# Accreditation Engagement Review

July 01, 2023 - June 30, 2024

## Cumberland County School System

Institution #215529

2465 Gillespie Street
Fayetteville, North Carolina 28306
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.

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# 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.

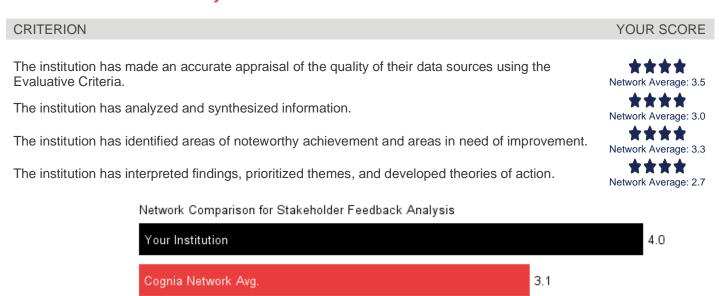| # | ASSURANCES | YES/NO |
|---|---|---|
| 1. | The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures. | ⊘ Yes |
| 2. | The institution complies with all applicable governmental laws or regulations. | ⊘ Yes |
| 3. | The institution 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:<br>• meet the applicable governmental requirements of the school's location;<br>• meet the Cognia Accreditation and Certification Policies and Procedures;<br>• meet the Cognia Accreditation and/or Certification Standards and Assurances and<br>• 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 — 3.3

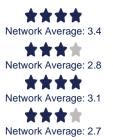Cognia Network Avg. — 3.1

# Learning Environments Analysis

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

Network Comparison for Learning Environments Analysis

| | |
|---|---|
| Your Institution | 3.5 |
| Cognia Network Avg. | 3.0 |

# Culture of Learning

| CRITERION | YOUR SCORE |
|---|---|
| The narrative provides evidence for Standards related to Culture of Learning. | ★★★★<br>Network Average: 3.6 |
| The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning. | ★★★★<br>Network Average: 3.2 |
| The institution has identified areas of noteworthy achievement and areas in need of improvement. | ★★★★<br>Network Average: 3.2 |
| The institution has interpreted findings, prioritized themes, and developed theories of action. | ★★★★<br>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. | ★★★★<br>Network Average: 3.5 |
| The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning. | ★★★★<br>Network Average: 3.1 |
| The institution has identified areas of noteworthy achievement and areas in need of improvement. | ★★★★<br>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 | 3.5 |
| 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 | 3.5 |
| 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 | 2.8 |
| 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.**

| 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.**

| 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.**

| 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.**

| 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 | 3.0 |
| 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. |

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## Standard 17

**Learners have equitable opportunities to realize their learning potential.**

YOUR RATING
★★☆☆
Network Average: 3.0

| 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. |

<br>

## Standard 18

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

YOUR RATING
★★★☆
Network Average: 2.9

| 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 | 2.4 |
| 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.**

YOUR RATING
★★★☆
Network Average: 2.9

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

## Standard 25

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

YOUR RATING
★★☆☆
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

| Your Institution | 2.7 |
| 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**

**Learners' well-being is at the heart of the institution's guiding principles, with the mission, vision, and purpose promoting a culture of equity and inclusion.** Founded in 1845, with its headquarters located in Fayetteville, North Carolina, Cumberland County Schools is the fifth largest district in the state, currently serving nearly 50,000 students at 86 schools and employing approximately 6,000 staff members. The Executive Summary indicates that the county enjoys a robust mix of businesses, including Fayetteville Regional Airport, Cape Fear Valley Health System, and the diverse enterprises at Cumberland County Industrial Park, significantly boosting the local economy and educational sector. Fort Liberty introduces a range of federal and defense-related career options. These entities collaborate with the schools for workforce development, offering internships and career opportunities. The student population mirrors the diversity of the community, with Black students forming the largest demographic group at 46%, followed by White students at 26%, Hispanic students at 16%, and students who identify as Two or More Races at 9%. More than half (59%) of student families meet the federal guidelines for free or reduced lunch. Additionally, 29% of the student population is federally and/or militarily connected.

Cumberland County Schools is committed to providing "a safe, positive, and rigorous learning environment to prepare lifelong learners to reach their maximum potential." Family and community members are valued as partners in learners' academic and non-academic success and are invited to serve on committees that include the Equity Advisory, Exceptional Children's Parent Advisory, and the Community Leaders Advisory Committee. The district's mission, vision, purpose, and beliefs prioritize learners' well-being, to ensure that they graduate with confidence and have readiness skills for career, college, and life.

To consistently uphold this commitment, a comprehensive process has been developed for revising, updating, and communicating continuous improvement priorities through focus groups, where stakeholders provide feedback on the progress of the strategic plan. Additional opportunities include participation in the Cumberland Family Academy and Family Ambassador program. Family ambassadors work closely with school leadership to plan and promote family engagement activities and outreach opportunities to benefit families throughout the district. They also serve as liaisons between families and school officials to assist other parents and caregivers to become more engaged in their children's educational success. To strengthen the partnership between school staff and families, the ambassadors meet monthly with district officials to learn more about what is happening in the district and to receive resources to support their family engagement outreach efforts.

The system is focused on maintaining a culture of inclusivity and equity. At the school level, multiple strategies are utilized to positively impact student and staff relationships through the Positive Behavioral Instructional Supports (PBIS) program. Schools collect and analyze behavior data daily, providing a real-time pulse on the overall social-emotional landscape. The Tiered Fidelity Inventory measures the implementation's consistency and efficacy, ensuring actions are aligned with intentions across all three PBIS tiers of instruction. As described in the Stakeholder Feedback Analysis, educators, families, and elementary students agree (80%) that school culture is welcoming, respectful, and a place where adults care about the well-being of students. Middle and high school student responses, however, only report a 49% positive perception of school culture. Additionally, middle and high school students further

expressed that their teachers did not take the time to know them. Items regarding caring about what students like and showing interest in them also garnered less positive feedback from students. These results represent a gap in perception between stakeholders, with Teacher Working Conditions (TWC) survey results indicating that 80% of staff report working closely with others to support learners.

All staff members, including district leaders, participate in professional learning to support the goals of the system and the continued growth of students. Monthly meetings are held with principals and assistant principals to support their needs. Peer learning network meetings afford principals and instructional coaches additional opportunities to observe classroom instruction and engage in problem-solving using a problem of practice protocol, sharing effective strategies and concerns. Each school in the district utilizes the professional learning community (PLC) structure to encourage collaboration and engagement of professional staff in making instructional decisions in support of diverse student needs. However, the use and frequency of PLCs are not consistent across the system. While professional learning supports the PLC process with targeted learning and resources, teacher feedback on the TWC survey indicates needed improvements in instructional practices. Leadership attributes this decline in satisfaction to an incomplete understanding of the value of a consistent PLC process. As such, the system has revised the instructional coaching model to include a comprehensive plan for implementing PLCs with fidelity.

The team supports the district's initiative to improve PLC processes with personalized mentoring and coaching. Providing quality professional learning, based on best-practice research tailored to the analyses and usage of data to inform instructional decision-making, will support the system's goal of equity in meeting diverse student needs and improving student outcomes. The team further suggests utilizing the PLC process to review survey data, address the gaps in stakeholder perceptions, identify common problems, and implement solutions to foster positive relations between adults and peers.

**Leadership for Learning**

**Leaders create structures and processes to uphold the institution's priorities and to cultivate individual and collective leadership among stakeholders.** Ensuring that every student has "equitable access to engaging learning that prepares them to be competitive, collaborative, and successful

in our global world" is the purpose that unites the system and guides decision-making based on the best interests of all students. Cumberland County Schools is governed by their local Board of Education, with nine elected members serving staggered four-year terms. Each board member participates in annual training related to best practices in governance and assumes responsibility for leading one of several committees, including Auxiliary Services, Budget and Finance, Curriculum, Personnel, Policy and Student Assignment, Student Support Services, and Legislative. Regularly scheduled board meetings are open to the public, where attendees can observe board members receiving information and deliberating on agenda items before making recommendations. Board members indicate satisfaction in a system that communicates and collaborates effectively in support of learners, noting specifically that the district has a seamless system in place that makes it easy for stakeholders to get answers to questions and to have concerns addressed.

The Leadership for Learning Key Characteristic narrative details the district's well-established commitment to strategic planning and the continuous improvement process. As part of the superintendent's entry plan, a strategic reorganization of the district occurred in 2018, aligning services such as curriculum support, data management, and finance with the district's overarching goals. Other significant initiatives included the implementation of the Performance, Accountability, Support, and Empowerment school framework, which ensures tiered support for schools and students in the greatest need. The Cumberland Commitment: Strategic Plan 2024 is the system's roadmap for improvement. This strategic plan, based on a comprehensive needs analysis with input from all stakeholders, is organized around four themes that support the district's priorities: Successful Students, Premier Professionals, Exceptional Environment, and Committed Community. Goals, strategies, and actions addressing each of the themes are included along with associated metrics for progress monitoring. Each school within the system designs its own strategic plan, with each plan aligning directly with the district plan. Both school and district plans are routinely monitored to determine progress.

Additional artifacts reflective of the institution's structure and processes include school emergency management and safety plans, online policies, and handbooks outlining the expectations and responsibilities of students, parents, and staff. A comprehensive website provides links to ensure transparent communication regarding policies, as well

as district and school events, family services, and student and staff achievements.

Multiple methods such as virtual and in-person job fairs, recruiting trips, and social media platforms are heavily utilized to expand opportunities to employ high-quality personnel and to seek diverse candidates. Despite nationwide teacher shortages, the district's retention rates are increasing, with the current average retention rate 2.1% higher than the previous ten-year average. In continued support of the strategic goal of recruiting and retaining impactful professional staff, the district has implemented the Opportunity Culture initiative at select schools. This staffing model creates Multi-Classroom Leader teams led by high-performing teachers who provide direct instruction to students and mentoring to other teachers to support student outcomes. Multi-Classroom Leaders receive additional compensation and are accountable for the achievement of all students on their team. Additional career pathways have been established including cohorts for aspiring principals and instructional coaches. Career pathways designed to nurture internal talent and student interest in education careers are also in place.

While the district established a superintendent's executive leadership team in 2018, it is noted that the team requires restructuring to create a focus that is aligned with the four pillars of the district's strategic plan. The review team supports the district's continued development of an executive leadership team to uphold the institution's priorities and to drive continuous improvement. The team further suggests ensuring that stakeholder membership on the team is reflective of the district's population and commitment to equity and inclusion.

**Engagement of Learning**

**A supportive environment characterized by respectful and congenial relationships between peers and adults ensures learners have equitable opportunities to realize their learning potential.** The district utilizes a learning walk process to provide formative learning environment data. The "iRounds" instrument was developed by a cross-department district team during the 2018–2019 school year and is organized around three themes: Compelling Instruction, Meaningful Curricular Experiences, and Dynamic Learning Environment. Each theme includes between two and six items that are further distilled into indicators and guiding questions and are to be utilized as a coaching tool to provide targeted instructional feedback to teachers.

Recognizing the value of a tool to provide additional

district-level information about how students interact within the learning environment, the district initiated the use of the Effective Learning Environments Observation Tool® (eleot®) at the beginning of the 2023–24 academic year, embedding the protocol into the existing school support team structure. The protocol included creating systems to evaluate results and to problem-solve around learning environment strengths and areas for growth across the district and within individual schools.

The current overall score for the system was below the network average, 2.54 on a 4.0 scale. Well-Managed (3.12) and Supportive Learning (3.07) represented the highest scoring domains, with students demonstrating a cohesive sense of community, speaking and interacting respectfully with teachers and peers, adhering to behavioral expectations, and using class time purposefully. Students were further observed to demonstrate congenial relationships with their teachers and to be supported by teachers, peers, and/or other resources to understand content, and accomplish tasks. Additional areas of strength were found in Equitable Learning with "learners treated in a fair, clear and consistent manner" eliciting the highest score of all indicators (3.42), and "learners have equal access to classroom discussions, activities, resources, technology, and support" (3.23). Behavioral data are consistent with observation findings, with the vast majority of students (88%) following school and classroom expectations and procedures.

Information from the Learning Environment Observation Analysis indicates that differentiation is not apparent in many classrooms and that student engagement in the learning environment is low. Among the lowest-rated items were "learners are seen to collaborate with their peers to complete tasks" (2.04), "learners engage in differentiated learning opportunities and/or activities that meet their needs" (2.06), and "learners making connections from content to real-life experiences" (2.16) in Active Learning. Within the Progress Monitoring and Feedback domain, two additional indicators evidenced low scores: "Learners monitoring their own learning progress or having mechanisms whereby their progress is monitored" (2.07) and "learners understanding and/or being able to explain how their work is assessed" (1.81). Survey data support the finding that there is a perception gap between stakeholders regarding engagement in learning. Results indicate that 88% of educators believed the instruction provided was engaging, while middle school and high school students rated engagement at

48%. Seventy-two percent of families responded with agreement, followed by 75% of elementary students. This further suggests that engagement may decrease as students matriculate through their educational experience.

Digital Learning (1.89), which represents the lowest-scoring domain, is the final area identified for growth. Despite being a one-to-one district, where each student is provided with a learning device, students were observed utilizing technology to gather and use information for learning much more frequently than to conduct research, solve problems, or communicate or work collaboratively for learning. Recognizing the importance of digital learning to provide students with problem-solving opportunities that are relevant to the 21st century, district leaders seek to continue efforts to ensure technology is utilized to support engagement in the learning process, and as such, a standing committee is dedicated to reviewing and evaluating digital resources and devices. A digital coaching cohort was further established in 2022, allowing professional staff to become advocates for effective technology use and providing them with skills to model and to coach their peers.

The district has prioritized providing professional learning relative to the effective use of high-yield, learner-centered instructional strategies in conjunction with the use of PLC processes to support teachers in embedding progress monitoring and differentiation of instruction. The district has further identified the value of continuing the use of eleot for districtwide problem-solving related to classroom learning environments. Data conversations that arose during the eleot learning walk debrief sessions were well received, with many schools requesting additional learning walks to inform their schoolwide focus areas.

In support of the system's initiatives, the team emphasizes the importance of developing a formal plan for professional learning related to the best-practice use of learner-centered high-yield instructional strategies for engaging students in the learning environment. The team also emphasizes the importance of continued consistent walkthroughs to provide feedback and to inform progress toward established goals.

### Growth in Learning

**The system continues to develop, implement, and document a systematic process based on the use of data and input from multiple sources to ensure that learners' diverse needs are effectively addressed.** The Student Performance Analysis uses a wide variety of high-quality data sources that include

the annual state end-of-course and end-of-grade assessments (reading, math, and science), North Carolina Check-Ins 2.0, WorkKeys, American College Test (ACT), graduation rates, and a variety of benchmarks, screeners, and formative assessments. The leadership team analyzed district data by content areas and subgroups, observing progress in key areas such as graduation rates and Career and Technical Education (CTE) improvements.

Notably, the district achieved its highest graduation rate in five years, rising from 82.8% to 86.6% in the 2022–2023 academic year, surpassing the state average. Further analyses indicate that female students were observed to graduate at rates 10% higher than their male counterparts but that the Student with Disabilities and Foster Care Student subgroups were noted to graduate at rates much lower than other groups. While support measures that include the Differentiated Diploma Program were introduced to keep students on track for graduation, district leadership notes that additional measures such as enhanced support and tracking at the school level are needed to bridge graduation gaps.

CTE improvements were evidenced in post-assessments with proficiency rate gaps narrowed between subgroups and with credentials earned increasing by 50%. Despite these increases, the overall percentage of students earning a silver or higher-level certificate was lower than that of the state. In addition, ACT scores increased at some schools in 2023; however, an overall districtwide trend of declining composite scores continued with the percentage of students scoring 19 or higher, lower than the district average. North Carolina School Report Card data indicate that 86.1% of the district's schools met or exceeded the anticipated overall growth goal for the 2023 school year, with 27 schools identified as low performing.

Content area analysis reveals some negative trends and challenges. In math, students performed below grade level proficiency, and achievement gaps persisted among various subgroups, including Students with Disabilities and Black students. Reading scores have shown a negative trend since the pandemic, with all grade levels currently performing below state averages, with the exception of grade 4, and with grade 5 showing the lowest reading performance in the district. In the area of science, students are performing close to the state average in all tested grades, with achievement gaps noted for English Language learners, Black students, and Students with Disabilities.

The Growth in Learning Key Characteristic indicates areas identified for improvement that include providing professional learning in best practices for data analysis and in utilizing multiple sources of data to best meet the needs of learners. Ensuring the current Multi-Tiered System of Supports (MTSS) processes are centered on equitable practices is an additional area for focus.

The team suggests strengthening MTSS structures to meet the needs of all learners. Providing quality professional learning based on best-practice research tailored to the analysis and use of data to inform instructional decision-making will increase the ability of the system's schools to meet the needs of diverse students and improve student outcomes.

# Summary of Findings

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

## Areas for Improvement

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

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**1**　**Develop and implement action research focused on best practices for improving professional learning communities.**

Standard 5　　Standard 22　　Standard 25

RATIONALE　If quality professional learning is provided based on best-practice research tailored to the analysis and use of data to inform instructional decision-making, then the ability of the system's schools to solve problems and meet diverse student needs will increase along with student outcomes.

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**2**　**Develop a formal plan for professional learning related to the best-practice use of learner-centered, high-yield instructional strategies for engaging students.**

Standard 19　　Standard 21　　Standard 29

RATIONALE　If quality professional learning is provided based on the best-practice use of learner-centered instructional strategies, then learners' active engagement in instruction will increase.

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**3**　**Develop and implement an improvement process for Multi-Tiered System of Supports (MTSS).**

Standard 13　　Standard 17　　Standard 22

RATIONALE　If improved processes for MTSS are implemented, then the capacity of the professional staff to implement strategies and interventions for diverse student needs will increase, ensuring learners' success.

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# 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**

# 297

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 |
| --- | --- |
| **Julie Wright**<br><br>**Lead Evaluator** | Julie Wright has over 30 years of educational experience serving as an elementary and middle school teacher, curriculum coach, and administrator in public and private school systems. Ms. Wright recently retired as an elementary chief of schools for Fayette County Public Schools. She holds M.A. degrees in elementary education and educational leadership K-12 and a B.A. in education. She completed Head of Schools certification in the International Baccalaureate Primary Years Programme, focused on inquiry-based learning. Ms. Wright has served Cognia as a team member and lead evaluator and currently serves as a consultant and regional accreditation evaluator. |
| Donna Wear | |

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