



# Accreditation Engagement Review

October 13, 2022 - June 30, 2023

**Chambers Public School**

Institution #314598

201 South A Street  
Chambers, Nebraska 68725  
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. Every five years, the institution formally engages the Standards for Accreditation to reflect and examine its progress towards 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 Team (the Team). The findings of the Team are organized in five sections: Cognia Performance Standards, Observations, Assurances, 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 Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these Standards, Teams 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, formal and informal observations, and community feedback. Using the Standards as a framework, the Team provides valuable guidance which will help to 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 Team. 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  |

# Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments, 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. | ★★★★★      |
| The institution has analyzed and synthesized information.  | ★★★★★      |
| The institution has identified areas of noteworthy achievement and areas in need of improvement.                   | ★★★★★      |
| The institution has interpreted findings, prioritized themes, and developed theories of action.                    | ★★★★★      |

## Student Performance Analysis

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

## Learning Environments Analysis

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

## Culture of Learning

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



## Leadership for Learning

| CRITERION  | YOUR SCORE |
|--|------------|
| The narrative provides evidence for Standards related to Leadership for Learning.                                  | ★★★★       |
| The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning. | ★★★        |
| The institution has identified areas of noteworthy achievement and areas in need of improvement.                   | ★★★        |
| The institution has interpreted findings, prioritized themes, and developed theories of action.                    | ★★★        |

## Engagement of Learning

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

## Growth in Learning

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

# 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 is 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  
★★★★

| 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



| 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



| 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



| 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



| LEVEL | DESCRIPTION |
|-------|-------------|
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- |   |  |
|---|--|
| 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



| 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. |
|---|---|

|   |   |
|---|---|
| 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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## 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



### 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



### LEVEL DESCRIPTION

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| 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.   |

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| 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. |
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| 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. |
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#### Standard 9

**Leaders cultivate effective individual and collective leadership among stakeholders.**

YOUR RATING



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| LEVEL | DESCRIPTION |
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|---|---|
| 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. |
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| 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. |
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| 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. |
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|   |   |
|---|---|
| 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. |
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#### Standard 10

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

YOUR RATING



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| LEVEL | DESCRIPTION |
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|   |   |
|---|---|
| 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. |
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|   |   |
|---|---|
| 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  
★★★★☆

| LEVEL | DESCRIPTION |
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|   |  |
|---|--|
| 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  
★★★★☆

| 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



| 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



| 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



| 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.  |

## 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



| 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.**

YOUR RATING



| 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 - 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 - 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.**

YOUR RATING



| 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



| 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



| 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



| 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  
★★★★

### 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  
★★★★☆

### 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 - 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 - 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.

## 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



#### LEVEL DESCRIPTION

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 - 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 - 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 - 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



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



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



### 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



### 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



| 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



| 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. |
|---|--|
-



# 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

**Chambers Public School has created a welcoming and caring culture characterized by positive relationships where learner well-being is at the heart of the school.** The leaders and professional staff actively engage in creating a positive and supportive culture for learners and each other. The foundation for creating positive relationships begins with the staff where building leaders foster an "open-door" communication environment to encourage discussion and opportunities for staff to both give input and provide feedback on the day-to-day functions of the school. More formal opportunities for open communication exist in the form of committees with all staff participating on committees that focus on school initiatives and processes such as school improvement, PBIS, school safety, policy, and Cognia™ Accreditation as examples. Staff provides input into scheduling, handbook changes, school celebrations, and school policies. In interviews with staff, it was stated that great collaboration among staff exists and with the school being as small as it is, there are always opportunities to interact with other teachers. Staff also conveyed they feel very supported by colleagues and leadership and feel they can share ideas with any staff member. Leadership has set aside time for teachers to collaborate through professional learning communities to discuss ways to best meet the needs of learners. The school has also

intentionally provided professional learning to all staff through national speaker and author of Road to Awesome Dr. Darrin Peppard and 2021 National Rural Teacher of the Year Laurie Smith, to specifically focus on strategies for creating and maintaining a positive school climate. In addition to positive relationships among staff, the school prioritizes developing caring and positive relationships with an emphasis on learner well-being through social-emotional supports. The school has implemented Second Step SEL curriculum for grades K-6 and Social Institute "Win at Social" SEL curriculum for grades 7-12. The school is in its first year of PBIS implementation, and staff indicated in interviews that they are still lacking consistency in its use and would like a clearer guide in expectations surrounding PBIS. However, staff also indicated that the use of common language in interacting with students has been a school goal, and PBIS supports that. In interviews with staff, when asked to describe the school climate, staff noted that within the walls of the school including administration and the school board, they feel very supported, but they do not always feel the same positive support from the community. In interviews with elementary students, when asked if they have expectations for how to behave, they unanimously indicated they did, and they reported that they liked earning points and getting a prize or earning fake money for an auction if they meet behavior expectations. Secondary students were asked if they believed discipline was appropriate and fair, and students responded that punishments/consequences are carried out and are reasonable. Secondary students were also asked if there were supports at the school to address social-emotional well-being, and students indicated that they could see that mental health has increased emphasis and shared that they have a licensed mental health practitioner at the school every Monday and Win at Social every Friday where they get a guided lesson on a social topic. Professional staff and students all mentioned additional ways the school supports students such as Student Appreciation Day, Caring Coyotes, the BOOST after-school program, and student assemblies focused on attitude, behavior, and character as well as emotional and social safety. In parent interviews when asked about the strengths of the school, parents said, "We have teachers who are caring and committed to our kids," and "It's not just about academics but about supporting our kids as





individuals.” When parents, students, staff, and school board members were asked to provide words that describe the school, words included positive, promising, collaborative, accepting, fun, community, friendly, supportive, communication, encouraging, open-armed, positivity, and sincere. The team acknowledges that Chambers Community School demonstrates efforts to make all stakeholders feel included through monthly parent meetings and opportunities for community members to join various committees. The team suggests exploring additional ways to enlist the support of the community outside of the school walls to continue to establish and sustain conditions that result in support and active participation among all stakeholder groups toward the school's priorities and guiding principles that promote learners' academic growth and well-being.

### **Leadership for Learning**

**The school fosters collaborative and collective leadership at the school to guide professional staff in the continuous improvement process and in the day-to-day decision-making focused on learners' experiences and needs.** Due to its size, collective leadership can happen organically at the school because everyone has a role and sometimes multiple roles in the function of the school; however, leadership makes an intentional effort to involve all staff in the operations of the organization through collective efforts and transparency of sharing information, and as a result, the top responses on the Cognia Teacher Survey regarding experiences working with colleagues at the school are collaborative, valuable, personable, and genuine. The survey also indicates that 89% of teachers absolutely or nearly absolutely use a variety of information for decision making. The school has developed continuous improvement goals based on learner performance data as well as in consideration of results from stakeholder surveys, analyzed classroom observation data, and analyzed attendance and discipline records. The school has an established CIP committee made up of professional staff, and the board of education has policies in place to define the expectation of stakeholder involvement in the CIP process. All staff is involved in the process through the monthly reporting to the leadership and CIP team of progress toward CIP goals. Professional staff is responsible for assessing students and utilizing the data to monitor progress on the CIP plan as well as to guide and adjust instruction in the classroom. In teacher interviews, staff commented that it is nice that faculty input is always taken into account when

developing and updating continuous improvement plans, and they see the process as continually building with their input. As mentioned in the Culture of Learning narrative, collective leadership is also fostered through professional staff involvement in committees that serve to guide institutional decision making around topics such as PBIS, school safety policies, scheduling, and handbook changes. Professional staff is also involved in determining and ordering textbooks and supplies for the classrooms as well as selecting both digital and traditional curricular materials and resources. They also participate in curriculum mapping to align district curriculum to Nebraska Content Area Standards and are responsible for mapping key standards to courses and developing course essential questions and units. Teachers at the elementary level collaborate in school-scheduled professional learning communities. Because of scheduling constraints, secondary teachers participate in more informal collaboration, but in interviews, teachers report that because of the small size of the school, they have more opportunities to collaborate about student needs regularly, and they coordinate with each other to serve the students. The team recognizes the many hats that all staff wear in maintaining the smooth operation of the school. The team suggests recognizing and actively encouraging leadership potential among the collective leadership and creating conditions that offer additional formal leadership opportunities to individuals willing to take on further responsibilities that support the institution's priorities.

### **Engagement of Learning**

**Learners have equitable opportunities to engage in a variety of academic and non-academic experiences to realize their learning potential, to promote and develop their self-confidence, and to foster lifelong skills.** Learners in all grades experience a curriculum that is aligned to Nebraska Content Area Standards. Learners in grades K-6 participate in core classes of English language arts, math, science, and social studies as well as have instruction in keyboarding, music, band, and social-emotional learning. In addition to the core classes in grades 7-12, students can participate in music including band and show choir, skilled and technical sciences including manufacturing and construction trades, family and consumer science including culinary skills and child development, agriculture including animal science and agriculture biotechnology, physical education, world language, and computer science. Junior and senior-level

students have the option to take online dual-credit courses through Wayne State College and Northeast Community College. Additional experiences available to students include county government day, mock job interviews, conflict resolution instruction, job shadowing, career nights, college nights, career day at Northeast Community College specifically for engaging students in grades 8 and 9 in thinking about future career goals, senior student work-study opportunities, quiz bowl, and spelling bees. A variety of extra-curricular activities also are available to students such as FCCLA, FFA, Student Council, National Honor Society, One-Act, speech, athletics, and various clubs. The school also has an after-school program called BOOST where students can sign up to attend the activities to help student learning. School leadership reports that 70% of students are involved in one or more activities. The team was able to tour the school's well-equipped fitness center which is shared with the community as well as the shop where students were observed engaging in woodworking and metalworks projects. In interviews with students, when asked if they had opportunities to be involved in activities outside the classroom, students emphatically answered that they had many opportunities and listed all the various activities mentioned here. The school also provides every student in the district with a laptop to support teacher instruction and enhance student engagement in their learning. While the institution offers a wide variety of experiences for students to be engaged in their school, the leadership expressed in the Self-Assessment that the implementation of the 5D+ teacher evaluation system has provided them with a resource to address student engagement with their learning. The school utilized the Effective Learning Environments Observation Tool® (eleot®) for the first time in the fall ahead of the Engagement Review, and this initial set of data allowed the school to see a snapshot of data specifically intended to measure the learning environment and students' engagement within it. The initial data present the school with information to inform where staff may need support in increasing the use of effective instructional strategies in the classroom to increase student engagement in their learning, particularly in immersing students in an instructional environment that promotes student voice and responsibility for their learning. The team suggests the school continue to actively measure student engagement and utilize the data to identify areas for possible further professional learning as well as to maintain learner-centered practices throughout

the school.

## Growth in Learning

**A balanced system that includes formative, interim, and summative assessments exists that provides a variety of data for staff use to determine learners' progress toward and achievement of intended learning outcomes.** The school has a variety of sources from which to gather relevant data. Data are available from assessments including NWEA MAP Growth, NSCAS Growth, ACT, PreACT, ASVAB, Acadience, Star assessments, and Accelerated Reader as well as curricular assessments, both formative and summative. The school also pays for juniors to take the ACT in addition to the state-paid ACT. In the Self-Assessment narrative, the school reported that data are utilized by professional staff to monitor student progress within the classroom and to assess if students are making expected levels of growth. The data are further utilized to determine students who need instructional support through the school's MTSS process. The school also uses the data to discover trends in data which are then used to inform decisions related to staffing, resource allocation, curricular adjustments or changes, and professional learning needs for staff. The school also disaggregates data to monitor student growth in learning for special populations of students. An example was provided of the utilization of data to discover a lack of consistency between reading curricula used by general education students and special education students which led to a change in the entire reading curriculum materials. The school also reports utilizing stakeholder survey data to identify strengths and challenges for the school and will then inform the development of the strategic plan. The district also reports the use of a social-emotional screener three times per year that is provided by the school psychologist from the ESU. The data are used to guide interventions or support for social-emotional needs of all learners. In interviews with staff, when asked how they know their students are learning, staff confidently talked about assessments that are used on a school level to assess student learning as well as individual assessments on a classroom level to measure learners' progress. In interviews, professional staff also discussed using the data to determine what level of books to use in the classroom with students as well as to see where interventions may be needed to support student learning. The Cognia staff survey did show a potential need for developing and utilizing a consistent process to determine the support that learners need with the

responses to that survey item indicating 39% of staff say they absolutely follow a process, 33% of staff saying they somewhat follow a process, and 28% of staff in between those two levels. In interviews with the team, teachers also talked about opportunities for students to be assessed through project-based performance and utilizing formative assessment measures such as exit tickets and daily checks for understanding to help teachers decide if one student needed intervention or if the teacher needed to reteach the lesson and adjust her instruction. The response on the Cognia staff survey item "use a variety of information to determine learners' progress" shows 100% of staff respondents indicated absolutely or nearly absolutely. This corroborates the interview responses of the teachers regarding knowing if students were learning. The team suggests continuing to utilize the many data sources available both individually and as a collection to inform continuous improvement goals, identify professional learning needs, inform organizational decisions, and measure organizational conditions over time. The team also suggests developing decision rules that are informed by learner data to support both the MTSS and PBIS processes.

The Engagement Review Team congratulates Chambers Public School on their preparation for and on the completion of the Engagement Review and hopes that the themes and actions in the report help successfully guide the school on its continuous improvement journey.

# 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 information collected and reviewed, the team identified the following Areas for Improvement that will help the institution improve. The Areas of Improvement will be revisited when the institution conducts Cognia's Progress Review.

|           |   |
|-----------|---|
| 1         | <b>Maintain a continuous improvement plan aligned to but separate from the Chambers Public School strategic plan to clarify the overall longer-term strategic priorities of the school and the shorter-term continuous improvement goals and incorporate into both plans the documented timelines to reach the goals, regular documented progress tracking, and a transparent communication plan to inform all stakeholders of the strategic priorities and continuous improvement initiatives.</b> |
|           | <b>Standard 7</b>   |
| RATIONALE | If a continuous improvement process aligned to the school's strategic priorities and based on analyzed data about learners' academic and non-academic needs guides implementation of identified and selected practices and processes determined to best meet the learners' needs, then all strategies and actions of the continuous improvement plan will result in improved student learning and results will move the school forward in meeting its strategic priorities.                         |
| 2         | <b>Develop further and consistently implement the PBIS and MTSS systems.</b>  |
|           | <b>Standard 24      Standard 27</b>   |
| RATIONALE | If the school addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn with strategies and interventions that are planned and implemented based on a variety of relevant and timely information, interpreted data, and instructional best practices, then positive learner outcomes will result.   |
| 3         | <b>Address student engagement through targeted professional learning based on learner data and learning environment data to strengthen effective professional practices and use of effective instructional strategies that are part of the 5D+ Rubric for Instructional Growth and Teacher Evaluation.</b>  |
|           | <b>Standard 6</b>   |
| RATIONALE | If professional staff members receive resources and assistance based on data and information unique to the individual staff member, then professional practice will be strengthened, and student learning and student results will be improved.   |



# Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status for 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

**292**

### 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 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 some Areas of Improvement and may include one or more Noteworthy Practices.

#### **Above 300**

An IEQ of 300 and above indicates the institution meets Cognia for expectations for accreditation that includes one or more Areas Improvement as well as 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 Review due two years following the review. Additional Progress Reports may be required if satisfactory improvement 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 Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and eleot certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

| TEAM MEMBER NAME               | BRIEF BIOGRAPHY   |
|--------------------------------|---|
| Laurie Hanna<br>Lead Evaluator | Mrs. Laurie Hanna joined Cognia in 2022 as a Regional Accreditation Evaluator and currently serves in that role in the Midwest Region. She retired in June of 2022 after serving 35 years as an educator, most recently as the Director of Assessment and Accreditation for Bellevue Public Schools in Bellevue, Nebraska. She has also served as a middle school principal, as a middle school dean, and as a special education teacher in all grade levels and in both urban and rural school districts, including Bellevue Public Schools and Wayne Community Schools in Nebraska, Blackwell Public Schools in Oklahoma, Zion Elementary District 6 in Illinois, and Framingham Public Schools in Massachusetts. Mrs. Hanna earned her Bachelor of Science in Education-Special Education with a minor in elementary education from the University of Arkansas and her Master of Science in Educational Administration and Leadership from the University of Nebraska-Omaha. |
| Daniel Leikvold<br>Ryon Nilson |   |



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