



Accreditation Engagement Review

November 06, 2023 - November 09, 2023

CNMI Public School System

Institution #226801

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Accreditation Is Continuous Improvement

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

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

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

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

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

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

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

Cognia Performance Accreditation and the Engagement Review

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

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

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

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

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



Assurances

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

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

Copy the ratings and evidence and comments from your workbook for the Standards related to Culture of Learning.

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




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	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6

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

YOUR RATING

 Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.



Network Comparison for Culture of Learning Standards



Leadership for Learning Standards

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

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

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

Copy the ratings and evidence and comments from your workbook for the Standards related to Leadership for Learning.

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
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- | | |
|---|--|
| 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 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

Standard 10

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

YOUR RATING

 Network Average: 2.9

LEVEL DESCRIPTION

4 - 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 - 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 - 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 - 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

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 - 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 - 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 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

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

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

Standard 14

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

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
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3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
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2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
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1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.
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Standard 15

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

YOUR RATING
★ ★ ★ ★



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

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

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

Standard 17

Learners have equitable opportunities to realize their learning potential.

YOUR RATING

 Network Average: 3.0

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

Standard 18



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

YOUR RATING

 Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
1	1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

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

YOUR RATING

 Network Average: 2.6

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



Standard 20

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

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

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

Standard 21

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

YOUR RATING
★ ★ ★ ★
Network Average: 2.8

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

Standard 22

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

YOUR RATING
★ ★ ★ ★
Network Average: 2.7



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

Standard 23

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

YOUR RATING

 Network Average: 2.7

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

Copy the ratings and evidence and comments from your workbook for the Standards related to Growth in 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



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	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
1	1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make



decisions about retaining, changing, or replacing programs and practices.

Standard 27

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

YOUR RATING
★★★★☆
Network Average: 2.9

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

Standard 28

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

YOUR RATING
★★★★☆
Network Average: 2.8

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.
3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills.



Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

- 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Standard 29

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

YOUR RATING

Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Standard 30

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

YOUR RATING

Network Average: 2.8



instruction.

2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.

1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

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.

The Commonwealth of the Northern Mariana Islands (CNMI) Public School System is a school district headquartered on Saipan, one of the fifteen islands that Public School System serves. CNMI Public School System has a variety of programs that support its diverse student population and community. The programs serve students from early childhood through K-12 education. Its award-winning programs include Head Start, Instructional Technology, Early Learning Head Start, Special Education, Early Intervention, Distance Education, Early Warning, Consolidated Grant Project, Educational Technology Training Program, and many more. The dedicated and esteemed faculty and staff at CNMI Public School System are the reason the programs are successful. The following are the findings from the review team.

Culture of Learning

The culture of learning can best be seen through the system's holistic approach towards learning and its alignment to the vision, mission, and values of CNMI Public School System. Interviews and documentation indicate that stakeholders at various levels are involved, engaged, and felt that they were able to "contribute to the process" of creating the mission, vision, and values of the Public School System. It was clear from interviews that the

whole child and the learner's wellbeing are at the heart of the CNMI Public School System and are the principles that guide the system. The values statements, Strategic Performance Management Plan, and specialized programs that CNMI Public School System takes on is to fulfill its commitment to this guiding principle of the whole child and the learner's wellbeing. The system's shift and adoption of the Social Emotional Learning (SEL) curriculum during and post-pandemic is another contribution to their holistic approach towards the learner. Students consistently said throughout the interviews that teachers, counselors, leaders, and community members were both supportive and caring about their academics as well as their non-academics needs and interests. The students go on to credit this support and care as the reason they feel that their school is more their "home." The review team suggests that the system safeguards the SEL curriculum that is being implemented with quality and fidelity for all grades to ensure alignment with its mission, vision, and values.

The team observed, documentation confirmed, and interviews cemented that the definition of home extends beyond the physical realm to that of the digital world too. CNMI Public School System was able to not only pivot but was also able to build an esteemed Instructional Technology team that allows students, teachers, schools, and the community to connect virtually. In doing so, the team was able to create the award-winning Educational Technology Training Program allowing teachers to truly reach their potential in meeting the needs of their students and the community. The Instructional Technology team continues to work towards becoming a 1:1 system that allows students to connect with technology and a variety of educational resources and curriculum. The team encourages the system to further develop a hybrid model and to explore the possibility of becoming a 1:1 system.

Leadership of Learning

The leadership of learning is best exemplified by the Board of Governors who serve the citizens of CNMI Public School System well by understanding their roles and responsibilities and ensuring that all policies of the district are regularly updated and communicated. The Board members are dedicated and hardworking community members who hold themselves accountable to the stakeholders of CNMI Public School System. Likewise, the Board



holds all staff members accountable by using staff supervision and evaluation procedures designed to improve professional practice and organizational effectiveness. Stakeholders during interviews spoke positively about CNMI Public School System as many commented that the system is like a family where the Board of Governors, district leaders, and school leaders created throughout the district. This sense of family contributed to the openness and customer focus of the Board, district, and school leadership teams. School leaders have exemplified the roles of leadership by leading through example. Stakeholders' interviews indicate that school leadership teams are led by example and modeled through action. Students, teachers, and parents consistently spoke highly of school leaders and expressed confidence in their leadership. An example of modeling leadership is conveyed through the implementation of the Aspiring Leaders program. The Aspiring Leaders program was mentioned by teachers as a wonderful opportunity for them to "connect with leaders" and to further understand the roles and responsibilities of the school leaders. The team suggests the system continue to ensure that the Board of Governors and school leaders remain diligent with their responsibilities while maintaining its sense of family.

Engagement of Learning

The engagement learning is characterized by the learning environment that is centered on student engagement and rigor to challenge learners' abilities through a caring, family-oriented staff committed to learner success. The team found evidence through interviews and a documentation review showing high student engagement. Learners have opportunities to realize their learning potential and have access and choice in most academic and non-academic options available at the schools. In interviews with students and staff, the team observed that instruction was highly engaging, and expectations were rigorous. Engagement at this level leads learners to succeed in the many different curricula they choose, which leads to success in post-secondary choices. The team also observed project-based learning that enhanced student engagement through interest in cultural awareness. The various schools try to have the students complete collaborative projects two to three times a year. To further promote equity for all students, the team suggests that the system distributes more resources to support programs that support all students' academic and social progress.

The team found conditions within most aspects of the institution as promoting learners' lifelong skills. Student interviews show that learners pursue opportunities that may not always result in success because they know they will be supported. Learners engage in experiences that develop the non-academic skills necessary for their next learning steps and future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration, and design thinking. Learners are challenged and supported to strive toward individual achievement and self-efficacy. The AP program, Career Technical Education (CTE), and Career Pathways curriculum allow students to advance their academic rigor. The team also found an emphasis on student voice through the Student Government process, a student representative to the School Board, and the open-door policy of the principals encouraging students to voice their opinions. Respect for the diversity of cultures, backgrounds, and abilities is 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. The team suggests an expanded concurrent enrollment program with a local college so students can receive college credit for classes while in high school and an expansion of the CTE program to involve local internships for the students.

Growth in Learning

The growth of learning is best exemplified through the diverse, thorough, and comprehensive set of program offerings that allow CNMI Public School System to further its learners' and staff's well-being. The program offerings in return provide a plethora of data sets and afford for leaders to have a variety of data sources to make decisions for the well-being of the learners and their staff. Teacher and student interviews confirmed that leaders regularly demonstrate this and can provide insightful data to their teams to support their staff in making impactful decisions for learners. The system's Research and Accountability Department provides insightful and impactful data for systems leadership, schools, and teachers that are the foundation of decision making for learners. Formative and summative testing results further support the documented continuous improvement plan. Survey results provide additional insights and data points for leaders in making decisions for their institution and their growth.

Similarly, the depth and breadth of the programs can



be seen through the outreach of the non-academic, educational futures and careers which, once again, centers around the support of the community. The team suggests the system ensures that all stakeholders are empowered and can consistently demonstrate skill and insight with interpreting data to impact both learning and well-being.

The team recommends the following next steps for the system:

Review and adapt the process to ensure the equitable distribution of resources (human, material, and fiscal) is in alignment with the Mission and Vision of CNMI Public School System while safeguarding and further promoting the unique skillsets and learners found in the diverse population among the islands. (Standard 15) The review team found through interviews, a review of documents, and a review of the School Improvement Plan that projected budget restraints will limit the various programs and initiatives that support student needs in the upcoming future. CNMI Public School System needs to develop strategies to review the fiscal management of the allocation of funds to prioritize and analyze the effectiveness of the multiple programs and program positions. The team analyzed survey data and found that stakeholder's perceptions of equity and effectiveness of resource allocation will help long and short-term strategic planning and planning for effective resource allocation. The team suggests that there be a team that analyzes learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity in learning.

Adjustments to resource allocation must be based on current data, and at predetermined points in time, a review of program effectiveness needs to be analyzed with fidelity to support equity in resource allocation to support all students. It is also suggested that a review of all programs be implemented to see where more resources can go to the school sites as well as streamlining management expenditures, including costs for positions and other related costs.

Develop and monitor a systematic Quality Assurance (QA) process framework to synthesize, evaluate, inspect, and determine return on investment analytics on the efficacy of all CNMI Public School System programs to share the results with each school and Public School System. (Standard 26). In reviewing the documentation, stakeholder interviews, and School Improvement Plan, the review team found that a systematic QA process to ensure the quality and fidelity of the various and unique set of program

offerings that Public School System has in place will further support the system in its mission. CNMI Public School System would benefit from a framework to gather and synthesize programs, courses, activities, curricular, return on investment (ROI) analytics. They would also benefit from developing and implementing an inspection model that includes consistent data collection, analysis of multiple sources of data, comprehensive evaluative criteria, well-defined procedures, and quality indicators to measure the efficacy of the programs where the results can be shared with each school and Public School System. While there are analyzed data reports for programs and specific data sets, a systematic QA framework will allow for a more streamlined approach and an opportunity for Public School System to align the QA process to its ROI and increase its ability to apply it to an equitable distribution of resources. The team encourages the system to form a committee to define the ROI and evaluative criteria to ensure quality and fidelity.

The team experienced a "Student First" atmosphere where this philosophy is not only embraced but is embedded in the system's Culture! Everything that is done on the Islands is done as a family and it is the sense of community that can be felt throughout the review. From stakeholders' interviews to documentation to observations, the consistent message was the community, and its stakeholders, are family. The review team found that CNMI Public School System's holistic family centered approach was the underpinning to the system's success!



Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Noteworthy Practices

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

-
- 1 The vision, mission, and values of the school system were revised through the SPM process that includes all stakeholders' input from key management, school leaders, program leads, teachers, staff, students, and parents.**

Standard 1 Standard 2

- 2 The learning environment is characterized by high student engagement and rigor to challenge learners' abilities through a caring, family-oriented staff committed to learner success.**

Standard 18 Standard 19

- 3 The citizens of CNMI Public School System are well served by the current members of the Board of Governors who know and understand their roles and responsibilities and ensure that all policies of the district are regularly updated and communicated. These are dedicated and hard-working people who hold themselves accountable to the stakeholders of CNMI Public School System.**

Standard 8

- 4 The Head Start / Early Head Start Programs implement services through a comprehensive approach that benefits students, families, faculty, and staff. The components of this approach: early learning, family well-being and health, embed services for stakeholders' well-being and growth and engage families and staff in building a safe atmosphere for the learners. (EL Standard 3)**

Standard 3

- 5 Head Start & Early Head Start staff implement a process to support students' transition into the next level that includes conversations among teachers, data results analysis and students' visits to next level classrooms. Additionally, student reports are shared with next level teachers. Elementary and middle school are replicating this model. (EL Standard 4)**

Standard 4

Areas for Improvement



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

1 Create processes to ensure the equitable distribution of resources (human, material, and fiscal) is in alignment with the Mission and Vision of CNMI Public School System while safeguarding and further promoting the unique skillsets and learners found in the diverse population among the islands.

Standard 15

RATIONALE If there is a process for equitable distribution of resources (human, material, fiscal) that is in alignment) to the mission of CNMI Public School System, then the system will be able to further promote and support the diverse learners of the islands that it serves.

2 Develop a systematic Quality Assurance (QA) process framework to synthesize, evaluate, inspect, and determine return on investment analytics on the efficacy of all CNMI Public School System programs to share the results with each school and Public School System.

Standard 25 Standard 26

RATIONALE If there is a systematic Quality Assurance process and framework in place then the system will be able to evaluate, determine the return on investment, and efficacy on all the various programs that CNMI Public School System has running.

3 Create a protocol that promotes action research through professional learning communities that aligns with the Head Start & Early Head Start professional learning initiatives and programs already in place. (EL Standard 27)

Standard 27

RATIONALE If there is an action research professional learning community that aligns with the HS and EHS then it will allow for the scaffolding for existing programs and mentors to build on what is in place.

Accreditation Status and Index of Education Quality®

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

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

Your Next Steps

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

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



Evaluator Roster

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

EVALUATOR NAME	BRIEF BIOGRAPHY
Dang Phan Lead Evaluator	Dang Phan is currently the vice president international strategy and development for Cognia. Over the past twenty-six years, he has had numerous experiences working with programs within the public school system, including high school and higher education, and the private sector. He has served as a classroom teacher, department chair, administrator, adjunct faculty, senior instructional specialist, senior program coordinator, curriculum manager, and director of curriculum development support services. Mr. Phan is a graduate of Arizona State University and Grand Canyon University and has an undergraduate degree in mathematics education and a graduate degree in educational administration. Mr. Phan serves as a team member and Lead Evaluator for various Cognia reviews, including schools, systems, corporations, corporation system, STEM, and digital learning.
Peggy Johnson Sofia Amador Michael Brown Peter Straker	



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