



Accreditation Engagement Review

July 17, 2025 - June 30, 2026

Brilliant Microschool

Institution #99068

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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 |
| 8. | The institution employs administrative and instructional personnel who are qualified in their assigned grade levels, subject areas, and fields who provide instructional guidance and oversee the progress of students within each course and meet all applicable governmental regulations. | ☑ Yes |
| 9. | The institution ensures that students graduating from the institution complete at least 25 percent of the courses required for graduation at the institution. | ☑ Yes |
| 10. | The institution has written policies for instructional time for each course that includes the requirements for student engagement, student progress, course completion, eligibility for accessing the next course, and documentation of authenticity of the student's work/progress. | ☑ Yes |
| 11. | The institution ensures that course objectives, individual student needs, and instructional support are considered in determining student-to-teacher ratios or class sizes. | ☑ Yes |
| 12. | Learners have access to a Learning Management System that support curriculum, instruction and learning. | ☑ Yes |



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- 13.** The institution has a physical location wherein jurisdiction is established and organizational management occurs in accordance with local laws and regulations. ✔ Yes
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- 14.** The institution's technology infrastructure supports teaching, learning and operational effectiveness. ✔ Yes
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- 15.** The institution ensures equitable access to technology including hardware, software, internet access, accessibility and IT support. ✔ Yes
-
- 16.** The institution implements a written policy that ensures the authenticity of student work. ✔ 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: 3.6 |
| 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 interpreted findings, prioritized themes, and developed theories of action for areas of noteworthy achievement and areas in need of improvement. | ★★★★ Network Average: 3.4 |
| The institution has demonstrated how they have used results to drive improvements to instruction and learner performance. | ★★★★ 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: 3.5 |
| The institution has analyzed and synthesized information. | ★★★★ Network Average: 2.9 |
| The institution has interpreted findings, prioritized themes, and developed theories of action for 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 Learning Environments Analysis



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: 2.9 |

Network Comparison for Culture of Learning



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: 2.8 |

Network Comparison for Leadership for Learning



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 |

Network Comparison for Engagement of Learning



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: 3.1 |
| 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 |

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 and fairness for all learners and is free from bias.

YOUR RATING
★★★★
Network Average: 3.3

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

| | |
|---|---|
| 4 | 4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners 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 and fairness for all learners 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 and fairness for all learners 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 and fairness for all learners 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: 2.8

| LEVEL | DESCRIPTION |
|-------|--|
| 4 | 4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers. |
| 3 | 3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers. |
| 2 | 2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers. |



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- 1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.
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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 purpose and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. 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 purpose and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. 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 purpose 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 purpose 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 |
|-------|--|
| 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 - 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 and effectiveness for each and every learner.

YOUR RATING
★★★★
Network Average: 2.9

| LEVEL | DESCRIPTION |
|-------|---|
| 4 | 4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, and effectiveness for each and every learner. |
| 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, and effectiveness for each and every learner. |
| 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, and effectiveness for each and every learner. |
| 1 | 1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, and effectiveness for each and every learner. |

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 - 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 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

 - 1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

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

YOUR RATING
 ★★★★★
 Network Average: 2.9

LEVEL DESCRIPTION

-
- 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 - 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 - 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 - 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.



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

YOUR RATING
 ★★☆☆
 Network Average: 2.9

| 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 each and every learner’s needs are met. 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 each and every learner’s needs are met. 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, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner’s needs are met. 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 each and every learner’s needs are met. |

Network Comparison for Leadership for Learning Standards



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 different cultures, backgrounds, and abilities reflective of the global community.

YOUR RATING
★★★★
Network Average: 2.9

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

| | |
|---|---|
| 4 | 4 - Respect for different 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 different 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 different 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 different 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 the support and 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 toward 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 toward individual achievement and self-efficacy. |
| 2 | 2 - Professional staff members consider 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 toward 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 toward 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 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
- 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

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

YOUR RATING

 Network Average: 2.6

LEVEL DESCRIPTION

- 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 - 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 - 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 - 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 - 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 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.



- 2 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
- 1 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

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

YOUR RATING

 Network Average: 2.8

LEVEL DESCRIPTION

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

Standard 22

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

YOUR RATING

 Network Average: 2.7

LEVEL DESCRIPTION

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



1 1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

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

YOUR RATING
★★★★
Network Average: 2.7

LEVEL DESCRIPTION

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

Network Comparison for Engagement of Learning Standards



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 demonstrate growth in meeting expectations of learning as defined by the institution
- 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 |
|-------|-------------|
|-------|-------------|

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

YOUR RATING
★★★★
Network Average: 2.9

| LEVEL | DESCRIPTION |
|-------|---|
| 4 | 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. |
| 3 | 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. |
| 2 | 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success. |
| 1 | 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices. |

Standard 28

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



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 - 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 fully implemented and monitored for fidelity. |
| 3 | 3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented. |
| 2 | 2 - Professional learning is occasionally learner-centered designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented. |
| 1 | 1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist. |

Standard 30

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

YOUR RATING
★★★★
Network Average: 2.8

- 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 - 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 - 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.

Standard 31

Learners demonstrate growth in their academic performance based on valid and reliable assessments.

YOUR RATING



LEVEL DESCRIPTION

- 4 - The institution consistently sustains high levels of learner performance over time and/or shows consistent trends of improvement in low-performing areas. The institution continually monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements formal plans to address areas of low performance. The institution consistently communicates results and plans for improving learner performance with stakeholders.
- 3 - The institution routinely sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution regularly monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance. The institution routinely communicates results and plans for improving learner performance with stakeholders.
- 2 - The institution occasionally sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution sometimes monitors results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution occasionally communicates results and plans for improving learner performance with stakeholders.
- 1 - The institution rarely sustains high levels of learner performance over time or shows trends of improvement in low-performing areas. The institution inconsistently monitors or uses results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution seldom communicates results or plans for improving learner performance with stakeholders.



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

Brilliant Microschool (BMS) cultivates a culture grounded in personalization, belonging, and purposeful progress, designed to meet the needs of learners who benefit from small communities, strong relationships, and flexible pathways.

Founded in 2021 as a supplemental learning option and transitioning to a registered private school in 2022, BMS was intentionally developed as a fully virtual microschool model that prioritizes connection and growth over seat time. As enrollment expanded from 20 students in 2021 to more than 1,300 students by 2025, the school strengthened operational systems while preserving core cultural commitments centered on individualized attention, trust, and learner agency.

The BMS learner community reflects broad academic histories and learning profiles. While all students are English speakers, many enter requiring targeted literacy support, and families frequently report learning differences, including attention deficit hyperactivity disorder, autism spectrum disorders, dyslexia, and anxiety. Some students previously received services through individualized education programs in public school settings. In response, the school maintains a responsive cycle for refining its mission, vision, and schoolwide practices to ensure alignment with

evolving learner needs, family expectations, and growth demands.

Personalization is operationalized through intentional structures that make the culture visible and consistent across classrooms. Small class sizes are protected as a core design feature, with general education classes typically capped at a 10:1 ratio and specialized classes capped at 6:1. Universal Design for Learning principles are embedded in instructional planning, ensuring students have multiple ways to access content, engage with learning, and demonstrate understanding. Social-emotional learning is integrated as a daily expectation and reinforced through a coordinated Multi-Tiered System of Supports (MTSS) that aligns supports across teachers, specialists, and families. Progress is monitored through ongoing evidence, with supports intensifying or fading based on student need, reinforcing shared responsibility for learner success and well-being.

Because trust and clarity are essential in a rapidly growing virtual school, BMS emphasizes transparency in communication with families. A structured admissions and onboarding process, regularly reviewed public-facing materials, and clearly articulated handbooks establish shared expectations for attendance, communication, technology use, academic integrity, and ethical participation. Students demonstrate learning through supervised performance tasks, presentations, projects, and problem-solving completed in synchronous settings, reinforcing authenticity, accountability, and student ownership.

Stakeholder feedback and internal evidence reflect a culture characterized by strong adult support and a sense of belonging. Social-emotional screening data indicate that many learners feel known and supported by teachers and staff, while parent feedback highlights satisfaction with communication and staff responsiveness. At the same time, engagement patterns related to participation indicate that opportunities for student voice are not yet experienced consistently across settings.

The accreditation team encourages BMS to expand structured, schoolwide opportunities for student voice so learners consistently experience safe, predictable avenues to share perspectives, shape learning, and strengthen ownership. Establishing common participation routines, mentoring, feedback structures, and student-led forums across instructional and



community settings, including clubs and interest-based groups, could embed learner voice as a cultural norm while preserving the personalized, relationship-based culture that defines BMS.

The accreditation team also encourages BMS to strengthen cross-house collaboration by formalizing shared structures for instructional planning, data review, and practice calibration. Establishing regular cross-house collaboration routines may increase coherence and ensure effective practices are shared systemwide as the school continues to scale.

Leadership for Learning

BMS supports learning through leadership systems designed to sustain quality, coherence, and responsiveness within a rapidly growing virtual microschool model. Leadership structures balance autonomy and personalization with shared expectations, accountability, and continuous improvement as the school scales. Governance and organizational leadership establish clear expectations that guide decision-making and instructional quality through written policies promoting professionalism, ethical conduct, nondiscrimination, and fairness, reinforced by routine board and academic board meetings. These expectations extend into daily practice through clearly defined standards for professional behavior, student participation, and family partnership. Safety and crisis readiness are addressed through annually reviewed management plans and response protocols prioritizing online safety, mandated reporting, data privacy, and appropriate technology use. Staffing and capacity-building practices align to learner needs and program demands, with hiring decisions reflecting enrollment trends and instructional priorities and supported by consistent screening, structured onboarding, background checks, and role-specific professional learning.

Leadership functions through distributed roles that promote shared ownership of instructional quality. Assistant principals support coaching and instructional monitoring, while teachers contribute through grade-band collaboration, curriculum refinement, and professional learning facilitation. The Brilliant Learning System organizes instructional expectations into defined areas of practice supported by toolkits, exemplars, and clear success criteria, with observation evidence and participation data informing coaching and instructional next steps. To support coherence within a fully virtual model, BMS organizes staff and students into houses that function as small

learning communities. Each house is led by an assistant principal who provides instructional oversight, supports collaboration, and serves as a consistent point of contact for students and families.

Professional practice is strengthened through a supervision and development cycle that blends frequent feedback with formal evaluation, supported by collaborative professional learning structures that function as professional learning communities (PLCs). Teachers participate in regular collaborative meetings to examine student evidence, refine instructional strategies, and align supports, strengthening coherence across houses. Leadership decision-making is informed by student progress data, engagement indicators, operational metrics, and stakeholder feedback. Diagnostic information from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) informs targeted instructional supports, while resources are managed intentionally to support both academic learning and learner well-being.

Evidence indicates leadership systems support a stable, responsive learning environment. As enrollment has expanded, opportunities remain to strengthen longitudinal analysis connecting assessment trends, interventions, instructional adjustments, and learner outcomes. The accreditation team encourages BMS to formalize longitudinal data review processes aligned to its mastery-based instructional model and to expand structured family partnership opportunities through recurring parent learning sessions, instructional feedback forums, and learning showcases.

Engagement of Learning

BMS fosters learner engagement through instructional and community practices that promote active participation, relevance, and ownership within a mastery-based model. Engagement is defined not by student presence alone, but by meaningful involvement in learning experiences that require thinking, interaction, reflection, and application. Instructional expectations emphasize contribution, discourse, and demonstration of understanding as essential components of learning.

Instruction at BMS is mastery-based rather than time-bound, with flexible pacing that allows students to advance when understanding is demonstrated. Teachers use clear learning targets, frequent formative checks, performance tasks, and evidence of



application to monitor progress and guide instructional adjustments. When mastery is incomplete, instruction is refined through modeling, feedback, guided practice, or targeted support, reinforcing engagement as active sense-making rather than task completion.

Instructional engagement is supported through the intentional use of the Billow learning platform, which serves as a core component of curriculum delivery and instructional design. Billow provides standards-aligned content, interactive learning experiences, and embedded formative checks that support mastery-based progression and active participation. Teachers use real-time evidence from Billow to personalize instruction and adjust learning pathways so engagement remains closely tied to mastery.

Active participation is reinforced through consistent instructional routines designed for a virtual environment. Teachers implement practices such as structured lesson openings, greeting students by name, polls, think-pair-share, and guided discussion protocols to ensure predictable opportunities for contribution. Socratic seminars and structured academic discussions are embedded within units, providing regular opportunities for analysis, articulation of claims, and respectful exchange of ideas. These routines normalize participation and support academic risk-taking across classrooms.

Instructional choice further strengthens engagement by allowing students to demonstrate mastery in multiple ways while maintaining clear performance expectations. Performance tasks may include written products, presentations, videos, creative artifacts, design challenges, and applied projects aligned to student interests and learning profiles. Enrichment opportunities, interest-based electives, clubs, and student-led experiences extend engagement beyond core coursework and provide additional avenues for collaboration, creativity, and leadership.

Although BMS is not a traditional brick-and-mortar school, its virtual model is intentionally designed to provide comparable opportunities for community development, connection, and shared experience. Engagement is reinforced through schoolwide and house-based events such as Career Week, project showcases, student-led activities, virtual meetups, buddy class experiences, and family-partnered initiatives that strengthen connection, celebrate learning, and build school identity.

Engagement is sustained through coordinated instructional settings and supports that maintain

access to grade-level expectations while responding to individual learner needs. Students participate in general education instruction alongside targeted small-group instruction, exceptional student education services, executive functioning supports, tutoring, and social-emotional learning programming as appropriate. Supports are coordinated through MTSS processes and guided by assessment evidence and teacher observation so that interventions strengthen participation and understanding rather than replace core learning experiences.

Digital tools are integrated intentionally to support mastery, interaction, and feedback rather than passive consumption. Teachers monitor engagement through observable indicators such as participation in discussions, evidence of revision, completion and quality of performance tasks, and application of feedback, adjusting instruction to sustain productive challenge and continuous engagement. Clear attendance and participation follow-up processes reinforce engagement expectations while preserving supportive relationships. Teachers initiate outreach on the first day of an unexcused absence and coordinate with the Parent Support Team and school leaders when patterns persist. While these practices demonstrate responsiveness and care, variability in attendance, camera use, and discussion participation indicates that expectations for engagement are not yet experienced consistently across all instructional settings.

Career and postsecondary readiness are embedded within engagement-focused instructional practices that emphasize application and reflection. Performance tasks, applied projects, Career Week experiences, virtual guest speakers, industry-focused discussions, and dual enrollment opportunities help students connect learning to future pathways and develop purpose and ownership.

The accreditation team encourages BMS to strengthen engagement by formalizing a schoolwide attendance and participation framework aligned to its mastery-based instructional model. Clarifying shared expectations for attendance, visibility, and active participation across virtual classrooms may support consistent access to instruction and reduce quiet disengagement. The accreditation team also encourages Brilliant Microschool to systematize career and postsecondary development by clarifying shared expectations for career awareness, applied learning, and reflection across grade levels. Strengthening consistency in how these experiences



are framed and documented could ensure all students experience coherent preparation for future pathways. Finally, the accreditation team encourages the school to expand formal structures for student input into instructional design and learning initiatives. Embedding structured student feedback mechanisms connected to mastery-based instruction may elevate learner ownership and ensure engagement practices continue to evolve in response to student experience.

Growth in Learning

BMS supports growth through continuous use of evidence to refine instruction, supports, and program quality. Growth is defined as meaningful academic progress over time, reflected in increased understanding, skill development, persistence, and readiness for future learning rather than performance on a single assessment. Leaders and teachers examine multiple sources of evidence to monitor learner progress and inform instruction, including NWEA MAP results, mastery checks, performance tasks, and adaptive practice analytics. MAP data identify priority skill gaps and areas of readiness, informing targeted instructional planning and individualized practice through platforms such as IXL. Teachers align IXL skill pathways to MAP-identified needs, monitor practice data for progress, and adjust instruction and supports within MTSS cycles, while leaders review patterns across classrooms, houses, and the school to guide pacing, grouping, staffing, and resource allocation.

Growth is supported through formal data cycles that translate evidence into instructional action. Scheduled review points allow teams to analyze trends, identify gaps, and determine next steps, while weekly MTSS meetings monitor intervention effectiveness and adjust supports based on results. Attendance, engagement, and well-being data are reviewed using defined lookback periods and tiering thresholds, enabling teams to intensify or fade supports and return students to Tier 1 when sustained growth is evident. Through this coordinated framework, students receive academic and non-academic support through general education instruction, targeted small-group and individualized instruction, tutoring, remedial coursework, and specialized services aligned to demonstrated need.

Professional learning and program evaluation sustain continuous improvement. Teachers engage in collaborative inquiry cycles through grade-band meetings and PLC-aligned conversations to examine instructional strategies, analyze outcomes, and

calibrate mastery expectations. Professional learning is aligned to priorities such as effective data use, mastery-based instruction, inclusive practices, and social-emotional integration, with leaders using observation evidence and performance trends to guide targeted coaching. Program quality is monitored through walkthroughs, observation cycles, and curriculum review to confirm standards alignment, rigor, and accessibility, with findings informing ongoing refinement of instruction, enrichment opportunities, and dual enrollment pathways.

Learners build readiness for increasingly complex learning through goal setting, reflection, and authentic demonstration of mastery. Performance tasks require revision, justification of thinking, and application in new contexts, reinforcing persistence and ownership. Evidence reflects ongoing needs in foundational literacy and mathematics for some learners, alongside strong progress for students participating in enrichment and advanced pathways. In response, the school has strengthened targeted interventions while intentionally fostering growth for students demonstrating readiness through accelerated and extended learning opportunities. Because learning is not time-bound, flexible pacing, enrichment experiences, advanced challenges, student-designed projects, and dual enrollment pathways provide sustained challenge and opportunities for higher-level problem solving, synthesis, and real-world application.

As enrollment has expanded and learning pathways have diversified, opportunities remain to strengthen how growth is documented and communicated over time. Formalizing multi-year review processes that connect assessment trends, intervention participation, instructional adjustments, and learner outcomes could strengthen the school's ability to demonstrate sustained impact and ensure insights from data cycles translate into consistent action across houses and grade bands. The accreditation team encourages BMS to formalize longitudinal growth analysis by establishing shared protocols for multi-year data review aligned to its mastery-based instructional model. Strengthening consistency in how growth is tracked, analyzed, and communicated could enhance coherence, support cross-house calibration, and more clearly demonstrate sustained learning for students requiring intervention and those advancing through accelerated pathways.

The accreditation team also encourages BMS to further formalize structures that support accelerated learning within its mastery-based model. Clarifying



shared expectations for identifying readiness, documenting accelerated growth, and ensuring consistent access to advanced learning opportunities across houses may ensure learners demonstrating readiness experience sustained challenge and meaningful advancement.

Overall, the evidence indicates that Brilliant Microschool has established a coherent, learner-centered virtual microschool model grounded in personalization, strong relationships, and mastery-based learning. Intentional leadership structures, responsive instructional practices, and integrated support systems sustain engagement and growth for a wide-ranging, nontraditional population. As the school continues to scale, formalizing shared structures for student voice, cross-house collaboration, engagement expectations, and longitudinal growth analysis may strengthen coherence, consistency, and sustainability while preserving the personalized culture that defines BMS.



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 Brilliant Microschool has established a highly personalized, relationship-centered culture within a fully virtual microschool model by preserving small learning communities, integrating social-emotional supports into daily practice, and maintaining transparent, trust-building partnerships with families as the school scales. These commitments are sustained through protected small class sizes, house-based learning communities, and consistent adult support ensuring students are well known academically and socially.**

Standard 1

Standard 2

-
- 2 Brilliant Microschool has developed a coherent leadership structure that sustains instructional quality and personalization at scale through distributed leadership, house-based oversight, and data-informed decision-making within a fully virtual microschool model. Leadership responsibilities are intentionally distributed across assistant principals, teachers, and instructional teams to promote shared ownership of instructional quality through professional learning communities and an interactive online learning platform.**

Standard 5

Standard 6

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 Define and monitor data-informed structures for accelerated progress for learners ready for advanced learning to provide consistent identification of readiness and access to advanced learning opportunities.**

Standard 19

RATIONALE

If Brilliant Microschool defines and monitors data-informed structures for accelerated progress for learners ready for advanced learning, then those learners may identify their learning targets, monitor their own progress, and exercise agency in selecting advanced learning pathways aligned to their needs, interests, and demonstrated readiness.

-
- 2 Expand formal structures for student input into instructional design to engage students as stakeholders in guiding instructional priorities.**

Standard 3



RATIONALE

If Brilliant Microschool expands formal structures for student input into instructional design, then school leaders may consistently engage and collaborate with students as key stakeholders to guide instructional priorities, use learner feedback to align learning experiences to identified learner needs, and strengthen shared ownership of academic growth and well-being.

3 Formalize career and postsecondary development across grade levels to support learners in developing agency and ownership through goal setting, pathway exploration, and progress monitoring.

Standard 28

RATIONALE

If Brilliant Microschool formalizes career and postsecondary development across grade levels, then learners may identify meaningful academic and career goals, select courses and activities aligned to their interests and strengths, and monitor their own progress toward future-ready outcomes, demonstrating increased ownership of their educational pathways.

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

361

Cognia's IEQ Network Average: **297**

STATUS AND SCORE

Accredited with Distinction
Above 360

DESCRIPTION

An Index of Education Quality® above 360 indicates that the institution substantially exceeds Cognia's expectations for accreditation in almost all areas and exemplifies educational excellence. While the accreditation team still may identify Areas for Improvement, the review findings indicate several Noteworthy Practices.

Accredited with Merit
320 to 360

An Index of Education Quality of 320 to 360 indicates the institution exceeds Cognia's expectations for accreditation and includes one or more Areas for Improvement and one or more Noteworthy Practices.

Accredited
280 to 319

An Index of Education Quality in the range of 280 to 319 suggests the institution has a limited number of Areas for Improvement and may include one or more Noteworthy Practices.

Accredited Needing Improvement
240 to 279

An Index of Education Quality in the range of 240 to 279 indicates the institution has several Areas for Improvement that must be addressed to meet expectations.

Accredited Under Review*
Below 240

An Index of Education Quality score below 240 indicates that the institution has many Areas for Improvement and should focus its improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present Cognia with evidence of improvement within one year via a Monitoring Review. Additional Progress Reports will be required if satisfactory improvement is not achieved.

**Accredited Under Review status also can be conferred if an institution is in noncompliance with policies and Assurances impacting the effective operations of the institution or system.*



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.

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