of the students throughout the district.**

     Standard 2

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   **Evaluate the implementation of programs designed to meet the social and emotional needs of students.**

     Standard 27

RATIONALE   If programs designed to meet the nonacademic needs of students across the district are evaluated for fidelity of implementation, then leaders can use data to make decisions about retaining, changing, or replacing programs and practices.

2   **Implement and monitor processes to ensure expectations for collaboration among staff are consistently implemented.**

     Standard 5   Standard 27

RATIONALE   If programs to support focused collaboration structures at all schools are consistently implemented and monitored, then practices to review information and data, identify common problems, and implement solutions for learners will impact academic achievement and growth.

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

360

Cognia's IEQ Network Average: **253**

SCORE	DESCRIPTION
Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
220 - 300	An IEQ in the range of 220-300 suggests the institution 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 eleot 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
Holly Wingard **Lead Evaluator**	Holly Wingard currently serves Cognia as a regional accreditation evaluator and an international lead evaluator. Ms. Wingard has worked in both a large urban school district and a small rural system. She served as a teacher, counselor, and gifted and talented coordinator. Before retiring after 34 years in education, she also worked with the accountability department and served on administrative teams. Ms. Wingard earned a Bachelor of Arts from the University of Georgia and a Master of Education in student personnel from the University of South Carolina. Her master's plus thirty includes courses taken from the University of South Carolina, Converse College, and The Citadel in counseling, administration, and teacher evaluation. Ms. Wingard has served on diagnostic review teams in South Carolina and DoDEA teams.
Carmen Pough Banks	

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., Fiegener, 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).