



Accreditation Engagement Review

October 13, 2022 - June 30, 2023

Duneland School Corporation

Institution #65045

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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.	<p>The system executes a written quality assurance process to monitor and verify that all institutions within its jurisdiction:</p> <ul style="list-style-type: none"> • meet the applicable governmental requirements of the school's location; • meet the Cognia Accreditation and Certification Policies and Procedures; • meet the Cognia Accreditation and/or Certification Standards and Assurances and • implement its required education programs with fidelity 	☑ Yes



Evaluations of Institution Analyses

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

Network Comparison for Stakeholder Feedback Analysis



Student Performance Analysis

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

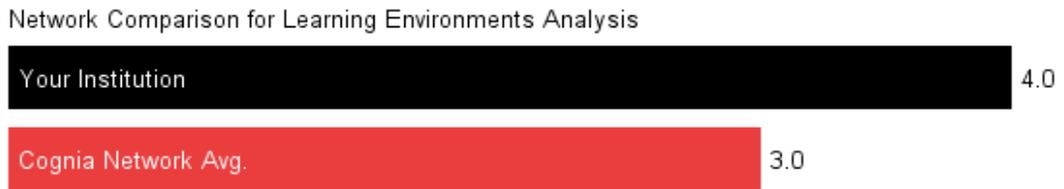
Network Comparison for Student Performance Analysis



Learning Environments Analysis

CRITERION SCORE	YOUR
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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



Culture of Learning

CRITERION SCORE	YOUR
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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



Leadership for Learning

CRITERION SCORE	YOUR
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The narrative provides evidence for Standards related to Leadership for Learning.	★★★★ Network Average: 3.5
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The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.

Network Average: 3.1

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.1

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



Network Average: 2.6

Network Comparison for Leadership for Learning



Engagement of Learning

CRITERION SCORE

YOUR

The narrative provides evidence for Standards related to Engagement of Learning.



Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.



Network Average: 3.0

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.1

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



Network Average: 2.6

Network Comparison for Engagement of Learning



Growth in Learning

CRITERION SCORE

YOUR

The narrative provides evidence for Standards related to Growth in Learning.



Network Average: 3.4

The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.



Network Average: 3.0

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.1

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



Network Average: 2.6



Network Comparison for Growth in Learning



Performance Standards Evaluation Results

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

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

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

Cognia Performance Standards Ratings

Culture of Learning Standards

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

Keys to A Culture of Learning

A healthy culture is evident where:

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

Standard 1

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

YOUR RATING
★★★★
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
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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 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6

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

YOUR RATING



Network Average: 2.8

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

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



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

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING

 Network Average: 2.9

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

Standard 10

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

YOUR RATING

 Network Average: 2.9



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

Standard 11

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

YOUR RATING

 Network Average: 3.1

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

Network Comparison for Leadership for Learning Standards



Engagement of Learning Standards

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

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

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

Standard 16

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

YOUR RATING
 ★★★★★
 Network Average: 2.9

LEVEL DESCRIPTION

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

Standard 17

Learners have equitable opportunities to realize their learning potential.



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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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



Growth in Learning Standards

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

Keys to Growth in Learning

Growth is evident when

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

Standard 24

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

YOUR RATING
 ★★★★★
 Network Average: 2.9

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

Standard 25

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

YOUR RATING

 Network Average: 2.5

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



Standard 26

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

YOUR RATING
★★★★☆
Network Average: 2.6

LEVEL DESCRIPTION

- | | |
|---|---|
| 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



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

Duneland School Corporation (DSC) has created a dynamic family culture that promotes a shared purpose and core values, appreciation and respect for others, and impacts the lives of not just students and families but generations. The review of the system was conducted onsite over two days. Interviews with small focus groups, a review of the evidence, and survey data suggested that the general culture and level of satisfaction with the district are strong. Duneland's vision, mission, and beliefs are aligned and evident through words and action. The current strategic plan focuses on all students, and layers of support for all learners, including academics, mental health, and behavior. Professional learning communities (PLCs) are embedded and protected, a guaranteed and viable curriculum is underway, differentiated instruction is developing, and performance data provide the foundation for driving instruction. In discussions throughout the district, there was a sense that the organization had stalled in its forward motion before 2019. The organization had become comfortable and complacent as a high-performing system. Leadership changed in 2019 with a directive to the new superintendent that instructional leadership was the system's priority. With the change in leadership, the

momentum in the system is again moving forward, as evidenced by strategic and critical "heavy lifts," including the strong collaborative culture and the work around a guaranteed and viable curriculum. DSC has a solid history of using surveys to engage stakeholders. Weekly newsletters, robocalls, and social media presence ensure the community has multiple opportunities to engage with the system. One interviewee stated, "If people don't know what's happening with the schools, that's on them." Several buildings were recognized as Family Friendly Schools by the Indiana Department of Education in 2022-23. The district is amid a significant construction project that will move the system from nine buildings to eight and restructure grades 5-8 to a school-within-a-school. DSC has strategically decided to take over servicing all special education students in the system, essentially bringing them home. Planning, hiring, and strategic decision-making are underway to support this strategic initiative. The best interests of the students are at the heart of everything occurring in Duneland. The system has intentionally focused on creating, implementing, and expanding PLCs. They are currently working with a consultant through a three-year contract that includes coaching cycles and the support of instructional coaches who are critical to the initiative. The Cognia evaluator had the unplanned opportunity to sit in on a PLC. The group was highly functional, extremely knowledgeable of curricular objectives, and able to discuss in-depth instructional strategies based on student needs. Duneland has invested in an instructional coach for each school who has been through the Jim Knight training on instructional coaching cycles. The instructional coaches are the glue between the system and building leadership and the instructional staff. In today's educational paradigm, the importance of PLCs and instructional coaches cannot be overstated. They are considered 'critical positions.' As such, it is prudent to formalize this work to support the organization's future success. Expand systemic processes for PLCs and work for consistency and constancy of practice from building-to-building, grade-to-grade, and content-to-content. Ensure that formal processes include measures for accountability at the grade, school, and system levels. Provide professional development to support and extend capacity within the organization and align with the current and revised strategic plan.

Leadership for Learning



The organization demonstrates visionary and distributed leadership resulting in expanded systemic capacity and personal growth.

Leadership across the system is a strength. A distinctive culture exists at Duneland as the organization passionately and intentionally works to support quality education. The governing board provides consistency and constancy. Duneland's leadership has cultivated strong ties with local leaders and families across generations. Pride is evident in all stakeholder groups. Interview participants demonstrated common language relative to "Inspire. Engage. Empower" for all stakeholder groups. The close alignment of words and actions speaks to the embedded vision, mission, and core beliefs. Commitment has led to longevity within the organization and professional opportunities for growth. Leadership has worked diligently to require accountability for initiatives. As one stakeholder stated, "No one gets a pass." There is a collaboration between departments and clear, personal, and professional accountability expectations. A distributed leadership paradigm in the organization has created a culture where staff are being prepared to move into leadership roles and are part of a potential succession plan. Duneland promotes from within, and staff have opportunities for professional advancement. There is a pervasive sense of nurturing and growth emanating from all levels of leadership. Duneland is doing exceptional work setting up the corporation's legacy for new staff coming to the organization now and in the future. Instructional staff are supported through professional development, collaboration, and peer and consultant work aligned with system strategic goals. A direct outcome of the continuous improvement process for Duneland was the determination that the current evaluation tool no longer met the system's needs. To intentionally monitor student engagement, leadership has embarked on a discussion regarding redesigning the evaluation tool so that data points will track student engagement and impact moving forward. This information will be critical as the system's work on PLC development continues to expand. The layers of talent and the cultivation of leadership skills systemically are an area of excellence for the corporation. These developments have occurred organically over time, and some have been intentional. Duneland is strategically poised through its efforts to significantly impact education in Northwest Indiana. During leadership interviews, the superintendent stated the corporation was not where

he wanted it to be. With the work transpiring presently, there is no doubt that academic achievement, instructional practices, and organizational effectiveness will improve. To protect the tremendous amount of blood, sweat, and tears that have gone into this transformational work, there is a need to develop formalized 'playbooks' for the critical positions in the system. Systemically, when a small number of individuals oversee multiple critical positions, there is a risk if no one has prepared to take over if the position is vacated by choice, termination, or health issues. Succession planning is an additional layer of organizational excellence. Teachers have this through curriculum mapping, pacing guides, and PLC work. Not so for other critical positions such as, but not limited to, directors, instructional coaches, lead teachers, or any other area where a personnel change could significantly impact the district's ability to move forward. This work provides a roadmap for the successors in those positions who frequently lose a tremendous amount of time simply trying to figure out what is happening. Protect the hard work and assure future, uninterrupted success. Formalize processes to create succession planning documents to ensure continuity of programming and initiatives for new personnel coming into critical positions in the system.

Engagement of Learning

Curriculum development provides substantial opportunities for students; however, instructional non-negotiables to support the curriculum are not yet implemented or monitored with fidelity systemically. A systematic process ensures the written curriculum is implemented. Curriculum review is an articulated process with multiple layers of stakeholder involvement. Evidence shows curriculum mapping, pacing guides, syllabi, and vertical and horizontal articulation meetings to ensure the guaranteed and viable curriculum is implemented systemically. Attention to the curriculum is critical to the strategic plan, improvement planning, resource allocation, and departmental policy. Adjustments to the curriculum occur formally; however, curriculum work occurs continually. While there is a solid process to review and revise the curriculum and early work to monitor progress toward academic goals is in place, personal and building autonomy in key curricular areas impact Duneland's goals of improving student performance. During building tours, comments such as, "In my building, we do it this way," "I'm not sure how they do it over there," "We have the autonomy to..." or "We don't do that" were shared. Leadership



meetings endorsed inconsistent practices, especially in grading. During the superintendent's listening tour in 2019, an identified area was the "nine islands of Duneland." This reflects the assertion that all buildings function as individual entities instead of a system where the hard work of determining the systemic "non-negotiables" of instructional practice has not yet been determined. In reviewing the strategic plan and supporting documentation of the systems in place, it is clear that implementation and accountability at the most granular level of the classroom are not systemic and result in a consistently inconsistent learning environment. Some classes offer retake opportunities; some don't. Some offer alternative assessments; some don't. It was unclear if grades represented mastery of content, completion, or other teacher-determined criteria. In the 23-24 school year, students in grades K-4 will transition to a standards-based grading system. Standards-based grading focuses on the level of mastery a student has achieved, which provides a more accurate assessment of the student's progress and achievement. Essentially, the priority is on the learning, not the grade. Since the system has determined that priority at the elementary level, the next obvious step is to have that same conversation for grades 5-12. As an extension of the work surrounding the guaranteed and viable curriculum and PLCs, there is a need to leverage standards-based mastery learning focusing on growth and supported by best practices at the secondary level. Certainly, professional autonomy is important; however, autonomy in the critical areas of grading and curricular non-negotiables means the system does not have "everyone rowing in the same direction." Over the past several years, various situations have created change and leadership transitions. The leadership changes systemically create a sense of chaos at the school level. This is not a negative. It is imperative. Organizations have no significant growth or change until people are removed from their comfort zones. Duneland is undergoing a metamorphosis that, when completed, will significantly impact the entire community's lives. Even in times of evolving strategic initiatives and continuous improvement processes, the system has stayed the course of focusing on the most important element of the organization, the students, and demonstrated its ability to be adaptable and supportive. To impact student performance, instructional practice cannot be driven by autonomy. System processes and lofty goals to benefit the students in Duneland require moving teaching and learning from "a mile wide and an inch deep" to an "inch wide and a mile deep." DSC is ready for this

challenge. A guiding question for DSC may be, "Are we a school system or a system of schools?" This question fundamentally requires an answer before aligning and formalizing curriculum expectations. The system is encouraged to determine system non-negotiables and areas where autonomy, if granted and broadly applied, will not negatively impact students' opportunities for equitable learning experiences. System non-negotiables and educator autonomy can exist harmoniously but requires intentional conversations to determine what this looks like in Duneland schools. As this work unfolds, with stakeholder support, leadership is encouraged to develop specific personal, building, and system accountability (inspect what you expect). Facilitate action research around the alignment of standards-based mastery learning, focusing on growth for grades 5-12.

Growth in Learning

The system utilizes numerous data systemically; however, the type of data available and where they are housed are not readily accessible to teachers. A data-driven culture is pervasive throughout DSC. Data are used to inform decisions regarding financial issues, facilities, resources, and staffing. Student demographics are maintained to enable district and school leaders to meet the needs of an ever-changing student population. The system recognizes the need for equity systemwide and is actively planning for such as DSC strategizes for the future. Data are used as a rationale to support recommendations for change. Interviews indicated change is made in response to those recommendations. While Duneland demonstrates strong use of data, especially for strategic planning purposes, there is a need to systematize the accessibility of data resources, especially in educational programming. Presently, this work from the classroom to the schools to the system level is inconsistently available. Duneland is data rich; however, when individuals needing the data can't find them, the system is information poor. The extensive PLC work in the district naturally leads to teachers asking deeper questions as the data's narrative unfolds. Duneland teachers are growing as data miners, and not having easy access to data at the moment sabotages their excellent collaborative work. Research opportunities for integrating data currently housed on multiple platforms into a viable and accessible resource in support of student learning and organizational effectiveness





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 evaluators 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 Duneland School Corporation and the governing authority are united in support of the continuous improvement process. Leadership is unwavering in its commitment to all stakeholders and, most importantly, the students. System leadership is unafraid to lead by example, have hard conversations, and step outside their collective comfort zones in the best interest of the children.**

Standard 7 Standard 8

-
- 2 Duneland school community is deeply committed to the continuous improvement process. Evidence, narratives, and the opportunity to visit onsite clearly indicated that continuous improvement is an everyday event, not an occasional practice.**

Standard 6 Standard 9

Areas for Improvement

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

-
- 1 Expand systemic processes for PLCs and work for consistency and constancy of practice from building-to-building, grade-to-grade, and content-to-content ensuring that formal processes include measures of accountability and include professional development to support and extend capacity within the organization and align with the current and revised strategic plan.**

Standard 5 Standard 6

RATIONALE If PLCs have more clarity in their established level of consistency, then capacity within the system will be expanded in the best interests of the students.

-
- 2 Facilitate action research and consider a feasibility study addressing the alignment of standards-based mastery learning, focusing on growth to include grades 5-12.**

Standard 3 Standard 17 Standard 21

If standards-based grading practices have been embraced by the system as best practice to



RATIONALE demonstrate learning versus demonstrating grade acquisition in grades K-4, then the next obvious step is to extend this rationale to include grades 5-12.

3 Formalize processes to create succession planning documents to ensure continuity of programming and initiatives for new personnel coming into critical positions in the district.

Standard 11

RATIONALE If proactive playbooks are created for critical positions in advance of vacancies, then new personnel will be able to acclimate and move forward seamlessly.

4 Research opportunities for integrating data currently housed on multiple platforms into a more user-friendly resource.

Standard 21 Standard 24

RATIONALE If teachers have access to student data systemically, then the work occurring in PLCs will be enhanced.



Accreditation Status and Index of Education Quality®

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

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

Your Next Steps

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

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





Evaluator Roster

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

EVALUATOR NAME	BRIEF BIOGRAPHY
Phyllis Gilworth Lead Evaluator	Dr. Phyllis Gilworth is an educator with over 40 years of experience as a teacher, counselor, and administrator. She has teaching experience at all levels in rural, suburban, and urban settings. Her counseling experience includes elementary school students and at-risk students in the alternative school setting and adults in the community setting. Dr. Gilworth's administrative experience includes assistant principal in charge of all discipline and curricular issues at a high-risk, urban middle school. She then became an assistant principal in charge of guidance, director of instructional programs and assessment, and assistant superintendent for curriculum and instruction at a suburban district in northwest Indiana. She has been affiliated with Cognia in multiple capacities nationally and internationally. Currently, Dr. Gilworth is a regional accreditation evaluator, mentor, and report reviewer. She received a Bachelor of Arts in music education from VanderCook College of Music, a Master of Arts in school counseling from Indiana University South Bend, and a Ph.D. in administrative leadership from Capella University.
Steve Oborn	



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