

Board of Education Regular  
Meeting/Business  
Monday, May 13, 2024 5:00 PM

Virginia Moon Administrative Center  
8545 Park Dr  
Ralston, NE 68127-3621

## **Agenda**

1. Call To Order
2. District Goal and Strategic Planning review  
**Speaker(s):** Jason Buckingham, Anne Harley and Sara Zabrowski
3. Adjourn

## Strategic Plan Update

1. Timeline for review
2. Data explanation: Where did it come from, how was it compiled, what is our purpose for gathering the data?
3. Survey Reoccurring themes:
  - a. Challenging Academics
  - b. Social Skills
  - c. Technology Skills
  - d. Positive and Inclusive environment
  - e. Communication from District/Administration/Teachers
  - f. Wellness education
  - g. Engagement of students
  - h. Sense of community
  - i. Critical Thinking/Problem Solving
  - j. Basic Academic Skills
  - k. Diversity of staff members
4. Cogna Themes
  - a. Engagement of stakeholders at the school level
  - b. Alignment and Relevance of Curriculum for increased effectiveness
  - c. Learner-centered practices
  - d. Tracking of achievement
  - e. Engagement in learning
  - f. Relationships, strong connections, nurturing climate of inclusion of all students
  - g. Active engagement of stakeholders in meaningful tasks
  - h. Utilization of data for classroom/curricular decision-making
  - i. Engagement of parents at the building level
  - j. Increase student engagement by using learner-centered instructional practices
  - k. Challenging students
  - l. Using student needs and interests to drive lesson design
  - m. Communicating achievement both with student and parent
5. ELEOT
  - a. Technology and Digital learning can improve in how it is used in the classroom
  - b. Active Learning
  - c. Well managed scores increased
6. Next Steps?

## Timeline for Strategic Plan Development

- 07/27/2023 Board of Education Retreat #1  
Analyze current achievement data
- 10/11/2023 Board of Education Retreat #2  
Establish temporary goals, identify short-term and long-term priorities for the district.
- 10/23 to 1/24 Develop a process to solicit and gather input from students, staff and community members regarding current strategic plan development. Review survey content in the Teaching and Learning Subcommittee
- 01/22/2024 Review surveys, current strategic plan, timeline, and temporary goals at regular BOE meeting.
- 02/2024 Send surveys and gather information for strategic plan development
- 02/12/2024 Cognia visit
- 03/2024 Review and compile survey results, categorize results into themes, then begin rewrite of Strategic Plan
- 04/08/2024 Share Survey results with Teaching and Learning Subcommittee
- 04/22/2024 Results from survey shared with BOE, gathering of input from results
- 05/13/2024 BOE work session to further review results of the survey/ELEOT/Cognia visit
- 06/10/2024 BOE meeting to review first draft of new strategic plan
- 06/24/2024 Present amended results to the Board of Education for review
- 07/08/2024 Present final version of the strategic plan for approval

## Strategic Plan initial format

1. Teaching and Learning
  - a. Student Achievement
  - b. Social Skills/Wellness
  - c. Technology and career related skills
  - d. Inclusive environment
  - e. Engagement in curriculum
  
2. HR, Staffing, Support and Leadership
  - a. Teamwork/Shared Leadership/Decision-making opportunities
  - b. Staff to reflect student body
  - c. Climate/Cultural improvements
  - d. Allocation of personnel
  - e. Induction/Mentoring program
  - f. Internal leadership development
  
3. Finance/Facilities
  - a. Continuous safety upgrades
  - b. Short and long-term plan for building maintenance/infrastructure
  - c. Short and long-term plan for budgeting, debt reduction and allocation of resources
  - d. Completion of bond projects
  
4. Community Collaboration
  - a. Communication
  - b. Engagement of stakeholders in meaningful tasks
  - c. Strong connections between the community and the school district
  - d. Engagement of parents at the school level
  - e. Communication of achievement
  - f. Use positive promotion of RPS
  - g. Increase Alumni involvement



# Ralston Public Schools: Strategic Plan Survey 2024

Here at Ralston Public Schools, we value our partnership with our parents/guardians. As our Board of Education and District Administration look to develop a new Strategic Plan, Purpose, and Direction statements for the District, we wanted to make sure to receive insight from our most trusted partners: you our parents/guardians, our teachers and educators, and our students. We typically revisit our Strategic Plan, Purpose, and Direction statements on a five-year cycle, coinciding with the School Improvement visit from Cognia. RPS received a visit from Cognia during the first week of February. We will use the feedback from their visit, with the results of our internal parent, student, and staff surveys to guide the development of our five-year Strategic Plan.

1224

Total Number of Surveys

## Respondents by Stakeholder Group

150

Parents/Guardians

166

Administrators, Educators, and Staff

908

5th-12th Grade Students

Question #1: On a scale of 1 - 4 (1 being Strongly Disagree, 4 being Strongly Agree), please indicate your perception (as a staff member) of each statement.



Average Perception by Question and Group	Administrators, Educators, and Staff	Parents and Guardians	5th-12th Grade Students
RPS challenges students academically at all levels of performance.	2.97	3.12	2.95
RPS ensures students are progressing academically in reading and math.	3.01	3.16	3.07
RPS develops career related skills and prepare students for the workforce.	3.19	3.17	2.79
RPS develops competence with current and emerging technologies.	2.93	3.17	2.87
RPS teaches social skills and applies them through collaborative opportunities.	2.82	3.09	2.89
RPS provides exposure to multiple disciplines in academics, arts, activities and athletics.	3.39	3.33	3.14
RPS develops citizenship skills such as respect for others, fairness and patience.	2.85	3.11	2.87
RPS ensures a sense of belonging between students, school and community.	3.05	3.14	2.84
RPS inspires and develops independent learners able to function independently.	2.83	3.16	2.93
RPS provides hope and a sense of well-being to our students, families, and stakeholders.	3.09	3.11	2.90



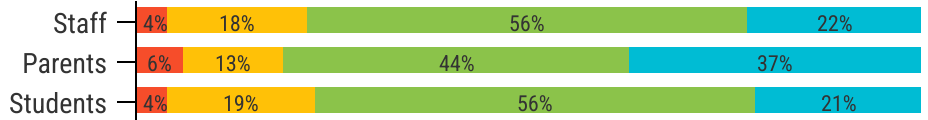
# Ralston Public Schools: Strategic Plan Survey 2024

**Question #1: On a scale of 1 - 4 (1 being Strongly Disagree, 4 being Strongly Agree), please indicate your perception (as a staff member) of each statement.**

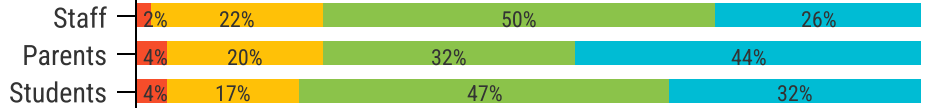
**Percent of responses by scale score by stakeholder group.**

● 1 ● 2 ● 3 ● 4

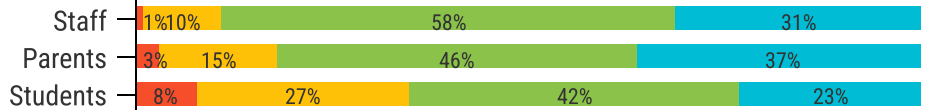
**RPS challenges students academically at all levels of performance.**



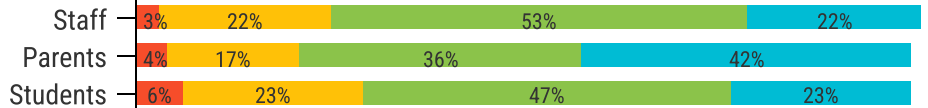
**RPS ensures students are progressing academically in reading and math.**



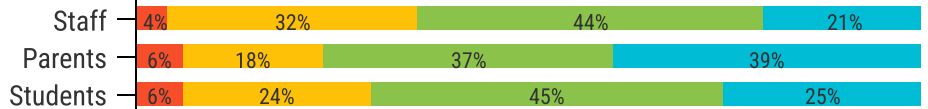
**RPS develops career related skills and prepare students for the workforce.**



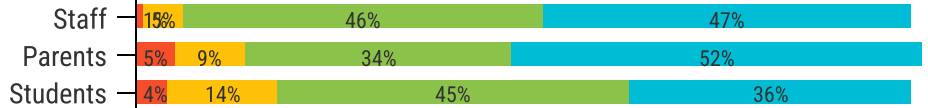
**RPS develops competence with current and emerging technologies.**



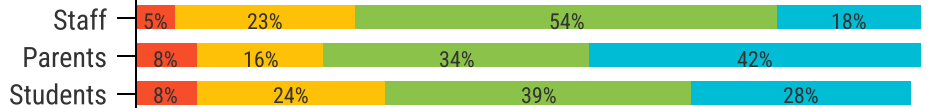
**RPS teaches social skills and applies them through collaborative opportunities.**



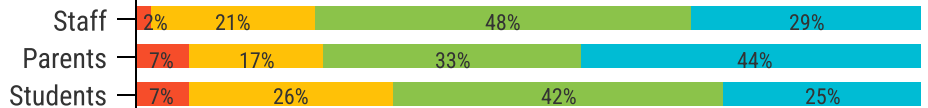
**RPS provides exposure to multiple disciplines in academics, arts, activities and athletics.**



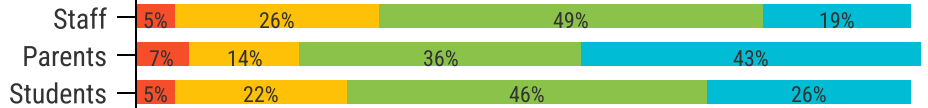
**RPS develops citizenship skills such as respect for others, fairness and patience.**



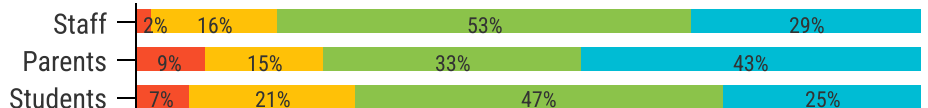
**RPS ensures a sense of belonging between students, school and community.**



**RPS inspires and develops independent learners able to function independently.**



**RPS provides hope and a sense of well-being to our students, families, and stakeholders.**





# Ralston Public Schools: Strategic Plan Survey 2024

Question #2: On a scale of 1 - 4 (1 being Not Important, 4 being Extremely Important), please rank each skill Ralston Public School students should learn before graduation.

☆ Highest ☹️ Lowest

## Percent of responses by scale score by stakeholder group.

● 1 ● 2 ● 3 ● 4

Average Rank

### Communication



### Problem solving and critical thinking



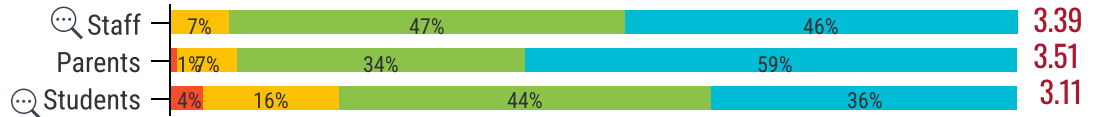
### Academic skills (reading, writing, listening and critical thinking)



### College and career readiness



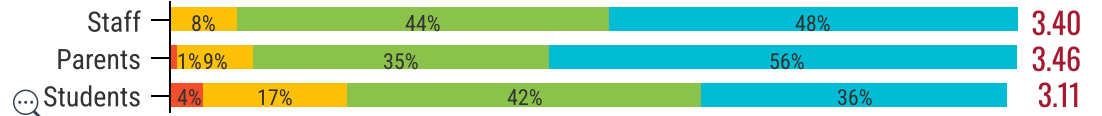
### Creativity, Curiosity and Innovation



### Character and Integrity



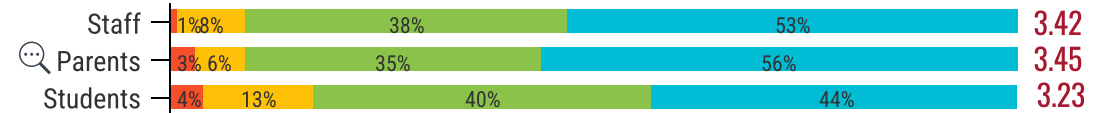
### Use of technology and responsible digital citizenship



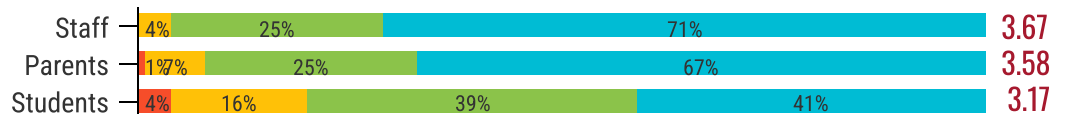
### Financial literacy



### Citizenship



### Resiliency





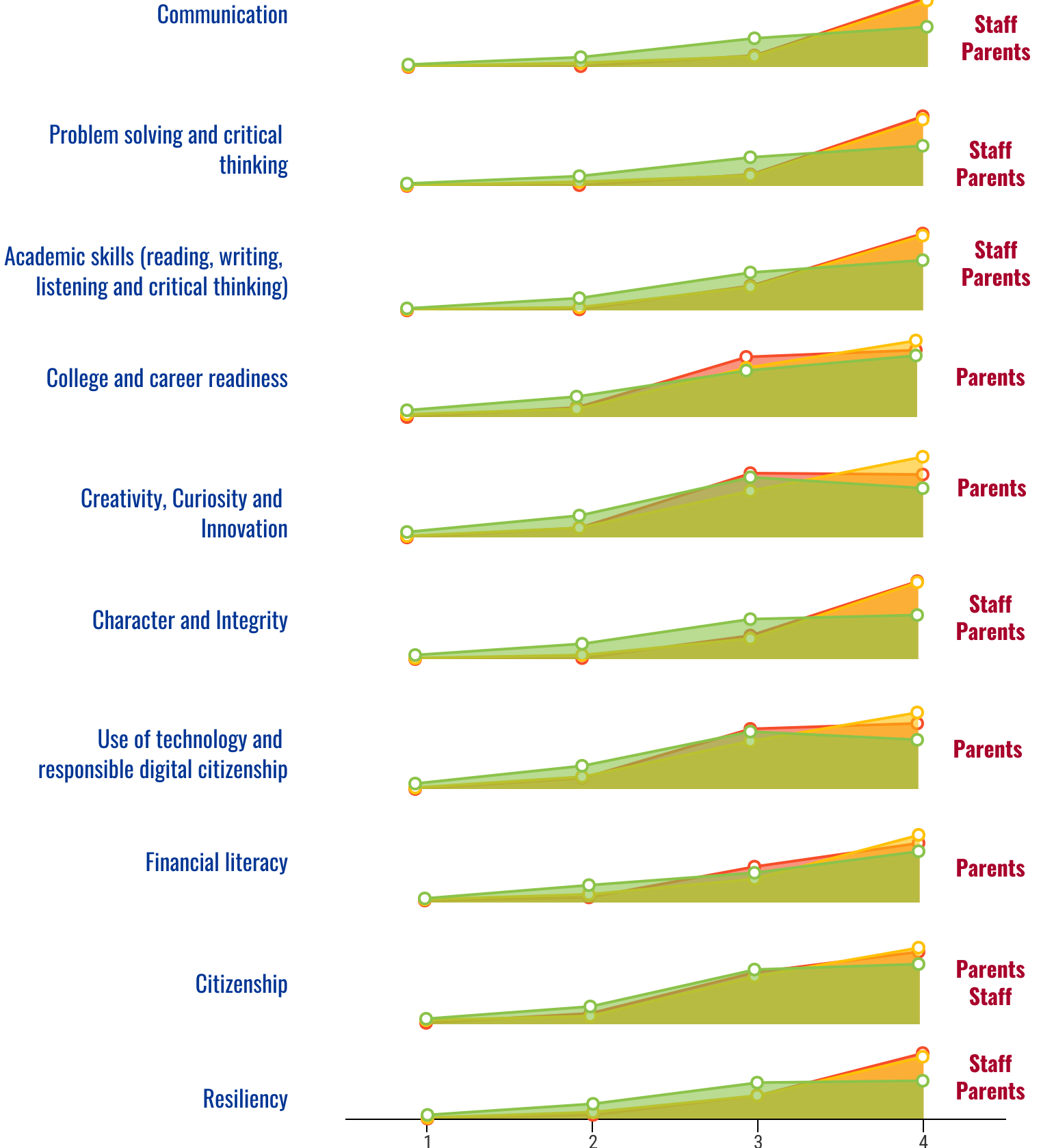
# Ralston Public Schools: Strategic Plan Survey 2024

Question #2: On a scale of 1 - 4 (1 being Not Important, 4 being Extremely Important), please rank each skill Ralston Public School students should learn before graduation.

## Comparison of percent of responses by scale score by stakeholder group.

● Staff ● Parents ● Students

Highest Percentage of 4 Ranking ( Tie if less than 5% difference)





# Ralston Public Schools: Strategic Plan Survey 2024

**Question #3: In your own words, what should be the key components of Ralston Public School's Purpose Statement over the next five years? Our current Purpose Statement reads: "A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope and inclusion"**

## Staff, Educators, and Administrators

### Key Phrases:

Achieving excellence  
Purposeful instruction  
Climate of hope and inclusion  
Critical thinking  
Perseverance  
Character development  
Safe environment  
College/career ready  
Community  
Equity  
Social skills and wellness

### Key Themes:

- **Academic Achievement:** Many responses emphasized the importance of academic excellence, including strong foundational skills, critical thinking, and preparing students for future success.
- **Positive School Climate:** Fostering a hopeful, inclusive, and safe environment where students feel supported and respected is another key theme.
- **Well-Rounded Individuals:** Several responses highlighted the importance of developing not just academic skills, but also character, social skills, well-being, and responsible citizens.
- **Community:** Building a strong community where all stakeholders (students, staff, parents) are involved in achieving the school's purpose is a recurring theme.

### Summary of Key Components:

- Ralston Public Schools should strive for academic excellence while fostering a positive and inclusive school climate.
- Instruction should be purposeful and meet the needs of all students.
- The school should develop well-rounded individuals with strong academic skills, character, and well-being.
- The school should equip students with the academic and social skills they need to succeed in college, career, and life.
- A strong sense of community is essential for achieving the school's goals.

### Considerations for the Committee Reviewing the Data:

- **Balance achievement and well-being:** How can the purpose statement emphasize both academic excellence and a positive school climate?
- **Define key terms:** What does "excellence" and "inclusion" mean in the context of the school?
- **Measurable outcomes:** How can the purpose statement be translated into measurable goals?
- **Community involvement:** How can the purpose statement encourage greater community involvement?
- **Future-oriented:** Does the purpose statement adequately address the needs of students for the future?
- **Meeting community needs:** How can the purpose statement address the concerns of parents about college and career readiness, as well as safety and respect?
- **Alignment with instruction:** Does the purpose statement guide curriculum and instruction?
- **Meeting student needs:** How can the purpose statement address student concerns about safety, respect, and a fun learning environment?

## Parents and Guardians

### Key Phrases:

Academic excellence  
Hope  
Inclusion  
Community  
Safe environment  
Social skills and wellness  
College and career readiness  
Critical thinking  
Respect

### Key Themes:

- **Academic Achievement and Well-Being:** Similar to the staff responses, parents emphasized both academic excellence and creating a positive and inclusive environment.
- **Wellness and Character Development:** Many parents highlighted the importance of developing the whole child, including social skills, character, and a sense of belonging.
- **College and Career Readiness:** Preparing students for success after high school is a significant concern for parents.
- **Safe and Respectful Environment:** Parents emphasized the importance of a safe and respectful environment where students feel supported and can thrive.

## 5th-12th Grade Students

### Key Phrases:

Kindness, respect, and inclusion  
Safe and supportive environment  
Learning and achievement  
College and career readiness  
Fun and engaging environment  
Safety and Well-being  
Future Careers  
Enjoyment

### Key Themes:

- **Academic Achievement:** Students value a strong academic foundation that prepares them for college and future careers.
- **Social Skills and Character Development:** Students want to develop important life skills and personal qualities.
- **Positive School Climate:** A safe, supportive, and inclusive environment is important for learning.
- **Teacher Quality:** Students seek teachers who are fun, patient, supportive, and create a positive learning environment.
- **Engagement and Enjoyment:** Learning should be engaging and enjoyable.
- **Practical Skills:** Some students see value in learning practical life skills like managing money and filing taxes.

### Comprehensive Purpose Statement summarizing feedback:

*Ralston Public Schools is dedicated to fostering a **positive, inclusive, and supportive learning environment** where all students feel **safe and respected**. We provide a challenging and engaging curriculum that prepares students for **college, careers, and life after high school**. We emphasize the development of **academic excellence, critical thinking, strong character, and practical life skills**. Our dedicated teachers work collaboratively to support the **wellness and academic success** of all students.*



# Ralston Public Schools: Strategic Plan Survey 2024

## Question #4: What are the strengths of our school district?

### Staff, Educators, and Administrators

Theme	Example Response Language
Community	Small-town community feel, Sense of community, Collaboration
Staff	Caring teachers, Dedicated staff, Excellent teachers
Relationships	Relationships with students, Relationship building, Building relationships
Diversity	Diversity, Diverse student body, Inclusion
Size	Smaller district, Small district with the opportunities of a large, Right size
Opportunities	Wide variety of opportunities, Multiple opportunities, Providing opportunities
Students	Focus on students, Meeting students' needs, Making kids feel important
Leadership	Strong leadership, Hard working admin and staff, Administrators who care
Instruction	Curriculum, Data driven, High quality instruction
Communication	Communication with families, Communication, Open communication

### Parents and Guardians

Theme	Example Response Language
Teachers	Great teachers, Caring teachers, Teachers who genuinely care
Communication	Communication with parents, Communication, Open communication
Small Class Sizes & Community	Smaller schools/classes, Small district, Sense of community
Inclusivity & Kindness	Inclusivity, Kindness, Respectful treatment
Student Support	Individualized learning, Focus on student success, Meeting kids where they are
Diversity	Diversity, Diverse student body
Family Engagement	Family involvement, Family oriented
Curriculum	Up-to-date curriculum, Strong curriculum
Leadership	Great leadership, Strong administration
Other	Safety, Opportunities, Caring environment

### 5th-12th Grade Students

- **Kindness and Respect:** This was overwhelmingly the most mentioned strength. The school promotes a kind and inclusive environment where everyone feels welcome and respected.
- **Strong Teachers:** Students appreciate their teachers who are caring, helpful, and passionate about teaching.
- **Diversity and Inclusion:** Ralston Public Schools is praised for its diverse student body and welcoming atmosphere for all students.
- **Activities and Opportunities:** There are a wide variety of extracurricular activities, clubs, and programs available for students to explore their interests.
- **Safe and Supportive Environment:** Students feel safe and supported at Ralston. The schools prioritize student well-being and provide resources to help them succeed.
- **Academics:** Teachers are effective and provide a good education that prepares students for the future.
- **Community:** There is a strong sense of community within the schools and the district as a whole.

### Key Takeaways

- Staff at Ralston Public Schools highly value the district's close-knit community atmosphere and strong sense of belonging.
- Staff appreciate the opportunity to develop strong relationships with students, families, and colleagues.
- The quality and dedication of the teaching staff are seen as significant strengths.
- The district's focus on kindness, diversity, inclusion, and providing a variety of opportunities for students is appreciated by staff, parents, and students.
- Parents and students highly value the quality of teachers in the district.
- Effective communication between parents and schools is a significant strength.
- The close-knit community atmosphere and smaller class sizes are seen as advantages.
- Students appreciate access to a wide range of extracurricular activities, clubs, and programs to explore their interests.



# Ralston Public Schools: Strategic Plan Survey 2024

## Question #5: What are the areas in need of development for our school district?

### Staff, Educators, and Administrators

#### Needs and Improvements:

- **Staffing:** More staff (teachers, paraprofessionals, counselors), better pay, address staff burnout
- **Technology:** Update technology (PowerSchool, NebSIS), integrate technology into learning
- **Curriculum:** More rigorous curriculum, focus on core subjects (reading, writing, math), address early childhood education
- **Communication:** Improve communication between administration and staff, listen to teacher concerns
- **Student Behavior:** Implement better discipline strategies, hold students accountable
- **Parental Involvement:** Increase parental involvement, improve communication with parents

#### Criticisms:

- **Leadership:** Administration is out of touch, doesn't value teachers, doesn't listen to concerns
- **Workload:** Teachers are overburdened, given too many responsibilities
- **Resources:** Lack of resources (technology, staff, funding)
- **Standards:** Low academic and behavioral standards
- **Facilities:** Outdated facilities in need of repair

#### Other Common Phrases:

- **High Expectations:** Need for higher expectations for students and staff
- **Accountability:** Hold students, parents, and staff accountable
- **Support:** More support for teachers, students, and families
- **Mental Health:** Address student and staff mental health needs
- **Community:** Build a stronger sense of community within the district

### Parents and Guardians

#### Academics:

- **Curriculum:** Lowering the bar, not challenging enough, needs to be rigorous, more core subjects (reading, writing, math), early childhood education
- **Support:** More individualized learning plans, for students who are behind, addressing learning gaps from COVID
- **Discipline:** Better behavior management, holding students accountable
- **Communication:** Between teachers and parents, keeping parents informed
- **Technology:** Update technology (PowerSchool, NebSIS), integrate technology into learning
- **Reading:** Importance of reading, decline in reading skills

#### Staffing and Resources:

- **Teachers:** More staff, better pay, address teacher burnout, mental health support
- **Staffing:** More support staff (paraprofessionals, counselors)
- **Funding:** Lack of funding

#### Facilities:

- **Outdated facilities, need for updates (bathrooms, middle school)**
- **Security improvements**

#### Other:

- **Mental health:** More support for student and staff mental health
- **Parental involvement:** More parent involvement, better communication with parents
- **Extracurricular activities:** More arts programs, opportunities for all students, after-school activities
- **Wellness:** Importance of social development, addressing bullying, creating a sense of community
- **Communication:** Streamlining communication with parents

#### Positive comments:

- **Ralston is addressing building needs**
- **Some teachers are great at communicating with parents**
- **Ralston offers good athletic programs**

### 5th-12th Grade Students

#### School Environment:

- **Safety:** More security, address vaping/drugs, bullying, fighting
- **Cleanliness:** Improve bathrooms, classrooms, overall maintenance
- **Facilities:** Update technology, improve lunchroom, add hand sanitizer stations
- **Kindness & Respect:** Promote kindness, cultural awareness, wellness
- **Dress Code:** Revise dress code to be more inclusive

#### Academics:

- **Curriculum:** More engaging lessons, real-world application, financial literacy, career prep
- **Teaching Methods:** More hands-on activities, project-based learning, differentiation
- **Technology:** Update Chromebooks, provide more resources
- **Individualization:** Cater to different learning styles, offer more electives

#### Activities & Programs:

- **Extracurricular Activities:** Offer more clubs, intramurals, sports (soccer)
- **Arts:** More funding and support for arts programs
- **Mental Health:** Provide more counseling services, promote mental health awareness

#### Food:

- **Lunch:** Improve quality and variety of food options
- **Breakfast:** Offer more breakfast options

#### Communication:

- **Listen to Students:** Address student concerns, improve communication with parents/guardians
- **Transparency:** Be more transparent about decision-making processes

#### General Themes:

- Kindness
- Respect
- Mental health
- Engagement
- Relevance
- Opportunity





# Ralston Public Schools: Strategic Plan Survey 2024

## Question #7: Regarding Ralston Public Schools, what are your biggest hopes and greatest fears for the district?

### Staff, Educators, and Administrators

#### Hopes

- Increased student achievement, including reading and math scores.
- Preparing students for future success, including college and careers.
- Attracting and retaining high-quality teachers.
- Increased professional development opportunities.
- Positive and collaborative school culture.
- Renewed sense of pride in the district.
- Increased parental and community involvement.
- Alignment with current best practices and effective implementation.
- Maintaining a small school feel in a big city.
- Continuing to offer quality education.
- Curriculum development success (e.g., CLKA)
- Successful renovations leading to community support.
- Higher ACT scores.
- Increased student and parent focus on achievement.
- An inclusive district that welcomes all students.
- Prioritizing low class sizes for all student needs.
- Student perspectives being centered more in education.
- High expectations challenging students to be their best.
- Ralston reaching its full potential as a district.
- Cohesive school culture with student involvement.
- All students achieving their full potential and feeling safe and loved.
- Thriving school communities that listen to families' needs.
- Balancing rigor with developmental expectations.

#### Fears

- Students not graduating with the skills they need.
- Teacher burnout, morale, and lack of support.
- Teacher layoffs due to funding cuts.
- Lack of communication and transparency from administration.
- Losing reputation as a quality district.
- Intimidation and fear in the workplace.
- Losing highly impactful teachers.
- Being overburdened without proper training and development.
- Losing the district's unique character.
- Not considering individual student needs in inclusion efforts.
- Losing amazing educators due to burnout and lack of support.
- Budget cuts impacting staff development and programs.
- Students being distracted by new renovations.
- District focus shifting away from student achievement.
- Increasing number of students failing classes.
- Teachers not being valued or their expertise appreciated.
- Class sizes becoming too large.
- District not addressing student needs.
- Micromanagement by administration.
- Less inclusive environment due to ACP student consolidation.
- Students prioritizing minimal effort in school.
- Difficulty reaching all students in larger class sizes.
- District prioritizing saving money over attracting top teaching talent.
- Prioritizing rigor over developmentally appropriate expectations.

### Parents and Guardians

#### Hopes

- Academic achievement and growth for students
- Improved reading skills and literacy
- Strong student-teacher relationships
- Supportive and inclusive learning environment
- Effective use of technology
- Strong community engagement
- Well-equipped and qualified staff
- Positive school climate and culture

#### Fears

- Declining academic performance
- Lack of resources and funding
- Teacher burnout and turnover
- Ineffective leadership decisions
- Behavioral issues among students
- Lack of support for special needs students
- Growing achievement gaps
- Negative school environment

### 5th-12th Grade Students

#### Hopes

- **Student Success:** Improved academic achievement, graduation rates, and college/career preparation.
- **Positive School Environment:** Increased safety, inclusivity, and a strong sense of community.
- **Strong Programs:** Thriving sports, extracurricular activities, and a quality curriculum.
- **Supportive Staff:** Dedicated teachers, better resources, and development opportunities.
- **Growth and Impact:** Continued improvement of the district and a positive influence on students' lives.

#### Fears

- **District Decline:** Loss of reputation, resources, or a decline in quality.
- **Safety Concerns:** School violence, natural disasters, or security issues.
- **Academic Struggles:** Difficulty learning, failing classes, or not being prepared for the future.
- **Negative Social Environment:** Bullying, lack of respect, or negative influences.
- **Lack of Support:** Insufficient resources, opportunities, or support from the school.
- **Poor Decisions:** District leadership making negative changes that impact students.
- **Technology Concerns:** The negative impact of social media or broken technology on students' well-being.



# Ralston Public Schools: Staff Strategic Plan Survey 2024



**Question #8: The makeup of our student body has changed significantly over the last two decades. What steps do we need to take as a District to better serve our current population?**

## Staff, Educators, and Administrators

### Common Themes:

- **Staff Diversity:** Many respondents highlighted the need for a staff that reflects the student body's diversity in ethnicity and language. This includes hiring more bilingual/multilingual staff and educators of color.
- **EL (English Language Learner) Support:** A significant focus was on increasing support for English language learners, including additional teachers, resources, and training for current staff.
- **Family Engagement:** Several responses emphasized the importance of stronger partnerships and communication with families from diverse backgrounds.
- **Professional Development:** Staff requested more professional development opportunities to improve cultural competency and better understand the needs of their students.
- **Resource Allocation:** A recurring theme was the need for more resources, including staff (teachers, counselors, paraprofessionals), smaller class sizes, and materials to support diverse learners.
- **Wellness:** Suggestion of incorporating a district-wide curriculum to address the needs of the whole student, more counselors, more focus on whole child.

### Actionable Steps to consider:

- Recruit and retain bilingual/multilingual staff and educators of color.
- Offer professional development on cultural competency and EL instruction.
- Increase the number of EL teachers, counselors, and paraprofessionals.
- Allocate resources equitably across schools based on student needs.
- Develop and implement a district-wide wellness curriculum.
- Create opportunities for families to be involved in their children's education and feel welcome in the school community.
- Provide resources and training for staff to effectively communicate with families from diverse backgrounds.

### Ideas for Improvement:

- Explore magnet school programs or designated schools for newcomer families.
- Implement dual language instruction programs.
- Provide culturally relevant curriculum and materials.
- Offer after-school programs and transportation to support students who need extra help.
- Advocate for policies that address the needs of low-income families and students experiencing homelessness.

### Overall Tone:

The overall tone of the responses is a mix of concern and commitment. Staff members acknowledge the challenges of serving a diverse student population but also express a willingness to adapt and improve. There is a clear desire to create a more inclusive and supportive learning environment for all students.

### Staff Diversity

"Create more multiethnic learning opportunities, diversify our staff, particularly teachers."

"Hire a more educators who fit the changing student body, (hire teachers - not only support staff who are culturally diverse) "

"More staff diversity."

### EL Support

"ELL programs for newcomers, ELL technology implementation to help support those students."

"More interpreters in the district, Spanish & French. "

"More bilingual staff and access to materials to use in classrooms for newcomers. I feel like I am creating so much stuff (which is super time consuming) so that my newcomers are learning and not just sitting there lost. ."

### Family Engagement

"Encouraging more family involvement in student education."

"We need to get to know their culture. How to encourage the students and connect with their families."

"Conduct workshops and informational sessions for parents on navigating the educational system."

"Education in behavior, social situations, connect/partner with families. "

### Professional Dev.

"Inclusion training to learn how to deal with non-english speaking students"

"Provide ongoing professional development for staff to enhance cultural competency. Ensure educators understand and appreciate the cultural backgrounds of their students."

"Continue to offer the EL cohort to increase the number of teachers in our district with higher level skills to support the influx of bilingual students we are seeing."

### Resource Allocation

"If school populations are growing, the number of teachers should grow along with it."

"Funding for EL instructors needs to be a priority. "

"Investment in the supports needed to reach all levels of students in the most inclusive manner possible"

### Wellness

"More support in the classroom and each school should have a counselor and psych."

"Access to services that families may not be able to afford (healthcare, food, mental health, housing aid, childcare, etc)."





# Ralston Public Schools: Staff Strategic Plan Survey 2024



**Question #10: As we think of Ralston in ten years, what do we need to do to maintain the District's core values while continuing to be an innovative school district?"**

## Staff, Educators, and Administrators

### Key Themes in the Responses:

#### **Maintaining Core Values**

- Staff feels a disconnect between administration and the needs of teachers and students in the buildings.
- There is a desire for a renewed focus on the district's core values and ensuring they are reflected in daily practices.
- Open communication and collaboration are seen as essential for maintaining core values.

#### **Innovation**

- Staff is interested in innovation, but it should be done strategically and thoughtfully, not for the sake of being trendy.
- There is a call for a focus on the basics before implementing new initiatives.
- Innovation should be driven by meeting the needs of students and the community.

#### **Staff Support**

- Staff morale seems low, with many feeling undervalued and unsupported.
- Competitive salaries and benefits are seen as crucial for attracting and retaining high-quality staff.
- Staff desires more professional development opportunities that are relevant and applicable to their work.
- Smaller class sizes and adequate resources are seen as essential for creating a positive learning environment.

#### **Student Needs**

- Staff wants to see a renewed focus on meeting the diverse needs of all students, including social skills and wellness needs.
- There is a call for more support for students with disabilities and multilingual learners.
- Staff wants to see clear plans for addressing the substitute teacher shortage.

#### **Community Engagement**

- There is a desire for stronger relationships between the district, families, and the community.
- Staff wants to see more opportunities for parents to be involved in their children's education.
- Partnerships with local businesses and organizations are seen as a valuable resource for innovation.

#### **Overall**

- There is a sense that the district needs to make some significant changes to improve morale, address staffing challenges, and ensure all students are successful.
- Staff wants to see a more transparent and collaborative approach to decision-making.
- There is a strong desire to maintain Ralston's core values while also being innovative and meeting the needs of a changing community.

## To maintain core values...

### **Focus on Core Values in Daily Practices:**

- Many responses highlight a disconnect between the district's core values and what's happening in the schools. This suggests a desire for the core values to be reflected in daily decisions and interactions, not just on paper.

### **Open Communication and Collaboration:**

- There's a strong emphasis on open communication and collaboration between administration and staff. This suggests that teachers believe these practices are necessary for upholding the core values effectively.

### **Prioritization and Investment:**

- Multiple responses call for prioritizing the core values and investing resources in them. This suggests teachers believe core values shouldn't be compromised in the face of other pressures.

### **Honesty and Reflection:**

- Several responses call for honest evaluation of current practices and making changes to ensure alignment with core values. This suggests a desire for continual improvement and ensuring the core values remain relevant.

### **Focus on Relationships:**

- There's a strong emphasis on building relationships between staff, students, parents, and the community. This suggests teachers see strong relationships as essential for upholding core values like respect, collaboration, and a positive learning environment

## To be innovative...

### **Strategic and Needs-Driven:**

- Innovation shouldn't be random or trendy. It should be driven by a clear strategy and a focus on meeting the needs of students and the community.

### **Focus on the Basics First:**

- Before implementing flashy new initiatives, there's a call for strengthening the fundamentals, like solid curriculum and effective teaching practices.

### **Integration with Core Values:**

- Innovation should be done in a way that reinforces the district's core values, not undermines them.

### **Technology Integration, But Not the Sole Focus:**

- Teachers seem open to using technology for innovative learning, but it shouldn't come at the expense of other essential resources or traditional methods.

### **Teacher Involvement and Support:**

- There's a desire for teachers to be involved in the innovation process, not just expected to implement new initiatives without input.

### **Professional Development:**

- Teachers need adequate professional development opportunities to learn about and implement innovative practices effectively.

### **Collaboration and Partnerships:**

- There's openness to collaboration with other districts and partnerships with local businesses and organizations as a way to share resources and ideas for innovation.

### **Focus on Long-Term Sustainability:**

- Innovation shouldn't be a one-time fix. Teachers seem to be thinking about how to create a culture of continuous improvement and sustainable innovation.









# Ralston Public Schools: Student Strategic Plan Survey 2024



**Question #11: If you were to design a school of the future, how would you like students to be taught?**

18% of STUDENTS had N/A, no response, no suggestions

## Learning Style



How students prefer to receive and process information

- Fun & Games
- Engaging
- Interactive & Hands-On
- Technology Aided
- Visual, Kinesthetic, Auditory
- Self-Paced
- Project-Based

- "Some instructional time, followed by in class practice on the subject, and activities where we move and interact"
- "Students would be taught at the same speed they learn"
- "Using their hands and brains the same amount"
- "using examples to teach the kids that everything can be used in work."
- "with games and no workbooks ever."
- "To try and have more room for different students and learning patterns (hands on, visual)."

## Personalized Learning



Instruction tailored to individual needs and learning styles

- Individualized Instruction
- Choice
- Pacing
- Support for Learning
- Interest-Based Learning

- ""They could choose what subjects they want"
- "They should be categorized based on personality so they have teachers that work with the students"
- "Students have more of a say in how they learn their topics"
- "To learn about themselves and to expand their creativity"
- "I would like the students to be taught being more challenged."
- "Learning is different for everyone. So, I would base my school off that fact."

## Positive Environment



Feeling safe, supported, and respected

- Kindness
- Respect
- Safe & Secure Environment
- Collaboration
- Social & Teamwork
- Sense of Belonging
- Positive Reinforcement

- "Respectful and to work hard"
- "To be treated with kindness"
- "Together and allow people to be in groups and more experiments and adventures."
- "Nice and caring teachers"
- "Quiet, safe environment"
- "To be kind to others and get better lunch and not just have chicken nuggets on Wednesday"

## Real-World Skills



Learning practical skills applicable to future life

- Financial Literacy
- Career Preparation
- Life Skills
- Digital & Modern
- Critical Thinking
- Communication
- Problem-Solving

- "Taxes and how money should be used in adult life"
- "I would have the students be taught essential things that are needed for life such as Finance, Taxes, Independence skills, and all of the things they don't teach about life that is needed."
- "To be taught to solve problems by communicating to peers."
- "More technology, better infrastructure"
- "Technology, manufacture, and skill technical service."
- "how to make money and how to get a job"

## Focus on Subjects



Importance placed on specific subjects

- Core Subjects
- Elective Subjects
- High-Interest Areas
- Career-Focused Courses
- Project-Based Learning
- Integration of Subjects
- Personal Finance

- "Sign language, different languages"
- "To be taught in the occupation that they want to learn"
- "Read, write, math"
- "I would want them to be taught on college and careers so they would be ready for their future."
- "martial arts indoor soccer field and science"
- "focus on math & reading"
- "maths/art/cooking/baby care/history/science/pe/future careers"

## Classroom Management



Structure and expectations within the classroom

- Clear Rules & Expectations
- Relaxed & Engaging Environment
- Consistent Routines & Procedures
- Positive Discipline Strategies
- Student Choice & Ownership
- Kind & Caring Support for Success
- Helpful, Calm, Compassionate

- "Not as controlled"
- "The teachers don't yell as much and let us move around the room"
- "With kindness and respect."
- "Fairly with teach that encourage you not just shove it in your face"
- "With SOME games but it's not all games but most of it you learn in a fun way"

In addition to these common themes, many responses highlighted the importance of; social interaction as part of the learning process, making learning fun, a focus on student well-being, a comfortable and welcoming physical environment, and the quality of the teacher.



## ELEOT Results

School	Equitable Learning	High Expectations	Supportive	Active Learning
District 18-19	2.8	2.68	3.25	2.7
District 21-22	3.09	2.81	3.47	2.73
District 23-24	3.05	2.82	3.28	2.68
RHS	2.73	2.55	2.91	2.567
RMS	3.47	3.4	3.75	2.91
WW	3.68	2.93	3.7	2.57
SY	3.59	3.15	3.77	2.84
MB	2.28	2.33	2.94	2.5
ME	3.3	3.09	3.67	3.2
KW	2.45	2.44	2.5	2.52
BL	2.25	2.2	2.63	2
Average	2.96875	2.76125	3.23375	2.638375

Progress Monitored	Well Managed	Digital Learning
2.56	3.2	1.67
2.82	3.37	1.84
2.68	3.41	1.49
<b>2.05</b>	3.09	1.95
3.63	3.55	2.13
2.98	3.41	1.38
3.05	3.64	1.06
2.41	<b>2.78</b>	<b>1</b>
2.86	3.95	1.12
<b>2.07</b>	3.02	1.06
<b>2.25</b>	<b>2.63</b>	1.22
2.6625	3.25875	<b>1.365</b>



# Accreditation Engagement Review

July 01, 2023 - June 30, 2024

**Ralston Public Schools**

Institution #71107

8545 Park Dr  
Ralston, Nebraska 68127-3621  
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.

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## 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 with 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 on-site 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.	<p>The system executes a written quality assurance process to monitor and verify that all institutions within its jurisdiction:</p> <ul style="list-style-type: none"> <li>• meet the applicable governmental requirements of the school's location;</li> <li>• meet the Cognia Accreditation and Certification Policies and Procedures;</li> <li>• meet the Cognia Accreditation and/or Certification Standards and Assurances and</li> <li>• implement its required education programs with fidelity.</li> </ul>	☑ Yes



# Evaluations of Institution Analyses

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

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

## Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information.	★★★★☆ Network Average: 3.0
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: 2.7

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: 3.4
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: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆ Network Average: 2.8

Network Comparison for Student Performance Analysis



## Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.4
The institution has analyzed and synthesized information.	★★★★☆ Network Average: 2.8
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆ Network Average: 2.7

### 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: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.7

### 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: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.6

### 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: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.6

### 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: 3.4
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	 Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.6





Network Comparison for Growth in Learning



## Performance Standards Evaluation Results

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

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

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

# Cognia Performance Standards Ratings

## Culture of Learning Standards

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

### Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

#### Standard 1

**Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.**

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, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.



## Standard 2

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

YOUR RATING  
★★★★  
Network Average: 3.4

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

## Standard 3

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

YOUR RATING  
★★★☆☆  
Network Average: 2.9

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

## Standard 4

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

YOUR RATING  
★★★★  
Network Average: 3.1

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

## Standard 5

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

YOUR RATING  
★★★★☆  
Network Average: 2.9

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

Network Comparison for Culture of Learning Standards



## Leadership for Learning Standards

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

### Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

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

#### Standard 7

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

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.8

LEVEL	DESCRIPTION
-------	-------------

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

## Standard 8

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

YOUR RATING  
★★★★  
Network Average: 3.2

LEVEL	DESCRIPTION
-------	-------------

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

## Standard 9

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

YOUR RATING  
★★★★  
Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
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
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- |   |   |
|---|---|
| 4 | 4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning. |
| 3 | 3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.   |
| 2 | 2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.   |
| 1 | 1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.  |

## Standard 11

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

YOUR RATING  
★ ★ ★ ★  
Network Average: 3.1

LEVEL	DESCRIPTION
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- |   |  |
|---|--|
| 4 | 4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change. |
| 3 | 3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.   |
| 2 | 2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and  |



processes include emergency and contingency plans to respond to change.

- 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

## Standard 12

**Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

## Standard 13

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

YOUR RATING  
★ ★ ★ ★  
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.



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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.

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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.

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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

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LEVEL DESCRIPTION

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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.

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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.

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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.

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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.

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

YOUR RATING  
 ★★☆☆  
 Network Average: 3.0

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

Network Comparison for Leadership for Learning Standards



## Engagement of Learning Standards

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

### Keys to Engagement of Learning

Engagement is demonstrated when all learners:

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

#### Standard 16

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

YOUR RATING  
  
Network Average: 2.9

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

#### Standard 17

**Learners have equitable opportunities to realize their learning potential.**

YOUR RATING  
  
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely



encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.

2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.

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

#### Standard 18

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

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
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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.
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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.
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2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
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1	1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.
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## Standard 19

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

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.6

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

## Standard 20

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

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.9

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

## Standard 21

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

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.8

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

## Standard 22

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

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.7

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

**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 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
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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: 2.6

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

YOUR RATING  
  
 Network Average: 2.9

LEVEL DESCRIPTION

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- 4 - 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.
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- 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 - 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.
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- 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.
-

## Standard 28

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

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.8

LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
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3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
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2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
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1	1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.
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## 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
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4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
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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.
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2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
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1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.
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**Learners’ progress is measured through a balanced system that includes assessment both for learning and of learning.**

YOUR RATING  
 ★★☆☆  
 Network Average: 2.8

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

Network Comparison for Growth in Learning Standards



# 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

**Ralston Public Schools has created a welcoming and caring culture characterized by positive relationships where learner well-being is at the heart of the district.** When interviewing all stakeholder groups, the theme of "relationships" was consistently heard. Stakeholders used the words community, inclusive, loving, helpful, caring, second home, and family when describing the district. When parents were asked about the strengths of the district, responses indicated the district really tries to make people feel like one group, and they genuinely feel their children are loved at school. Elementary students shared that teachers are helpful, they welcome everyone, and no one is left out. Middle school students stated that teachers make school fun. High school students shared that teachers and administrators do a good job of staying positive and setting them up for success. Teachers indicate they have strong connections with each other as colleagues, and they prioritize meeting students where they are with what they need to be successful. The district's mission includes dedication to a nurturing climate of home and inclusion. Behaviors that embody the district's stated values of committing to learners' needs and interests ensure students know they will be safe and cared for at school. The Culture of Learning narrative and improvement journey

overview discussed the practice of a home visit program. Prior to the start of each year, teachers of grades K-9 reach out to parents to establish a positive relationship between the school and home. Parent surveys indicate that 73% of parents view interactions with school staff as respectful, and 68% view interactions as supportive. In interviews, parents indicated communication between the district and home is strong. They also shared that the district tries to keep everyone on the same page, and not only is there adequate communication, but it is provided in both English and Spanish to include more stakeholders. In interviews with district leaders, a common theme was the shifting demographics in the district, with increases in the number of students with socio-economic needs as well as an increase in students with English Language (EL) support needs. As a result, district leaders stay keenly aware of the needs of students and their families. The district is re-shaping its EL program, including hiring additional staff and planning a newcomer program for elementary and middle school students in addition to the one that exists for high school students. The district offers support for students through a school food distribution program and hosting a mobile health clinic. District leaders have also begun district equity walks to ensure equitable support throughout the district. District-guided practices that demonstrate respect, fairness, equity, and inclusion shape the culture. The team suggests the district continue to collect, analyze, and utilize data from surveys that provide insight into stakeholder perceptions to ensure practices continue to sustain the positive culture of the Ralston Public Schools. The team also suggests continuing to transparently ensure equity of resources and support throughout the district to model attributes and practices that will sustain the current culture of fairness, equity, and inclusion for all students.

**Ralston Public Schools provides the resources and assistance necessary to promote effective collegiality and collaboration to advance identified priorities that support learners' academic growth and well-being.** The Culture of Learning narrative presents the district's professional learning community (PLC) structure. The district has a district-wide early release day for students each Friday, so a dedicated, scheduled time is available for staff to collaborate. Teachers indicated in interviews that the PLC time gives them the opportunity to look at student data to determine where students are struggling or what their



needs are. This helps inform the support given to students during the building W.I.N. (What I Need) time. Teachers also indicated that their PLC time allows them to work in teams, such as departments or grade levels. Teachers indicate they appreciate having dedicated time within the workday for this collaboration. Parent interviews also indicate they support the district scheduling time for teachers and staff to collaborate to better serve the students. Dedicated time for staff to work together collaboratively allows the identification of common problems and the planning and implementation of solutions on behalf of learners. In the district improvement journey overview, the team heard plans for further developing and strengthening the PLC culture and practices to ensure all professional staff “are at the table” for collaborating around student needs. In interviews with district leadership, the leadership indicated a need to ensure time was being maximized to support all students at all skill levels through strengthening Tier 1 instruction. Teachers also indicated in interviews that there is a need to get to know the new curricula better and for all staff to be held to high expectations when it comes to instruction and participation in PLCs. Developing and strengthening the PLC operating practices for consistency and equity of participation sets expectations for collegiality and collaboration so professional staff can learn from one another and make decisions that positively impact student outcomes. The team suggests during the further development and strengthening of the PLC process that professional staff are provided coaching from leaders on utilizing professional collaboration time to examine and reflect on instructional practices for the purpose of improving student learning.

### **Leadership for Learning**

**The support of a strong board of education, school leadership, and staff who are qualified and highly committed to taking care of the whole child drives the equitable allocation of resources to ensure that learners’ academic and non-academic needs are met.** The Ralston Board of Education is actively involved in the continuous improvement efforts of the district. The board members participate in committees focused on the district’s priorities of finance and human resources, teaching and learning, and building, grounds, and operations. The board meets twice monthly, holds regular retreats, and members participate in board-specific professional learning through the Nebraska Association of School Boards and national conferences. The board has won

the Board of Excellence award three years in a row. In interviews with board members, they indicated they consider their foundation to be that they are all interested in what’s good for the kids, and that is “where our bottom line is.” In interviews with the school board, members shared their goal of allocating resources: making sure all kids have opportunities and the students are ready for the future. The board cited programs such as a CNA program, automotive certification, building a greenhouse for student learning, and starting an FFA chapter in the middle of urban Omaha as evidence of their focus on meeting students’ needs and interests. The board indicated they are looking forward to developing new strategic initiatives in collaboration with the district administration, but they do not want to dictate a plan but rather provide feedback so goals can be developed with the board helping achieve those goals. The board of education and district leaders working together collaboratively within their respective roles serves to further the district’s improvement while also ensuring commitment to learners and the district’s priorities. The district is also in a time of leadership transition. This transition includes a new superintendent with a rich history within the district and also restructuring in the district leadership with new leaders in the positions of assistant superintendent of business, assistant superintendent of teaching and learning, and director of teaching and learning. The district overview shared that new faces were intentionally added to new positions to “provide an outside look at what we’re doing.” The district also has qualified professional staff; 98% of teachers are endorsed in their assigned subject area, and 71.3% of teachers hold at least one master’s degree. In teacher interviews, they indicate the district has “kept a needle on where our needs are” by providing what is needed to meet the needs of the learners. Qualified staff with the required skills for their positions work together in alignment with the district’s mission and vision. The team suggests the district involve staff members and the school board in the planned review and revision of the district’s mission, vision, and beliefs to assure continued alignment and coherence of individual and collective decisions and behaviors in support of the district’s priorities.

**The district has developed a continuous improvement process.** However, the process would benefit from further systemic development to ensure it is aligned throughout the district. In the Leadership for Learning narrative, the district discussed the teacher-centric District Steering Committee, which exists as



part of the continuous improvement process as a mechanism for having teachers in leadership roles regarding district improvement planning and monitoring. One to two teachers per building serve on the committee for the duration of the five-year accreditation cycle. In the district improvement journey overview, the leadership shared that at one time there was a solid process for continuous improvement; however, the process currently is not consistent or streamlined, and every building has a different format and process for their improvement planning and carrying out the planning. Principal interviews indicated there has been a shift in the process this year with the change of leadership, and principals appreciate the district moving toward guiding the overall focus of the improvement goals. They indicated they have all been “on islands, doing our own goals.” Teacher interviews revealed continuous improvement processes look different at each building, and the process seems to keep changing. A systemic continuous improvement process focused on learners' experiences and needs that involves professional staff engaged in the process impacts district-wide effectiveness. Teachers did indicate in interviews that they feel their administrators involve them in decisions for the school so they “can all own” them. However, teacher interviews also revealed that some teachers feel left out. When parents were asked in interviews about providing input into school improvement initiatives, they said they didn't have formal opportunities to provide that kind of feedback, but they did get mailers with updates on an annual report. They also indicated they participate in surveys, but they are not always certain of the results. In interviews with students, they also indicated they feel like they are asked to participate in giving feedback or ideas through surveys, but they don't always know what happens with the results of those surveys, so they are unsure if they are being considered or not. Actively encouraging and providing opportunities for stakeholder involvement and transparently sharing the results of stakeholder feedback promotes stakeholder willingness to share in responsibilities that support the district's priorities. The team suggests the district continue to ensure the continuous improvement processes are not only consistent and aligned throughout the district, but stakeholders are provided opportunities to grow individual or collective leadership to increase their vested interest in the district.

### **Engagement of Learning**

**Learners have equitable opportunities to realize**

**their learning potential through a variety of academic and non-academic experiences.** A review of the Ralston Public Schools course description guide outlines a wide variety of courses offered for high school students, including core classes at varying levels, from EL Sheltered courses to AP courses. A wide variety of elective classes include fine arts, career education, information technology, health sciences, education and training, agriculture, skilled and technical services, and customized career pathway internships. Career academies are also offered through Metro Community College. Interviews with high school students revealed a variety of activities available, such as sports, show choir, cheer, dance studio, theater, One Act, and art club. Students shared that one of the best things about their school is the variety of offered activities, and the school helps avoid overlap so students can be involved in as many things as they can. Interviews with middle school students indicated there are a variety of activities available, such as sports, clubs, band, chorus, student council, the National Jr. Honor Society, and the HOPE Squad. In elementary student interviews, students shared they had intramural sports in grades 4-6, Little Rams before and after school program, and student council. All students in Ralston Public Schools are provided with a Chromebook to support learning. The district shared that supports are in place for the growing EL population of students, such as sheltered courses, bilingual teachers, a newcomer program for high school students, and plans for a newcomer program for elementary and middle school students to begin next school year. The schools also have the W.I.N. program in place to support students in their learning. Each school has a HAL (High Ability Learner) program as well as special education. Access and choice in academic and non-academic experiences allow students opportunities to realize their learning potential. The team suggests Ralston Public Schools continue to monitor and understand the evolving needs of its learners and tailor experiences based on those needs to ensure learners have multiple opportunities to access academic and non-academic offerings to realize their learning potential.

**Professional staff members are committed to providing learners with a supportive learning environment.** However, a need exists for the utilization of learner-centered instructional practices to increase student engagement. In the Engagement of Learning narrative, the district shared acknowledgment of efforts to improve student



engagement, but evidence shows a need to continue work in this area. Cognia student surveys indicate 33.6% of elementary students and 29.8% of secondary students have the opportunity to provide input about their opinions or how they feel about their learning. There is also inconsistency in student survey results between elementary and secondary students regarding experiences promoting and developing their self-confidence and love of learning. While 79.4% of students in grades 3-5 believe their teachers promote their self-confidence in learning, only 39.9% of students in grades 6-12 believe this to be true. Providing opportunities and experiences that promote learner self-confidence increases learner motivation, curiosity, and excitement about their learning. Regarding student voice and responsibility in their learning, elementary students indicated in interviews that they do not keep track of their learning progress and “save it up for parent and teacher conferences.” They shared that they feel nervous to find out how they are performing. Middle school students reported the same finding in interviews. When high school students were asked how they take responsibility for their learning progress, they indicated that sometimes they set goals at the beginning of the year but don't look at them again. Students also indicated that it depends on the teacher. Learner-centered conditions that respect student voice promote learners' active discovery and give learners input into instructional and learning activities. Data from the district-conducted eleot® observations revealed a score of 2.70 in the Active Learning Environment, below the network average of 3.08. On classroom eleot sweeps by the review team, the Active Learning Environment shows a score of 2.25, with particularly lower scores in learner collaboration with each other to complete activities or tasks. Cognia teacher surveys indicate that 74% of teachers believe they almost always design lessons based on high expectations for their students. 52% of teachers also reported they provide a variety of ways for students to show their learning; however, Cognia student surveys reveal just 7.1% of students in grades 3-5 and 13.3% of students in grades 6-12 indicate they have opportunities to have choices in their learning activities. In addition, 59.4% of students in grades 6-12 indicate they regularly do the same work as everyone else. The district eleot observation data indicates a score of 2.80 in the High Expectations Environment, below the network average of 3.02, and eleot observation sweeps by the review team indicate a score of 2.30 in the High Expectations Environment. In interviews, students unanimously indicated that they feel supported and

cared for by their teachers. However, when asked about their learning, students shared they don't get regular opportunities to use different ways to show what they know, and the high school students directly stated, “We need more engaging ways.” Elementary students expressed that they are not sure how they know if they are learning, and most students said school is not very challenging. They also indicated they would like more opportunities to do activities hands-on or on the computer. Instructional activities and experiences based on individual learner needs and interests allow learners to reach their potential. The team suggests the district increase the collection, analysis, and utilization of learning environment observation data to plan and implement professional learning focused on student-centered practices to increase student engagement.

### **Growth in Learning**

**A balanced system, including formative, interim, and summative assessments, exists that provides a variety of data for staff to use to determine learners' progress toward and achievement of intended learning outcomes.** The district's Student Performance Analysis as well as the Growth in Learning narrative showcased a balanced assessment system utilized in Ralston Public Schools that includes ACT, PreACT, NSCAS Growth, NSCAS-Alternate Assessments, ELPA21, FastBridge screener, Really Great Reading diagnostics, IXL diagnostics, curricular common formative and summative assessments, and informal classroom formative assessments such as exit tickets and bell work. Student course pass/fail rates are also monitored. The district also utilizes other data sources to enhance or corroborate the information gleaned from assessments, such as attendance data, perceptual data, and eleot data. Teacher interviews revealed assessment data is utilized in the weekly PLC meetings to determine what help students might need during W.I.N. time. Teachers also indicated they utilize multiple levels of data to see where students are progressing. In school board interviews, members shared that all schools present to them annually on both learning progress and how kids are engaging. The board also indicated they use data “absolutely and on a regular basis” to guide decisions. District leaders shared that each school has a data team comprised of the counselor, school psychologist, and principal, where assessment and other data are used to have conversations about student learning needs in the building. Using assessment data to determine learners' progress toward and achievement of



intended learning outcomes guides intentional decisions for learners' growth and well-being. The team suggests the district continue to consistently

consider data from their balanced assessment system for ongoing planning, decision-making, and modification of curriculum and instruction.

## 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.

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- 1 Ralston Public Schools has created a welcoming, respectful, inclusive atmosphere where learners' well-being and building positive relationships among staff and students are at the heart of the district. Stakeholders across all groups consistently emphasized the power of strong relationships among staff and students throughout the system, and students feel consistently cared for and supported by the staff every day.**

Standard 2   Standard 4   Standard 1

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### 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.

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- 1 Research and utilize learner-centered instructional practices designed for learners to reach their potential.**

Standard 20   Standard 21   Standard 22

RATIONALE   If instruction is characterized by high expectations, data-informed adjustments, and learner-centered practices to meet individual learner needs and interests, then students will show motivation about their learning and will reach their potential.

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- 2 Create and implement a continuous improvement process that is systemic and systematic.**

Standard 7   Standard 9

RATIONALE   If a continuous improvement process based on envisioning, planning, implementing, and evaluating is used systemically and systematically throughout the district and creates conditions of collective leadership amongst multiple stakeholders, then improved learning and engaged stakeholders will contribute to the overall effectiveness of the district.

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# 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.

<b>Your Institution's IEQ</b>	<b>SCORE</b>	<b>DESCRIPTION</b>
<b>290</b>	<b>Below 220</b>	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
Cognia's IEQ Network Average: <b>253</b>	<b>220 - 300</b>	An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.
	<b>Above 300</b>	An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved.

## Your Next Steps

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

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



# Evaluator Roster

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

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EVALUATOR NAME	BRIEF BIOGRAPHY
<b>Laurie Hanna</b> <b>Lead Evaluator</b>	<p>Mrs. Laurie Hanna joined Cognia in 2022 as a regional accreditation evaluator and currently serves in that role in the Midwest region. She retired in June of 2022 after serving 35 years as an educator, most recently as the director of assessment and accreditation for Bellevue Public Schools in Bellevue, Nebraska. She has also served as a middle school principal, as a middle school dean, and as a special education teacher in all grade levels and in both urban and rural school districts, including Bellevue Public Schools and Wayne Community Schools in Nebraska, Blackwell Public Schools in Oklahoma, Zion Elementary District 6 in Illinois, and Framingham Public Schools in Massachusetts. Mrs. Hanna earned her Bachelor of Science in education-special education with a minor in elementary education from the University of Arkansas and her Master of Science in educational administration and leadership from the University of Nebraska-Omaha.</p>
<b>Dan Leikvold</b> <b>Frances Pokorski</b> <b>Joseph Jacoby</b>	

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