



Accreditation Engagement Review

November 15, 2022 - May 15, 2023

Molalla River Academy

Institution #227931

16897 S. Callahan Road
Molalla, Oregon 97038
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.

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

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



| 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. |
|---|--|



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

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING



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

Standard 10

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

YOUR RATING



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

Standard 11

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

YOUR RATING



| 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


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 - 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 |
|-------|--|
| 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 | 2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy. |
| 1 | 1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy. |

Standard 18

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

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

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

Standard 19

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

YOUR RATING
★★★★☆

| 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 | 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. |

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 | 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


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. |

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.

The Accreditation Engagement Review team participated in valuable professional discussions and reviewed the school's executive summary, the required analyses, the key characteristics narratives, and the evidence portfolio. The feedback provided in this Accreditation Engagement Review Report offers the following themes for the school's reflection and in support of the school's continuous improvement journey.

Culture of Learning

Learners receive support from leaders, staff, community, and peers to foster interactions and behaviors that demonstrate respect, trust, and concern for one another's well-being in a safe and nurturing environment. It is well known throughout the community that at Molalla River Academy (MRA) every student is a capable learner with talents and abilities to be explored and to be developed, and this core value is a common thread woven throughout all published handbooks and purposefully displayed upon the walls within each classroom. To that end, each member of this community embraces their responsibility to engage all learners by offering a variety of experiences while lifting each student up through words that encourage and by fostering creativity. It is important to note that this community of educators embraces teaching the whole child. With the support of families, the Character Strong program of social-emotional learning has been introduced to

the staff, strongly supported by staff, and embedded by staff within the curriculum. A common shared language is introduced at the beginning of each school year to incorporate the following school-wide expectations: We take care of each other; We take care of our materials; We take care of our spaces. Staff members shared that they are particularly supportive of the monthly selection of a character trait that is emphasized across all grade levels. Staff members found that purposefully keeping the monthly character trait in one's mind was especially helpful when working with each other. The staff reported that they are particularly proud of the fact that all staff members are familiar with and know all students at every grade level, and by working in concert with each other toward the same Character Strong goal, they are helping all students to thrive.

An innovative school-wide program designed to build further partnerships among students to bolster empathy, compassion, and perspective through interpersonal problem-solving is the school's Buddy Time Program. The Buddy Time Program's design pairs a younger student with an older student (e.g., a kindergarten student with a grade 8 student). Together the students meet with each other on Wednesdays for thirty minutes throughout the school year to complete structured activities and/or projects, build relationships, and experience problem-solving with empathy. The outcomes of this program have proven to be empowering for all involved and include, but are not limited to, building confidence, patience, and critical thinking skills.

It is important to note the transformative impact the pandemic has had on this closely connected community of learners and the resulting sense of lost connections that were described by families and by staff. In an effort to respond, as the school resumed its operation, it was the leadership team that has been credited with making it a priority to create meaningful opportunities for staff to reconnect by offering professional learning times where collegiality is encouraged. The families emphasized that their needs are being heard, as well, by a leadership team that is transparent and inclusive. This sentiment was also echoed by the staff. To foster further inclusion and a sense of belonging, the team suggests MRA consider expanding the current professional development opportunities to advance the collegiality currently in place. Additionally, the team suggests the school



consider recognizing stakeholders that strategically value their contribution either individually or as a group.

Leadership for Learning

Leaders organically create conditions that encourage a willingness of stakeholders to share responsibility and to support MRA priorities as a result of the transparent use of data currently shared, which produces stability and responds to change with the goal of broadening and enriching the learning process for all learners. A priority of the leadership team is to ensure fidelity in the way the school's mission, vision, and core values are modeled by staff, woven into instruction, and evaluated through a continuous improvement process. A cornerstone of the educational philosophy at MRA is the belief that every student is a capable learner, and, as a result, all members of this community learn and teach in a variety of ways. Students are taught that everyone has talent and ability and that individual intelligence is expressed through multiple modalities. Teachers are expected to inform their students about the theory of multiple intelligence and to celebrate their learning in a variety of ways. To that end, teachers are expected to provide students with multiple ways of demonstrating their knowledge.

Stakeholder survey data disaggregated at the conclusion of the 2021-2022 school year indicated that middle school enrollment had decreased. In addition, gaps in learning had surfaced as a result of the pandemic, and families were interested in restructuring the middle school curriculum's academic rigor to better prepare students to transition to a high school core curriculum format. It was further identified that a lack of elective opportunities for middle school students was evident, with students expressing that their curriculum was instead an extension of elementary school. The leadership team listened and responded with a redesign of the middle school curriculum for the 2022-2023 school year. Prior to the pandemic, classes were blended, encouraging open interaction among all grade levels. Upon return, grade-specific classes became intentional in response to the learning gap that surfaced upon the return of students and staff to the campus after experiencing isolated learning during the pandemic. This transparent approach to addressing the cultural changes and managing the learning gap resulted in a new wave of community support. Four key components were identified as drivers of the redesign. The initial middle school redesign included grade-level

core classes with the same teacher each of the three years to deepen relationships and to provide a broad understanding of each student's learning style. Additional components included a daily homeroom, a selection of robust elective options, and participation of each student in the Buddy Time Program. The leadership will continue to survey stakeholders to ascertain the long-term effects of the redesigned curriculum.

Likewise, the leadership actively responded to the concerns of families requesting to be informed about the nuances of and rationale for any new curriculum direction. This proactive leadership team responded to stakeholder concerns with a curriculum adoption policy that required families to be provided with potential curriculum materials prior to adoption. In addition, the leadership team reintroduced curriculum nights in conjunction with other school-community events and ensured that timely updates to the curriculum section of their website occurred with each change. Although the leadership team has demonstrated remarkable enthusiasm for adjusting to meet the academic, social, and emotional needs of each student, additional opportunities that encourage participation will provide increased opportunities for collaboration and refinement of the school improvement process for all stakeholders.

Engagement of Learning

As a thriving community of learners, MRA is recognized for its commitment to providing equitable opportunities for all learners to realize their potential through a variety of options whereby learners are encouraged to express curiosity, explore creativity, and collaborate with peers in a safe environment where they ultimately grow in their self-confidence and love of learning. Evidence supports the notion that the leadership team has made it a priority to hire staff who embrace learning in a flexible, student-centered environment where grade-level concepts are taught through a variety of experiences. Teachers shared that the addition of an associate teacher in the classroom has enhanced the opportunity for student engagement in academic content and allowed for the expansion of course electives that take place on a daily, rotating basis throughout the year.

The MRA community believes that it is the 'specials' that make MRA special. 'Specials' are opportunities offered to students in a life-long learning format that encourages collaborative skill building, empathy, and naturally occurring movement. One such 'special' is



the Roots of Responsibility Garden, a campus garden. Students engaged in this extension of their learning develop leadership and personal responsibility skills while designing, engineering, and maintaining the school's garden so that their product reaches its intended use. A priority is placed on the social-emotional needs of all learners. To that end, for every grade level, every day begins with a morning meeting to reinforce the MRA common language in concert with building relationships. Students are intentionally taught that they are a part of many varied communities (e.g., classroom, school, city, state, national, and global). They experience how their behavior impacts them personally and impacts others. Each day concludes with a closing meeting where students are expected to complete classroom jobs and to reflect on how well they modeled, throughout the day, the values of taking care of self, materials, and spaces.

MRA has embraced the restorative justice approach to conflict by implementing a student support team of staff volunteers who meet weekly to assess needed interventions. A social worker has been added to the staff. In classrooms, 'calming corners' have been incorporated for the student requiring some quiet time to regulate emotions. Nevertheless, it is especially important that leaders consider a schedule of frequent classroom observations for this community of learners to ensure that the learner-centered expectations of active discovery remain the focal point of learning at MRA.

Growth in Learning

The MRA community invites inquiry, reflection, and dialogue in an effort to provide learners with relevant learning experiences that help them recognize their talents and potential. In grades as early as kindergarten, students are encouraged to identify their 'wonderings' with questions about why, what, and how they are learning. Students are taught to advocate for the content of their curriculum by asking relevant questions. This strategy has encouraged students to demonstrate active ownership in their educational pursuits. A 2022 teacher survey intending to gather data regarding the various ways in which teachers were assessing their students found that assessment methods were inconsistent, clarifying a need to select an adequate student progress monitoring measurement tool. In response, leadership organized a committee of stakeholders charged with analyzing the many and varied ways in which teachers were assessing student progress and

growth. A significant finding was a lack of consistency in how teachers monitored learner growth. After review, the committee agreed to implement, as the school's growth monitoring tool, the Measures of Academic Progress (MAP) assessment in reading, math, and science for students in grades 2-8. Professional development training for instructional staff was scheduled and completed in December 2022, with the first MAP assessment scheduled to begin in January 2023. Results from the MAP assessment are expected to provide targeted, individualized interventions related to student academic growth. The MAP screening assessment will be a tool for use in the progress monitoring of students while they participate in intervention groups. The MRA stakeholders proactively responded to a need to ensure that data reporting student growth in learning was valid and was accurately shared with stakeholders. The team suggests the academy consider a plan to gather, disaggregate, and analyze longitudinal progress monitoring data as a response to continuous improvement to ensure that the overall effectiveness of instruction is relevant for all students.

The Accreditation Engagement Review team congratulates MRA on the completeness of their preparation for this review and trusts that the findings of themes and actions within the report will assist MRA as they move forward on their 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

Noteworthy Practices

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

-
- 1 MRA intentionally manifests a respectful and inclusive school environment. Students learn and are expected to speak respectfully to one another and to adults. They have experience in solving conflict and in making amends. This expectation permeates all classrooms and all venues on campus. As a result of the commitment of staff to creatively support students, each student, in turn, demonstrates confidence in taking a risk while learning a new skill. With each challenge, students strive toward achievement and self-efficacy.**

Standard 14

Standard 4

Standard 20

Standard 18

Standard 2

Standard 17

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 Gather, disaggregate, and analyze longitudinal assessment data, both formative and summative, to evaluate learner response to instruction and learner achievement of desired learning targets so that the overall effectiveness and impact of continuous improvement goals and action steps will be enhanced over time.**

Standard 25

Standard 24

Standard 22

Standard 30

RATIONALE A reliable system of assessment to monitor growth in learning will support continuous improvement planning, decision making, modification of curriculum and instruction, and deepen each learner's understanding of content.

-
- 2 Develop and implement a system of multiple classroom observations (e.g., eleot) to gather, disaggregate, and analyze the engagement of each learner in classroom learning activities so that longitudinal data is available to assess the engagement of each learner in identifying personal learning targets and in monitoring personal progress.**

Standard 19

RATIONALE A strategic classroom observation schedule will support continuous improvement efforts to listen to student voice and amplify learner-centered conditions at MRA while promoting each learner's active discovery and expression of needs and interests.



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

339

| 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 elite 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 |
|--|---|
| Deborah Sullivan Lead Evaluator | Deborah Sullivan earned a Bachelor of Science degree in Family & Consumer Sciences and Health Education from Montana State University and a Master of Administrative Sciences degree from the University of Montana. Throughout her 45 years of service to public education, her experiences have encompassed a myriad of responsibilities at both the secondary and the district levels. As a classroom teacher, she worked in concert with the district and the federal grant funding programs to implement innovative school-based business opportunities for students exploring the culinary industry and the childcare field. She was an instructional coach for administrators in the region and the director of a district-wide credit retrieval program for motivated students. As a site-based administrator, she was responsible for and coordinated all aspects of the school-wide curriculum and activities. She is currently retired and serves as a Pacific Region Accreditation Evaluator working with Cognia. |
| Lynn McCann | |



References and Readings

- AdvancED. (2015). Continuous Improvement and Accountability. Alpharetta, GA: AdvancED. Retrieved from <https://source.cognia.org/issue-article/continuous-improvement-and-accountability/>
- Bernhardt, V., & Herbert, C. (2010). Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program. New York: Routledge.
- Chester, M.D. (2003), Multiple Measures and High-Stakes Decisions: A Framework for Combining Measures. Educational Measurement: Issues and Practice, 22: 32-41. <https://doi.org/10.1111/j.1745-3992.2003.tb00126.x>
- Christenson, S., Reschly, A., & Wylie, C. (2012). Handbook of research on student engagement. Boston, MA: Springer.
- De Smet, A., Lurie, M., & St. George, A. (2018). Leading agile transformation: The new capabilities leaders need to build 21st-century organizations, McKinsey & Company, Retrieved from <https://www.mckinsey.com/~media/mckinsey/business%20functions/organization/our%20insights/leading%20a%20gile%20transformation%20the%20new%20capabilities%20leaders%20need%20to%20build/leading-agile-transformation-the-new-capabilities-leaders-need-to-build-21st-century-organizations.pdf>
- Dulak, J., Domitrovich, C., Weissberg, R., & Gullotta, T. (2015). Handbook of social and emotional learning: Research and practice. New York: The Guilford Press.
- Elgart, M. (2015). What a continuously improving system looks like. Alpharetta, GA: AdvancED. Retrieved from <https://source.cognia.org/issue-article/what-continuously-improving-system-looks/>
- Elgart, M. (2017). Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Ford, T., Lavigne, A., Fiegenger, A., & Si, S. (2020). Understanding district support for leader development and success in the accountability era: A review of the literature using social-cognitive theories of motivation. Review of Educational Research: 90 (2).
- Fullan, M. (2014). Leading in a culture of change personal action guide and workbook. San Francisco: Jossey-Bass.
- Fullan, M. & Quinn, J. (2016) Coherence: The right drivers in action for schools, districts, and systems. Thousand Oaks, CA: Corwin.
- Hamedani, M. G., Zheng, X., Darling-Hammond, L., Andree, A., & Quinn, B. (2015). Social emotional learning in high school: How three urban high schools engage, educate, and empower youth—Cross-case analysis.
- Haladyna, T. & Hess, R. (1999) An Evaluation of Conjunctive and Compensatory Standard-Setting Strategies for Test Decisions, Educational Assessment, 6:2, 129-153, DOI: 10.1207/S15326977EA0602_03
- Hargreaves, A., & Fink, D. (2006). Sustainable leadership. San Francisco: Jossey-Bass.
- Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to influence student achievement. Review of Educational Research, 86(2), 531-569. <https://doi.org/10.3102/0034654315614911>
- Jaeger, Richard M. (1991). A comparison of compensatory, conjunctive, and disjunctive models for weighing attributes of school quality. Paper presented at the Annual Meeting of the American Educational Research Association. (Chicago, IL, April 3-7, 1991)

- Kim, W., & Mauborne, R. (2017). Blue ocean shift: Beyond competing. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). Continuous improvement in education. San Francisco: Carnegie Foundation. Retrieved from <https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation-continuous-improvement-2013.05.pdf>
- Schein, E. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). General systems theory. New York: George Braziller, Inc.
- Stanford, CA: Stanford Center for Opportunity Policy in Education.
- Rotherham, A., & Willingham, D. (2010). 21st century skills: Not new but a worthy challenge. American Educator, Spring, 17-20. Retrieved from <https://bellwethereducation.org/publication/21st-century-skills%E2%80%99-not-new-worthy-challenge>
- Thompson, C. S. (2017). Teachers' expectations of educational leaders' leadership approach and perspectives on the principalship: Identifying critical leadership paradigms for the 21st century," Journal of Organizational & Educational Leadership: 2 (2).