



Accreditation Engagement Review

July 01, 2024 - June 30, 2025

COSSA Academy

Institution #229083

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Wilder, Idaho 83676-5207
United States of America

Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.



Assurances

Assurances are requirements that accredited institutions must meet. The assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review. Institutions are expected to meet all assurances and are expected to correct any deficiencies in unmet assurances.





#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes

Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.





Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5
The institution has analyzed and synthesized information.	 Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.4
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.9

Network Comparison for Stakeholder Feedback Analysis







Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5
The institution has analyzed and synthesized information.	 Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.9





Network Comparison for Student Performance Analysis



Learning Environments Analysis

CRITERION	YOUR SCORE				
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.4				
The institution has analyzed and synthesized information.	 Network Average: 2.9				
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.2				
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.8				
Network Comparison for Learning Environments Analysis <table> <tr> <td>Your Institution</td><td>2.8</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.1</td></tr> </table>		Your Institution	2.8	Cognia Network Avg.	3.1
Your Institution	2.8				
Cognia Network Avg.	3.1				

Culture of Learning

CRITERION	YOUR SCORE				
The narrative provides evidence for standards related to Culture of Learning.	 Network Average: 3.6				
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	 Network Average: 3.2				
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3				
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.8				
Network Comparison for Culture of Learning <table> <tr> <td>Your Institution</td><td>3.3</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.2</td></tr> </table>		Your Institution	3.3	Cognia Network Avg.	3.2
Your Institution	3.3				
Cognia Network Avg.	3.2				

Leadership for Learning

CRITERION	YOUR SCORE				
The narrative provides evidence for standards related to Leadership for Learning.	★★★★★ Network Average: 3.5				
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★☆ Network Average: 3.1				
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆ Network Average: 3.2				
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.7				
<p>Network Comparison for Leadership for Learning</p> <table> <tr> <td>Your Institution</td><td>3.0</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.1</td></tr> </table>		Your Institution	3.0	Cognia Network Avg.	3.1
Your Institution	3.0				
Cognia Network Avg.	3.1				

Engagement of Learning

CRITERION	YOUR SCORE				
The narrative provides evidence for standards related to Engagement of Learning.	★★★★★ Network Average: 3.5				
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★☆ Network Average: 3.1				
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆ Network Average: 3.2				
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.8				
<p>Network Comparison for Engagement of Learning</p> <table> <tr> <td>Your Institution</td><td>3.3</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.1</td></tr> </table>		Your Institution	3.3	Cognia Network Avg.	3.1
Your Institution	3.3				
Cognia Network Avg.	3.1				

Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Growth in Learning.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★★☆ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆ Network Average: 2.8

Network Comparison for Growth in Learning



Performance Standards Evaluation Results

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

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

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

Cognia Performance Standards Ratings

Culture of Learning Standards

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

Keys to 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.	
<div>YOUR RATING</div> <div>★★★★</div> <div>Network Average: 3.3</div>	
LEVEL	DESCRIPTION
4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.



Standard 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

YOUR RATING

 Network Average: 3.4

LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING

 Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

YOUR RATING

 Network Average: 3.1

LEVEL DESCRIPTION

4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING

 Network Average: 3.0

LEVEL DESCRIPTION

4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
1	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6



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

YOUR RATING
★★★★☆
Network Average: 2.9

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.
3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

Network Comparison for Culture of Learning Standards



Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING
 ★★☆☆
 Network Average: 2.8

LEVEL DESCRIPTION

4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING
 ★★★★★
 Network Average: 3.2

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



Network Average: 2.9

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

Standard 10

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

YOUR RATING



Network Average: 2.9

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

culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

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

YOUR RATING



Network Average: 3.1

LEVEL	DESCRIPTION
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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



Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

YOUR RATING



Network Average: 3.0

LEVEL DESCRIPTION

4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
2	2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
1	1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

YOUR RATING
 ★★☆☆
 Network Average: 3.0

LEVEL DESCRIPTION

4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Standard 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

YOUR RATING
 ★★☆☆
 Network Average: 3.0

LEVEL DESCRIPTION

4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Network Comparison for Leadership for Learning Standards

Your Institution

3.1

Cognia Network Avg.

3.0

Engagement of Learning Standards

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

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

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

Standard 16

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

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

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

Standard 17

Learners have equitable opportunities to realize their learning potential.

YOUR RATING

 Network Average: 3.0

LEVEL DESCRIPTION

4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.
2	2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.
1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Standard 18

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

YOUR RATING

 Network Average: 2.9

LEVEL DESCRIPTION

4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

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

Standard 19

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

YOUR RATING



Network Average: 2.6

LEVEL DESCRIPTION

- 4 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
- 3 3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
- 2 2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
- 1 1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

- 4 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
- 3 3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
- 2 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
- 1 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING

 Network Average: 2.8

LEVEL DESCRIPTION

4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING

 Network Average: 2.7

LEVEL DESCRIPTION

4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING

 Network Average: 2.8



LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Network Comparison for Engagement of Learning Standards



Growth in Learning Standards

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

Keys to Growth in Learning

Growth is evident when:

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

Standard 24

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

YOUR RATING
★★★★
Network Average: 2.9

LEVEL DESCRIPTION

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

Standard 25

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

YOUR RATING
★★★★★
Network Average: 2.5

LEVEL DESCRIPTION

4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.

- 1 1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

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

YOUR RATING
★★★★☆
Network Average: 2.7

LEVEL	DESCRIPTION
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- | | |
|---|---|
| 4 | 4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. |
| 3 | 3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. |
| 2 | 2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. |
| 1 | 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. |

Standard 27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING
★★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
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- | | |
|---|---|
| 4 | 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. |
| 3 | 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. |
| 2 | 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success. |

- 1 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

Standard 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

- 4 4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 3 3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 2 2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 1 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING



Network Average: 2.6

LEVEL DESCRIPTION

- 4 4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
- 3 3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
- 2 2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.

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- 1 1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.
-

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING



Network Average: 2.8

LEVEL DESCRIPTION

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- 4 4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
-
- 3 3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
-
- 2 2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
-
- 1 1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.
-

Network Comparison for Growth in Learning Standards

Your Institution

3.1

Cognia Network Avg.

2.8

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

Canyon Owyhee School Service Agency (COSSA) leaders create and sustain an inviting school culture. In 1969, five small rural school districts combined resources to provide a range of educational opportunities that would be difficult to deliver individually. The services the school offers include an alternative school serving "at-risk" students, career and technical education (CTE) programs, and special education services. The districts in 2010 built a facility in Wilder to house the alternative school and the COSSA Regional Technology and Education Center (CRTEC) as authorized in Idaho Code § 33-1102G. The special education staff members are assigned to work in the participating district schools. Estimates show participating districts have saved over \$2 MM in special needs costs because of the efficiencies of the cooperative. The small high schools in each community struggled to meet the needs of at-risk students. Collaboratively providing a facility and instructional programs to serve at-risk students was deemed to be the most cost-effective approach. The "at-risk" student population is defined in Idaho Code § 33-1001. The definition in part includes the following: Has repeated at least one grade; Has absenteeism greater than ten percent during the preceding semester; Has an overall grade point average less than 1.5 on a 4.0 scale before enrolling in an alternative secondary program; Has failed one or

more academic subjects in the past year; Is below proficient, based on local criteria, standardized tests, or both; Is two or more credits per year behind the rate required to graduate or for grade promotion or; Has attended three or more schools within the previous two years not including dual enrollment. The students who enroll in the school are not on track to graduate with their peers due to low academic achievement, often exacerbated by excessive absenteeism. School planners, along with the current board, administration, and staff, recognize the importance of providing an alternative learning environment that would prompt increased at-risk student participation. Research data show that improved attendance positively impacts student learning and performance. School leaders realized the importance of employing "kid magnet educators" at the school to establish an inviting and welcoming culture where students feel supported and have an increased desire to attend regularly. The voters in each of the school's participating districts voted to annually provide property tax funds for facilities, programs, and personnel that would augment Idaho State Department of Education and State Division of Career and Technical Education financial support. "The school is homey and relaxing," described a student. "I feel welcome and everyone is very friendly," added a student. "The teachers are very compassionate," explained a student. "Teachers work with us to learn what we need to know and how to deal with life." "The school is unique, and the teachers are coalesced around meeting student needs," offered a district leader. A teacher added, "There is a family-like atmosphere at the school. Staff members care about each other and are concerned for the well-being of the students." "There is a tangible feel at the school. We make it fun and friendly. We get to know each other very well and that helps us have critical conversations," reported a teacher. A parent explained, "My daughter loves going to the school and is making new friends as many students have similar interests and experiences. Previously, it was a fight every day to get her to go to school. That is no longer the case. Her attendance is better, and her grades are improving." Students were asked what they liked best about the school. "I appreciate the inclusiveness of a small school," announced a student. "The teachers are down to earth, and they treat us with respect," offered a student. A student concluded, "The teachers work with us one-on-one and are teaching us skills we will use in life." An administrator summarized, "We have in place the right people who truly care and



connect with students working at the school. The instructional and support staff are integral to the school culture. They are an essential ingredient in helping students to be successful.”

School personnel interact with stakeholders in the form of technical advisory committees (TACs) for each of the CTE programs as required in Idaho Administrative Procedures Act (IDAPA) 55.01.03. The school offers Automotive Technician, Building Trades, Culinary Arts, Diesel Technology, Pre-Engineering and Technology Education, Health Professions including Certified Nursing Assistant (CNA) and Emergency Medical Technician (EMT), Law Enforcement, and Welding. The parents of at-risk students are often disengaged from school activities due to work and family responsibilities. This lack of time, or conflict with work hours, makes it nearly impossible for many parents to interact with school personnel and activities. A parent explained, “The school does a good job of communicating, but I have difficulty making it to Parent-Teacher Conferences (PTCs), much less other activities.” School personnel compile the “COSSA Compass” as a monthly newsletter that is distributed electronically and posted to the webpage. Another parent stated, “I am unaware of opportunities for parents to volunteer at the school.” Stakeholders would have increased potential to interact and engage with school personnel and activities if there were greater awareness. The school year calendar lists the days in session and the days when the students do not attend or the school is closed. Parents who have been unable to interact with school personnel or activities may benefit from a more detailed plan of activities. The Engagement Review Team (team) suggests that school personnel establish and sustain conditions that consistently result in support, such as developing a detailed annual plan listing a thorough scope of activities and indicating those where parents are invited and/or when volunteer assistance is needed.

Leadership for Learning

The governing board develops policies, institutional procedures, and programs. Each of the participating districts selects a member of their board of trustees to serve on the COSSA board of directors. Board leadership positions are rotated among the trustees. The school superintendents meet with the board monthly and act as alternates in the absence of their district’s trustee. Each district has one vote when making decisions. A board member shared, “The board has enjoyed continuity in membership and leadership. The board members and superintendents receive training through their

respective district board activities.” The articles of association and amended by-laws were revised and adopted on 15 April 2019. The mission of the agency is to deliver educational services to all eligible children and foster cooperative efforts that enhance the effectiveness of its member districts. A continuous improvement team (CIT) annually reviews the mission to ensure alignment with priorities and values. Any recommendations for adjustment would be submitted to the board for their consideration. All the board members are members of the Idaho School Boards Association (ISBA) in their respective districts. “We participate in ISBA activities and training events throughout the year,” explained a board member. The board member continued, “We hold an annual meeting where we elect officers and consider policies that pertain to the board. Policies 1600, Code of Ethics, and 1610, Conflict of Interest, are considered and approved by the board. The board members sign Policy 1600 to acknowledge awareness and commitment to abide by its expectations.” School personnel provided a copy of the signed Code of Ethics document dated 22 January 2025. The board posted to the webpage a list of the regular meetings to be held on the 3rd Monday of each month. Meeting minutes spanning ten years are posted to the webpage. There are over 140 board-approved policies posted to the webpage. District and school personnel developed for board consideration the Teacher-Student-Parent, CRTEC, Special Education, Student Court, and Personnel Handbooks, along with a series of manuals essential to service delivery and program operation. Numerous documents have been developed and implemented to address routine and extraordinary operating procedures guiding student and staff interactions and responsibilities. A crisis plan and emergency procedure document were developed in consultation with law enforcement personnel and first responders to anticipate atypical situations and create responses to improve the safety and well-being of students and staff.

Board members and educational leaders have developed employment and educational opportunities that are attractive to educators and meet the needs of students. “I enjoy working at the school because of my colleagues and a great bunch of students,” voiced a teacher. “The administration is open to us being creative in delivering instruction and engaging students in learning,” added a teacher. Another teacher shared, “I appreciate the flexibility we have and the teamwork and cooperation we enjoy with staff members. I have a great working relationship with industry and community partners.” 19 certified staff members have an average of 5.38 years of



experience at the school. The most senior staff member has been employed at the school for 20 years. Five members have worked at the school for 13 or more years. Staff members travel an average of 15 miles one-way to work at the school. Traveling past other educational employment opportunities en route to the school is another indication of employment satisfaction and commitment to students. "I have worked in other schools, and I prefer this one because of our working conditions and association with staff members, along with a strong commitment to students," exclaimed a teacher. School leaders utilize the Charlotte Danielson Framework for Teaching to enhance professional practice. "We develop individual professional improvement plans (IPLPs) at the beginning of the school year," reported a teacher. "We plan for our learning along with establishing student achievement goals." School personnel could benefit from the development of a handbook that addresses all aspects of new staff member onboarding and mentoring, along with an extensive explanation of teacher supervision and evaluation documents, roles, and responsibilities. The team encourages school leaders to develop documents that will assist new and existing employees in familiarizing themselves with school operations and planning for supervision and teacher evaluation.

Engagement of Learning

Educators monitor and adjust instruction to advance and deepen learner knowledge. Teachers carefully monitor learning in academic and CTE courses. Awareness of knowledge and skill acquisition enables practitioners to adjust pacing or reteach concepts until the student learns the critical information. Teachers monitor each student's response to instruction. Differentiated instruction enables instructors to meet the needs of individual students. "We are expected to get our work done," said a student. "The teachers have high expectations of us. They are always pushing us to learn more and to improve our skills. They encourage greater achievement without forcing us to comply." "The small classes allow us to work closely with our teachers and classmates. We get a lot of attention from our teachers as they help us learn both knowledge and skills," added a student. Instructors utilize a variety of cross-curricular projects and activities to reinforce multiple subjects and increase student engagement. "I like this school because I can see how I will use the things I am learning," explained a student. "I am developing skills that will enable me to have a high-paying career." "I understand how the math concepts I am learning are used in life," remarked a student. "We

had to develop a list of materials for a project that would be built." "The teachers are teaching all sorts of things that we need to know. We are learning about real-world math, including taxes and personal finance," voiced a student. Another student explained, "I have learned skills that have helped me be successful with my senior project. I have been able to combine welding skills and creativity to make horseshoe art. We must compile a packet of information, along with making a presentation and completing a job shadow. We develop a seven-page essay discussing our project. I am proud of what I have learned." Professional learning is integral to equipping teachers with the knowledge and skills needed to assist students with their learning. "Our professional development opportunities are based on goal setting and student achievement," explained a school administrator. "The staff meets each Wednesday, and we focus on the biggest need. We enjoy learning from one another as we discuss successes and opportunities. Some of our discussions, training, and implementation have been focused on improving the school culture. There is a need for staff members to continually strive to improve culture to create a desirable working and learning environment." A district leader discussed the importance of changing the school mascot from Coyotes to Cruisers. "We are Cruisers, and students are proud of the image associated with cruising in a car. The change in mascot has contributed to this being a school of choice for students." A parent admitted, "My child would not be graduating had it not been for caring staff members. They were patient with my son and helped him cope with personal challenges while assisting him to improve his knowledge and develop a love of learning." "This school is now providing my child with options," explained a parent. "Prior to coming to this school, there was a great deal of uncertainty about my child's future. The teachers are amazing and have helped my daughter gain confidence. She is learning what she needs for life, and perhaps more importantly, she is developing a passion for a career that provides opportunity." "The school is challenging, but the teachers provide support," added a parent. "These teachers are helping students who have previously had little or no success with learning. Students see the relevance of instruction and how learning impacts their current life and provides future opportunities. Their attitudes toward learning have improved as they see how learning is applied to real-world situations." "My child has had a great experience at this school," boasted a parent. "When things have happened, they have been addressed quickly and fairly. The small class sizes

have enabled teachers to spend more time with my child and have helped him realize he is capable of learning.”

School personnel have created an inviting learning environment and provided a myriad of opportunities for student success and developing self-confidence. Instructional staff members integrate technology and digital resources into instruction to increase engagement and deepen learning and application. CTE classes have been developed that clearly illustrate the real-world application of knowledge and skills. Helping students to see where and how knowledge is applied often answers the question, “Why do I need to learn this?” Increasing content relevance applies to all learners and assists them in setting and reaching educational and career goals. Supporting learner-centered conditions at the school will ensure students have greater choice and responsibility in identifying learning targets and monitoring their progress toward educational and career goals. The team encourages school leaders to create conditions across the institution to ensure learners have input into the instructional methodology and learning activities, along with having a voice in identifying how students demonstrate knowledge and skill.

Growth in Learning

A variety of data sources inform instructional planning and delivery. The school administrator shared, “We use data-driven decision-making to monitor student learning and guide instructional planning. Students have access to the Armed Services Vocational Aptitude Battery (ASVAB) exam. The ASVAB is a standardized test used to assess skills and aptitudes, helping to determine eligibility and suitability for various military jobs. Multiple measures in the exam help to predict future academic and occupational success in the military and beyond. “Teachers use quizzes, tests, and class discussions to measure our learning,” explained a student. “I like that we can show what we know on a written test, but it is just as important that we can demonstrate the skills we have learned.” “I have learned so much,” exclaimed a student. “I really did not want to come to school when I was sent here. It wasn’t long before I realized this place and these people were different.” “I like that work is assigned and we complete it at school, where the teachers can help us when needed,” expressed a student. Another student added, “There is a ton of cool equipment and technology at the school. We can demonstrate what we have learned and can do so by properly using the tools and technology.” School personnel compiled a

Continuous Improvement Plan (CIP) that was board-approved. Student performance measures included graduation rate, Idaho Standards Achievement Test (ISAT) in mathematics and English Language Arts. The number of students graduating with an associate’s degree or a CTE certificate and the number of students pursuing post-secondary education within two years of graduation are additional performance measures used to inform instructional design and delivery. “Participation in CTE programs and their performance on Workplace Readiness, Technical Skills, and other assessments are indicators of student learning,” explained the principal.

School personnel are embracing a philosophy of continuous improvement and strive to make decisions and implement actions that increase student learning through enhanced professional practice. Stakeholders shared words or phrases that describe the school. Among the responses were “welcoming,” “encouraging,” “thoughtful,” “homey,” “intelligent,” “focused on success,” “very dedicated,” “structured,” “dynamic,” “caring,” “supportive,” and “resilient.” These are descriptors of a school where students, staff members, parents, and community are committed to quality academic experiences that maintain or enhance valued traditions dating back to 1969. To maintain or enhance lasting school traditions, there is an opportunity to improve teaching and learning through careful stakeholder analysis of assessment data. To complement current strategies and broaden the students’ ability to demonstrate knowledge and skill acquisition more meaningfully and practically, the team suggests that school leaders explore expanding the use of alternative formative and summative approaches to academic knowledge and skill assessment.

The team wishes school personnel well as they endeavor to collect, collaborate, analyze, design, and implement future enhancements to culture and practice as part of a continuous improvement process for enriching instruction and increasing student learning and achievement.



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

1	Institutional leaders, staff members, and stakeholders have created an inviting school climate that is attracting and meeting the needs of traditional and at-risk students. Quality personnel have been employed in addition to the implementation of policies, programs, practices, and processes essential to providing academic and special services, along with career and technical education opportunities for students.
	Standard 1 Standard 8

Areas for Improvement

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

1	Establish and sustain conditions to formally engage stakeholders in support of the institution's priorities and guiding principles.
	Standard 3
RATIONALE	When stakeholder engagement is carefully coordinated, then there may be increased focus and greater benefit for students and staff.

2	Develop and implement formal processes using data to measure targeted learning progress.
	Standard 30
RATIONALE	If assessment data is consistently collected and analyzed, then professional staff members may be able to modify curriculum and instruction, which may improve learner achievement.

Accreditation Status and Index of Education Quality®

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

Your Institution's IEQ	SCORE	DESCRIPTION
313	Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
Cognia's IEQ Network Average: 296	220 - 300	An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.
	Above 300	An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved.

Your Next Steps

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

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



Evaluator Roster

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

EVALUATOR NAME	BRIEF BIOGRAPHY
Gaylen Smyer Lead Evaluator	Dr. Gaylen Smyer served 44 years as an agriculture instructor and FFA Advisor, automated manufacturing instructor and SkillsUSA advisor, welding and fabrication instructor, school district career and technical education coordinator, regional career and technical school director, assistant superintendent, and retired after serving 11 years as superintendent. Dr. Smyer earned a Master of Science degree in agricultural education, an Education Specialist, and a Ph.D. in educational leadership from the University of Idaho. Dr. Smyer has participated in numerous engagement reviews and began serving as a Cognia lead evaluator in 2018. He has conducted numerous in-person and online school accreditation reviews and is currently a Cognia regional accreditation evaluator.
Candice Grover	

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