

CORBETT HIGH SCHOOL

AGGREGATION LEADERSHIP

PRESENTATION

SCHOOL BOARD

2023-2024

ACCREDITATION PROCESS

- Cognia - every 5 years
- 6 month process
- 20 teachers participated in self-analysis of our school.
- Data analyzed: test scores, discipline, handbooks, meeting agendas, survey data, classroom observations, etc.
- Cognia - group interviews of teachers, parents, and students.



COGNIA'S RATING OF OUR SELF-ANALYSIS

4.0

STUDENT PERFORMANCE

Graduation Rates,
Assessment Data,

4.0

LEARNING ENVIRONMENT

ELEOT classroom
observation summary;
Theories of Action

4.0

STAKEHOLDER FEEDBACK

Survey Data Highlights,
Summary of Input

Cognia Network averages range between 3.0 - 3.1 on a scale of 1-4

- 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

Self-Ratings:

- 3's for Standards 1-6, more detail in the report

Cognia's Insight:

- Leaders engage stakeholders at Corbett High School to support the learners' well-being and the institution's guiding principles, while staff embrace collegiality and collaboration to strengthen professional practice.



LEADERSHIP FOR LEARNING

Self-Ratings:

- 2's for Standards 7, 12
- 3's for Standards 8-10, 13-15
- 4 for Standard 11

Cognia's Insight

- **The leaders have developed priorities and a plan of action; however, it was not evident that stakeholders are engaged in a formal, continuous improvement planning process.**



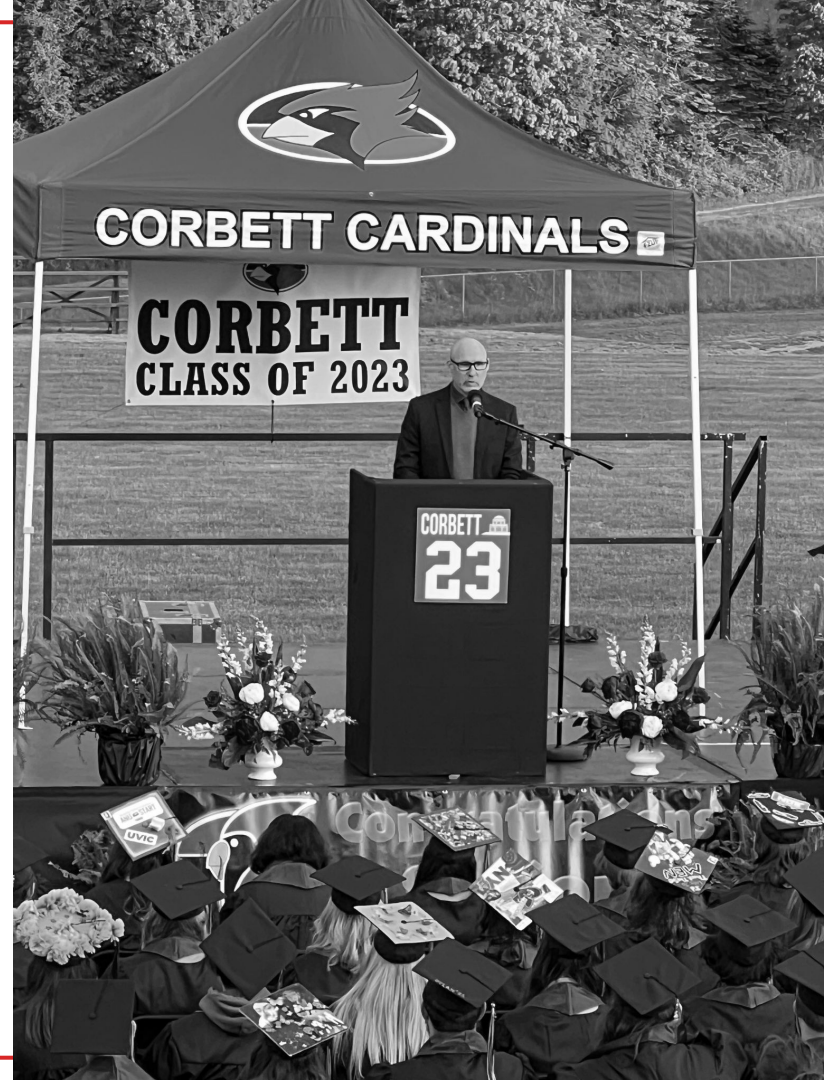
ENGAGEMENT OF LEARNING

Self-Ratings:

- 3's for Standards 16-21, 23
- 2 for Standard 22

Cognia's Insight

- Instruction is characterized by high expectations and the monitoring of instruction is in the infancy stage; however, it was not evident that learners are provided enough career and technical education opportunities.





GROWTH IN LEARNING

Self-Ratings:

- 3's for Standards 24, 27, 28, 30
- 2's for Standard 25, 26, 29

Cognia Insight

- Leaders and staff are engaged in a continuous improvement process to formalize professional learning, design a scope and sequence, and design common assessments; however, it was not evident that leaders promote action research and evaluate instructional programs to improve instruction.

COGNIA'S SUMMARY OF FINDINGS

1. Institute a continuous improvement plan with stakeholders to improve student learning.
2. Implement documented procedures for supervising and evaluating professional staff members to strengthen professional practice.
3. Implement the district's guaranteed and viable curriculum initiative to allow staff to make data-driven decisions.
4. Implement action research and program evaluation to examine the institution's instructional practices.

ACCREDITATION STATUS AND INDEX OF EDUCATION QUALITY:

303

Above 300

An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review.

Only two schools in Oregon earned above 300 during this reporting period.



THANKS

For more information, see
the full report in your
board packet.

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