

Report of the
External Review Team
for
University Academy of Central
Louisiana

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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The External Review (ER) for University Academy of Central Louisiana, a non-public secondary school located on the Louisiana State University of Alexandria campus in Alexandria, LA, was conducted on April 27-28, 2017, led by a three-member team from other parts of the state. The Lead Evaluator (LE) corresponded with the school's Director and counselor through email and conference call prior to the onsite ER and contacted team members frequently through email to guide the necessary preparations. Essential documents were posted on the Team Workspace in ASSIST. Team members read the Accreditation Report (AR) and other available artifacts to determine overarching themes and potential strengths and challenges to consider onsite.

On the afternoon of April 26th, team members met with the Director and Chief Executive Officer (CEO) for a tour of the school and dinner at a local restaurant. Team members met that night for the first work session to discuss preliminary findings and prepare for the first day onsite. The next morning, the Director presented an overview of the school, and selected teachers described the processes used to complete the Accreditation Report. The team conducted classroom observations using the Effective Learning Environments Observation Tool (eleot™) and interviewed teachers, students, and parent/community stakeholders. The LE interviewed one member of the support staff. That evening, team members electronically recorded eleot™ and Indicator ratings and drafted action statements representing Powerful Practices, Opportunities for Improvement, and

Improvement Priorities. They also identified supporting evidence for each action statement.

The following day, the team interviewed another professional staff member and two support staff members. One additional classroom observation was conducted, and the results were recorded. For the remainder of the day, team members entered the required electronic information, finalized action statements with supporting evidence, and prepared the Exit Report PowerPoint, which was presented first to the Director, CEO, and counselor, and finally to the staff and parent/community stakeholders at the conclusion of the review.

The team thanks the school and other stakeholders for their preparations before the External Review and the hospitality and transparency onsite. The school prepared for the External Review by conducting surveys, engaging in discussions, and carefully considering areas of strengths and challenges. The team recognizes growth among staff and students and the strengthening of organizational practices over the past three years, when the school was reorganized in partnership with the university.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Board Members	2
Chief Executive Officer/President	1
Administrators	2
Instructional Staff	11
Support Staff	3
Students	11
Parents/Community/Business Leaders	12
Total	42

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlsteffer (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	2.82
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00	2.45
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.63
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.69
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00	2.52
3.6	Teachers implement the school's instructional process in support of student learning.	2.00	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.00	2.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3.00	3.07

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	3.00	3.01
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.71
3.11	All staff members participate in a continuous program of professional learning.	2.00	2.48
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.33	2.63

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.64
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.00	2.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	2.03
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00	2.45
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.00	2.68

Student Performance Diagnostic

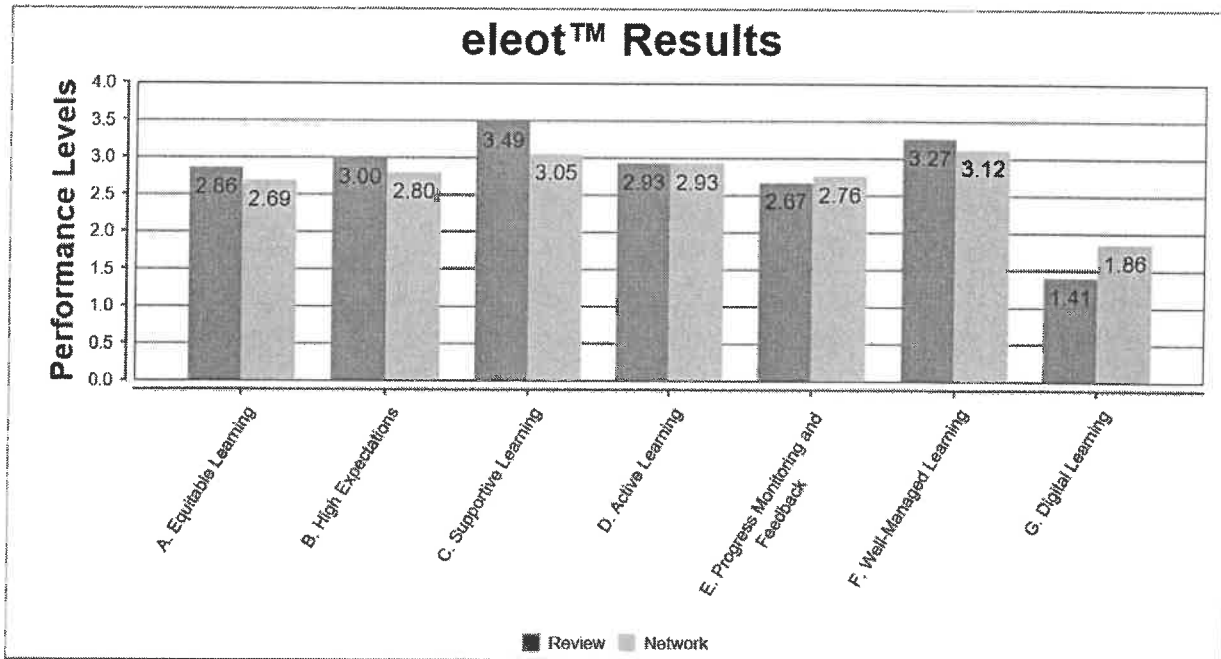
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.11
Test Administration	4.00	3.46
Equity of Learning	3.00	2.75
Quality of Learning	3.00	2.93

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The team used the eleot™ to conduct 9 observations in core and non-core courses in grades 8-12. The ratings on the learning environments, from highest to lowest, and comparisons to the AdvancED Network (AEN) averages are as follows: Supportive (3.49), compared with AEN (3.05); Well-Managed (3.27), compared with AEN (3.12); High Expectations (3.00), compared with AEN (2.80); Active (2.93), compared with AEN (2.93); Equitable (2.86), compared with AEN (2.69); Progress Monitoring and Feedback (2.67), compared

with AEN (2.76); and Digital (1.41), compared with AEN (1.86).

Within the High Expectations Environment, the average rating for all observations was 3.44 for the statement "Is tasked with activities and learning that are challenging but attainable." The Supportive Learning Environment was rated highest (3.49) among the environments, and the average rating was 3.78 for the statement "Is provided support and assistance to understand content and accomplish tasks." These ratings are reflected in the observation of a Biology II class in which students were studying anatomy. The teacher gave detailed instructions to all students as they worked in groups of 2-3 to dissect baby pigs (whose bodies were donated from a meat processing source). Students frequently raised their hands for clarification about the steps in their complex, multi-step task, and the teacher offered feedback as he gave verbal instructions and demonstrated how students were to proceed. Support was provided to individual groups through additional instructions or demonstration. In an English I class, students were seated in small groups. They completed a bell-ringer activity, and a student led the review of the activity. The lesson involved rules for verbal phrases that would help the students better understand the language used by Shakespeare. Each group was given sentences to work on. Students did all reading/writing of notes individually, but had to discuss and come to consensus on the meanings of the sentences. A designated Captain for each group brought the consensus report to the teacher. These learning objectives and activities aligned with indicators 3.1 and 3.3, which each received an average rating of 3 during the External Review process.

A supportive, well-managed environment was evident in the majority of observations. This reflected evidence from artifacts and interviews that characterized the positive culture of the school. The use of Kagan strategies for student engagement, as reported in the school's Accreditation Report, was not observed in many classrooms. Students had equal access to materials and activities. They were observed working within groups and engaged in discussions with teachers. Over one-half of the observations included activities that were challenging. Differentiated learning opportunities, exemplars of high quality work, and student use of technologies for learning were rarely observed.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.89	Has differentiated learning opportunities and activities that meet her/his needs	0.00%	33.33%	22.22%	44.44%
2.	3.56	Has equal access to classroom discussions, activities, resources, technology, and support	66.67%	22.22%	11.11%	0.00%
3.	3.78	Knows that rules and consequences are fair, clear, and consistently applied	77.78%	22.22%	0.00%	0.00%
4.	2.22	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	22.22%	22.22%	11.11%	44.44%
Overall rating on a 4 point scale: 2.86						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.67	Knows and strives to meet the high expectations established by the teacher	77.78%	11.11%	11.11%	0.00%
2.	3.44	Is tasked with activities and learning that are challenging but attainable	55.56%	33.33%	11.11%	0.00%
3.	1.67	Is provided exemplars of high quality work	22.22%	0.00%	0.00%	77.78%
4.	3.33	Is engaged in rigorous coursework, discussions, and/or tasks	44.44%	44.44%	11.11%	0.00%
5.	2.89	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	44.44%	22.22%	11.11%	22.22%
Overall rating on a 4 point scale: 3.00						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.67	Demonstrates or expresses that learning experiences are positive	66.67%	33.33%	0.00%	0.00%
2.	3.78	Demonstrates positive attitude about the classroom and learning	77.78%	22.22%	0.00%	0.00%
3.	3.44	Takes risks in learning (without fear of negative feedback)	66.67%	22.22%	0.00%	11.11%
4.	3.78	Is provided support and assistance to understand content and accomplish tasks	77.78%	22.22%	0.00%	0.00%
5.	2.78	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	33.33%	33.33%	11.11%	22.22%
Overall rating on a 4 point scale: 3.49						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.22	Has several opportunities to engage in discussions with teacher and other students	55.56%	11.11%	33.33%	0.00%
2.	2.22	Makes connections from content to real-life experiences	33.33%	11.11%	0.00%	55.56%
3.	3.33	Is actively engaged in the learning activities	55.56%	22.22%	22.22%	0.00%
Overall rating on a 4 point scale: 2.93						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.11	Is asked and/or quizzed about individual progress/learning	22.22%	11.11%	22.22%	44.44%
2.	3.11	Responds to teacher feedback to improve understanding	44.44%	22.22%	33.33%	0.00%
3.	3.44	Demonstrates or verbalizes understanding of the lesson/content	55.56%	33.33%	11.11%	0.00%
4.	2.22	Understands how her/his work is assessed	33.33%	11.11%	0.00%	55.56%
5.	2.44	Has opportunities to revise/improve work based on feedback	44.44%	0.00%	11.11%	44.44%
Overall rating on a 4 point scale: 2.67						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.78	Speaks and interacts respectfully with teacher(s) and peers	77.78%	22.22%	0.00%	0.00%
2.	3.67	Follows classroom rules and works well with others	66.67%	33.33%	0.00%	0.00%
3.	2.44	Transitions smoothly and efficiently to activities	44.44%	0.00%	11.11%	44.44%
4.	2.56	Collaborates with other students during student-centered activities	44.44%	11.11%	0.00%	44.44%
5.	3.89	Knows classroom routines, behavioral expectations and consequences	88.89%	11.11%	0.00%	0.00%
Overall rating on a 4 point scale: 3.27						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.44	Uses digital tools/technology to gather, evaluate, and/or use information for learning	11.11%	0.00%	11.11%	77.78%
2.	1.33	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	11.11%	0.00%	0.00%	88.89%
3.	1.44	Uses digital tools/technology to communicate and work collaboratively for learning	11.11%	0.00%	11.11%	77.78%
Overall rating on a 4 point scale: 1.41						

Findings

Improvement Priority

Develop a systematic process for analyzing and using data from multiple sources, including comparison and trend data, to determine improvement in student learning.

(Indicator 3.2, Indicator 5.2, Indicator 5.4, Indicator 5.5, SF2. Stakeholder Feedback Results and Analysis , SP2. Test Administration, SP3. Quality of Learning)

Primary Indicator

Indicator 5.2

Evidence and Rationale

Student achievement data is available from standardized assessments (i.e., ACT, End-of Course), but a systematic process for analyzing and using these and other kinds/sources of data to improve student learning or to assess students' readiness for subsequent classes was not evident. Comparison and trend data was limited to scores on high-stakes assessments and comparisons to state and/or national averages. Data analyses pertaining to instruction, program evaluation, or organizational conditions was not evident in interviews or artifacts. In stakeholder surveys, statements pertaining to data analysis or adjusting curriculum based on data were rated lowest among staff. The school has only recently written a school improvement plan, so the results from implementing the plan are yet to be determined. Parents indicated that they receive information about student achievement in classes and on high-stakes assessments, but there was no evidence in interviews or artifacts that the school communicated information about organizational conditions that support student learning. These findings were consistent with the school's ratings on the applicable indicators in the Self Assessment.

Continuous improvement results from a thorough understanding of the current status of student achievement.

Comprehensive student data and analysis of their implications provide a foundation for planning student and school success.

Improvement Priority

Develop and implement a needs based, comprehensive professional development program that includes training in the analysis and use of data, and evaluate the effectiveness of the program in improving student learning and instructional practices.

(Indicator 3.11, Indicator 5.3, SP4. Equity of Learning)

Primary Indicator

Indicator 5.3

Evidence and Rationale

Little evidence was presented to show that professional development is based on analyses of student data and/or needs assessment. Although the school has written an improvement plan for student achievement in mathematics, English, and ACT, a comprehensive, systemic professional development plan was not evident. Staff indicated that teachers were trained to use Kagan strategies for student engagement, but the use of these strategies was rarely seen during classroom observations, and the rationale for selecting this focus was not clear. There was no evidence of a process for evaluating the effectiveness of the strategies during or at the end of the school year. A need for training in the analysis and use of data was acknowledged in interviews and artifacts. In stakeholder surveys, staff rated "staff members are trained in the evaluation, interpretation, and use of data" among the lowest scores. The Director and full-time counselor will attend the National Association of Secondary School Principals (NASSP) conference this summer to learn more about data analysis and training opportunities for professional staff.

A comprehensive professional development plan that includes training in the analysis and use of data improves student learning and organizational practices.

Opportunity For Improvement

Provide regularly scheduled opportunities for teachers to participate in professional learning communities.

(Indicator 3.5, Indicator 3.6)

Primary Indicator

Indicator 3.5

Evidence and Rationale

Teachers indicated that they meet in professional learning communities bi-monthly. Other collaborations are informal and often spontaneous rather than planned on a regular basis with a specific focus, such as data analysis, data-driven instruction, vertical and horizontal alignment, or other research-based strategies that inform instructional decisions and processes. The small size of staff presents challenges in providing regularly scheduled time for this purpose, but it is an important part of ongoing efforts to improve conditions that

increase student learning. The school's rating on applicable indicators in the Self Assessment was consistent with information from artifacts and interviews with teachers and leadership. In stakeholder interviews, "all teachers in our school are trained to implement a formal process that promotes discussion about student learning" was rated among the lowest areas of satisfaction.

Collaboration within professional learning communities empowers teachers, increases professional knowledge, and strengthens instructional practices to optimize student learning opportunities.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.67	2.73
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00	2.52

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.95
2.2	The governing body operates responsibly and functions effectively.	3.00	2.90
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.67	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.00	3.11
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.00	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.00	2.71

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	4.00	3.08

Findings

Opportunity For Improvement

Implement an ongoing comprehensive improvement process.

(Indicator 1.3)

Primary Indicator

Indicator 1.3

Evidence and Rationale

The existing improvement plan was only recently prepared. A few activities have been implemented, but the plan will be fully implemented in the 2017-2018 school year. The plan identifies improvement goals, measurable objectives, and a completion date targeting improvement in mathematics, English, and ACT, and it was based on results from those assessments. The plan does not include procedures for examining student progress during implementation to make sure that it is implemented with fidelity and essential adjustments can be made if needed. A data profile for the school was not evident, but the counselor stated that data collection has begun. Existing student performance data shows mixed results, with above average achievement and/or improvement in ACT English, Science, and Reading and End-of-Course (EOC) Proficiency in English II and III. ACT and EOC results in mathematics are either below average or decreasing in some tested subjects. EOC results for Biology and US History are also below expected levels of proficiency, and these subjects are not addressed in the current improvement plan.

Continuous improvement is advanced through an ongoing comprehensive process that is based on student learning data and the conditions that support learning. Planned actions and activities that are data-driven, regularly evaluated, and documented provide meaningful information to direct decisions and practices within classrooms and throughout the school.

Powerful Practice

School leadership and staff create a culture based on shared values and beliefs that are consistent with the school's purpose and direction, with support from the governing body.

(Indicator 1.2, Indicator 2.3, Indicator 2.4)

Primary Indicator

Indicator 1.2

Evidence and Rationale

The school provides a unique environment in which students can earn high school and college credits in a challenging "family" atmosphere. Students shared that they are recognized, valued and affirmed when leadership listens to their suggestions, calling them by name to acknowledge their day-to-day academic accomplishments. They indicated that teachers provide coursework that is challenging, but attainable. Both parents and students described a school culture that promotes high student expectations and the opportunity for students to graduate with a high school diploma and college credits. During the parent interview, one parent commented that "the bar is set high here," and the school offers a "seamless transition from high school to college." Teachers cited the commitment from the students to their own academic success. In stakeholder surveys, staff rated "school's leaders support an innovative and collaborative culture" as highly satisfactory. The School Resource Officer stated that the main conflicts between students were about "who had the highest ACT score." Students may travel two or more hours per day to attend the school, and a positive school culture is essential to maintain the commitment from parents and students. The governing body has established policies and procedures for school leadership, but autonomy is granted so that school leaders can make decisions and take actions that align with the school's purpose. This was supported in interviews with board members, teachers, and administrators. The CEO, Director, and board members stated that surrounding school districts are attempting to replicate a dual enrollment process in their high schools.

A positive school culture promotes academic and personal achievement for students.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	2.98
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00	2.84
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.00	2.86
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	4.00	2.75

Findings

Powerful Practice

Professional staff consistently provides support services to students in the areas of counseling, assessment, educational and career planning.

(Indicator 4.7)

Primary Indicator

Indicator 4.7

Evidence and Rationale

The small student population enables the entire professional staff to provide individualized support to students throughout their high school experience. In stakeholder surveys, parents and staff rated "excellent support services" as highly satisfactory. Students stated that they freely communicate with teachers about personal and academic issues. School leadership, teachers, and counseling staff guide and assist students to successfully complete high school, dual enrollment, and other college courses. A full-time counselor meets with every student individually every year, and a part-time career counselor helps students bridge the high school and college experiences and secure applicable financial assistance. The 2016 graduating class was offered \$ 1.5 million in college scholarships. The school has established a partnership with the area technical college, which further expands post-secondary options for students. The flexibility permitted in students' scheduling of college classes makes it difficult to meet with seniors during the year, so the two counselors meet with them in August and tell them everything they need to know. Students and the career counselor correspond and schedule appointments through email. The career counselor describes the environment as inclusive. Students are encouraged to pursue excellence and remember that "knowledge is never lost."

Consistent and ongoing support services for students as they undertake the challenges associated with concurrent high school and college experiences increases the likelihood of their academic and personal success.

Conclusion

The school mission identifies the unique opportunity for students to earn high school and college credits before high school graduation, beginning in ninth grade. Dual enrollment courses are taught by college professors, ensuring that students' classroom experience is the same as that of college students. A smaller student enrollment (about 200) and small number of staff enable students to be known personally by several adults who encourage academic and personal growth. A full-time counselor meets with every student every year. A part-time career counselor identifies post-secondary options for students as well as specific scholarships or other financial assistance that may be available. The 2016 graduating class was offered over \$1.5 million in scholarships. In three years, the school has expanded sports, clubs, and other activities to make sure students experience "high school" in addition to pursuing college credits.

The school has written an improvement plan that focuses on improving student achievement in mathematics, English, and ACT. Activities, timelines, and an evaluation of results will provide valuable information for improving instructional and organizational practices. The inclusion of regularly-scheduled professional learning communities will allow staff to collaborate on issues of interest and concern and empower them to make informed decisions that impact students and the school.

Professional staff have been trained in Kagan strategies, but systemic implementation was not observed, and a plan for evaluating how the strategies impact student learning was not presented. Staff are notified about some available professional development activities, but a specific, needs-based professional development focus was not evident. The school recognized a need for training in how to analyze and use data to drive instructional and organizational planning. A comprehensive, needs-based professional development plan will equip staff to recognize strengths and challenges, to focus on areas that will improve student learning opportunities and to implement practices that increase the effectiveness of the school.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Develop a systematic process for analyzing and using data from multiple sources, including comparison and trend data, to determine improvement in student learning.
- Develop and implement a needs based, comprehensive professional development program that includes training in the analysis and use of data, and evaluate the effectiveness of the program in improving student learning and instructional practices.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	288.89	278.94
Teaching and Learning Impact	268.25	268.48
Leadership Capacity	312.12	293.71
Resource Utilization	314.29	286.27

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Team Roster

Member	Brief Biography
Mrs. Pamela R Haley	<p>Pam Haley earned a B.S. in Mathematics Education and a M.S. in Mathematics from Northwestern State University in Louisiana and additional graduate hours in curriculum/Instruction and supervision from universities in Georgia, Oklahoma, and Louisiana. She retired from the Bossier Parish School System after completing 38 years in public education as a mathematics teacher (8th - university), district Mathematics Coordinator (grades 6-12), and district Supervisor of Secondary Education. For almost 20 years, she was involved in curriculum standards and assessment design at the local and state levels. Ms. Haley was awarded several grants and served as project director for summer curriculum and assessment institutes. She served on the Louisiana SACS-CASI State Council and has been a Lead Evaluator for SACS and AdvancED external reviews in Louisiana public and non-public high schools and a team member for district accreditation external reviews in other states.</p>
Dr. Tonya Evans	<p>Tonya Evans has over 38 years as an educator. She has spent her entire career in the Caddo Parish Public School System. She began her career as a third-grade teacher and moved to the position of Master Teacher working with students identified as reading below grade level in grades K -3. After six years, she became the Elementary Mathematics Supervisor and later moved to the position of K-12 Mathematics Supervisor for Title I. She currently serves as the Title I Supervisor of Compliance and Program Improvement. Mrs. Evans received both her Bachelor of Arts and Master degree from Louisiana State University where she earned the following certifications: K-8 Elementary, K – 12 Mild/Moderate Special Education, Parish Supervision, Child Search Coordinator and Elementary School Principal. In 2015 -2017, she worked with the Caddo Parish Public School's accreditation process as a district team member and a school liaison, assigned to schools at the elementary, middle and high school levels to assist in evaluating the effectiveness of their programs. In 2016, she presented at the International Leadership Conference on the topic Supporting Collaboration with Stakeholders for Inclusive Leadership in Turn-Around Schools. In 2018, Dr. Evans obtained her doctorate in Leadership Studies with a cognate focus of Program Evaluation and Assessment from Louisiana State University Shreveport.</p>
Ms. Karolyn Jones	<p>Karolyn Jones has been a teacher at West Feliciana High for 10 years. Currently, she is serving as an assistant principal and has been doing so since August. She earned a Bachelor's Degree in Psychology (2000), a teaching certification in secondary English education (2006), and a Master's Degree in Educational Leadership (2015). Over the course of 10 years, she has taught the following courses: English I, English III, English IV, Senior Applications, Public Speaking (DE), and Speech I and II. In addition, she has served as the SBLC Chairperson, PLC Team Leader, Boost Coordinator, and a teacher mentor. Also, she has served on the following committees: cell phone, senior breakfast, prom, student of the year and homecoming. Karolyn has also attended various career development training sessions: LACUE Technology Conference (2006 & 2015), Writer's Workshop (2015), Plain Talk Literacy Conference (2014), Common Core Training (2012), and Model Schools Conference (2009).</p>

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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Accreditation Report

University Academy of Central Louisiana

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The concept for University Academy was birthed out of the Early College Academy model as demonstrated by Stanford University in California. After several meetings with the administration of Louisiana State University of Alexandria (LSUA) and the Board of Directors for University Academy in the summer of 2013, the decision was made to begin a joint venture with University Academy occupying Oakland Hall on the campus of Louisiana State University at Alexandria with the first school year being 2014-15. The agreement was signed by Dr. King Alexander and Rev. Darryl Hoychick to begin enrollment for grades 9-12 with students being dual enrolled as freshman and continuing the dual enrollment (for qualified students) throughout their high school careers. The end goal was for students to graduate having simultaneously earned an Associate's Degree and a Louisiana State Department and Advanced Ed accredited high school diploma.

After a lengthy search process and numerous interviews, the Board of Directors, in concert with the Vice Chancellor of LSUA, selected Mrs. DeEtte Loyd of Evangeline Parish to serve as the first Director of University Academy. Mrs. Loyd began interviewing teachers and staff in April of 2014 and by July of the same year she had a full staff in place. Simultaneously, the school began to enroll students from 7 different parishes surrounding the campus of LSUA. University Academy began the school year with 174 students and completed their first full year with 33 graduates in the inaugural senior class. With each year, there has been consistent student growth and success. The 2016 graduating class of 42 students earned over \$1.5 million in scholarship offers. University Academy's overall graduation rate has remained above 95% with above 70% of those students moving on to the next level of education at a university or technical college. In 2016-17 the school decided to add an eighth grade to the campus. The first class consists of 15 students from several area parishes. Today the student count shows a consistent growth pattern with 199 students enrolled in grades 8-12.

University Academy is located in Rapides parish on the outskirts of the city of Alexandria, which is the parish seat. The 2010 census placed the population of Rapides parish at 131,813, an increase of 5,276 or 4.2 percent from the 2000 census tabulation of 126,337. The increase can be partially attributed to an influx of refugees from Hurricane Katrina that settled in the area. Consistent with the population of Rapides parish, University Academy's population consist of 73.4% Caucasian, 25.1% African-American, 0.5% Hispanic, 0.5% Native American and 0.5% Asian students. University Academy's faculty and staff consist of nine full time teachers, one full time school counselor, one part-time career counselor, one part-time teacher, one athletic director/disciplinarian/administrative assistant, one full time secretary, one part-time financial clerk, one director and an array of college professors employed by Louisiana State University at Alexandria.

Due to the unique educational opportunities offered by University Academy, the school attracts students from several outlying parishes including but not limited to Evangeline, Avoyelles, Grant, Allen, Catahoula, Vernon, and LaSalle parishes. Lower pupil to teacher ratios allows for a focused educational setting with greater teacher intervention. Class arrangements of no more than 25 students per class creates a safe and welcoming family atmosphere that contributes to our overall school culture.

In just a short amount of time, University Academy has raised the level of education in Central Louisiana by being the first high school to combine core high school curriculum with dual enrollment courses beginning at the freshman level of high school. Our school remains the only high school in Central Louisiana to receive college instruction from college professors instead of high school certified teachers. Each semester our goal pertains to every student in grades 9-12 taking one or more dual enrollment course. Students who qualify may earn in excess of sixty college credits before high school graduation. Students in this year's graduating class will be among the first at University
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Academy, Rapides Parish and the state of Louisiana to receive an associates degree along with their high school diploma. With these accomplishments, also brings difficulties and sacrifices. Being enrolled in college courses prevents some students from participating in extra-curricular activities due to the greater demands of a college curriculum and schedule. Many of the upper class students take 15-18 college hours per semester and attend classes outside of the normal school day.

The mission of University Academy of Central Louisiana is to provide students the opportunity to experience a college curriculum and instruction, while maintaining a high school experience. This is accomplished by communicating and modeling high standards for behavior and academic achievement to students as they mature into young, college-going adults. We strive to educate students and to assist them in realizing their full potential. The mission statement was created through a collaborative effort of faculty, administration, board members and parents. Parents and stakeholders support school functions consistently and constantly.

The school is accredited by the Louisiana Department of Education, the Southern Association of Colleges and Schools and AdvancED.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose/Objectives:

1. To help students become life-long learners and responsible citizens.
2. To provide a safe environment which promotes respect and motivates students to learn and to act responsibly.
3. To engage students in learning that is productive and thought provoking and to prepare them for college and/or the workforce.
4. To provide opportunities for community and parents to participate in learning and decision making partnerships.

Mission Statement:

Previous Mission Statement:

University Academy of Central Louisiana provides its students the opportunity to experience a college curriculum and instruction, while maintaining the high school experience.

Revised Mission Statement:

The mission of University Academy of Central Louisiana is that we are committed to providing our students with college level courses while at the same time maintaining the traditional high school experience.

Vision Statement:

The vision of University Academy is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance & inclusion, and excellence.

Core Values and/or Beliefs:

1.) Family:

We provide our students with a quality family oriented education that will prepare them not only for college, but life. Within this family atmosphere, teachers are able to give students more one-to-one attention due to smaller class sizes. Teachers are an advocate to their students and know each one personally and by name. Students receive individualized help in instruction and counseling with caring advocates.

2.) High Expectations for Achievement:

Teachers demonstrate and set high expectations for their students. Students are encouraged to earn unlimited college credits before graduation. Student success are celebrated and published to showcase the expectations set by the school, students, and staff.

3.) Inspiring, Committed and Passionate:

Our students are passionate about their education and the opportunities provide to them from University Academy and LSUA. They are committed to success and inspire all students to strive for the best. Our teachers are passionate and committed to our students and assuring ~~they are prepared for the college classroom. They inspire our students to reach outside the box and never stop at just mediocre.~~

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4.) Exemplar Moral Character:

We hold our students to a higher moral character. Our students feel a sense of safety and belonging that they did not enjoy in the normal public school setting. Several parents and students have expressed how University Academy is different in the respect to harassment of students from classmates. All students are taught to respect their fellow family members (classmates). Being a small school, allows all students to feel like they belong and are part of the family.

We Believe:

All students are unique individuals who can learn, achieve and succeed.
Mastery of essential skills is the foundation of success.
Developing and enhancing positive self-esteem creates students who become active lifelong learners.
Communities, families, and schools share the responsibility for education.
Learning good citizenship and tolerance of others are significant factors in developing well-rounded adults.

University Academy strives to maintain a learning environment that promotes student success. Our teachers offer extra assistance to any student; whether they are in a college course or a high school course. The extra assistance is done on the teachers free time with no charge. The college provides tutoring services also. All classes are under the state mandated class size requirement allowing teachers time to bond with students and offer individualized instruction. Our staff makes every effort to build relationships with students in order for them to feel important and accepted in the school.

University Academy continues to encourage community members and parents to be involved in the school. Many of these volunteers bring unique opportunities and experiences which enhance our student learning and self-worth. Our school counselor works as a main advocate for each student and is a licensed counselor which enhances her abilities to meet each students emotional needs. Our PTA organization is viable and active in the school weekly.

The school's Crisis Management Team meets on a regular basis to discuss concerns and update the plan as needed. Emergency drills are conducted on a regular basis. All visitors must report to the office. A School Resource Officer is present on a daily basis. These are all part of providing a safe environment for our students.

Students participate in various activities outside of the academic setting which include the following: 4-H club, National Honor Society, Fellowship of Christian Athletes, Quiz Bowl, Literary Rally, and an array of athletic teams (Football, Cheerleading, Dance Line, Basketball (Boys & Girls), Softball, Baseball, Golf, Cross-Country, Track (Boys & Girls), Powerlifting (Boys & Girls), and Fishing. Students not only excel in the classroom, but outside of it as well.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

One area of notable achievement for University Academy is that we have spent over \$15,000 this year on teacher professional development. With our Title I grant from Rapides Parish School Board, we were able to have KAGAN trainers come to our school for three days of training and two days of coaching. The teachers have learned valuable research based strategies to enhance student learning and performance.

University Academy student groups and faculty have been consistent in philanthropic efforts benefiting a wide variety of community and international organizations such as:

- Rapides Parish Food Bank
- Salvation Army
- Cenla Alliance for Animals
- LSUA sports
- Jump Rope for Life
- Manna House

Our two previous graduating classes earned the following statistics:

2014-15

35 total seniors

33 graduated on time

1 incomplete graduate still working towards completion of diploma through an online school.

1 Non-graduate

Graduation Rate: 94%

24 Graduates entered 4 year universities

2 Graduates entered 2 year universities

1 Graduate joined the military

The remaining graduates entered the workforce.

This graduating class was offered over \$400,000 in scholarships.

2015-16

46 total seniors

45 graduated on time

1 Non-graduate

Graduation Rate 97.8%

33 Graduates entered 4 year universities

3 Graduates entered 2 year universities

2 Graduates joined the military

7 entered the workforce

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This graduating class was offered over \$1,500,000 in scholarships. This amount was triple the amount of the first graduating class of University Academy.

Two graduates received the Louisiana Legislative Scholarship to Tulane.

End-of-Course Exam Accomplishments:

Three Year Trend Data of Students Scoring Proficient:

2014-15

124 of 274 (45%)

2015-16

166 of 492 (34%)

Fall of 2016-17

151 of 295 (51%)

As scores above indicate, two of the three years we had over 45% of our students scoring in the proficient range.

Areas in Need of Improvement:

- Increase the school's ACT composite scores
- Increase the number of students scoring proficient on End-of-Course Exams
- Increase stakeholder involvement
- Increase teacher retention
- Increase professional development that will focus on how to use data effectively and accurately
- Increase development for securing new facilities

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

At University Academy, you will discover a determined focus on building teacher capacity and high student achievement. Our main goal is to continue to provide a highly trained staff, a challenging curriculum, and provide opportunities for critical/creative thinking which will foster a commitment to life-long learning in our students and staff. Having students graduate and continue their education is a top priority for University Academy. This priority's success is clearly demonstrated in our graduation statistics from previous graduating classes.

2015-16

- 42 graduates
- Over \$ 1.5 million in scholarships
- 2 Legislative scholarships to Tulane
- 28/42 had a 3.0 GPA or higher
- 22/42 had a 3.5 GPA or higher
- Top graduate had 4.76 GPA, 56 hrs of college credit in just 2 years
- Seniors completed over 1,000 hrs of college courses
- 33 graduates will attend 4yr Universities, 3 will attend 2yr colleges, 2 joined the military
- Average ACT 22.5 for 2015-16
- 4 graduates received athletic scholarships

Our partnerships with Louisiana State University at Alexandria and Louisiana College provides our students with challenging coursework while earning college credits towards a degree program. Our students' education is enhanced by true college professors who possess a love for their subject matter.

At University Academy, we want every student to become a functioning and productive member of society. They are given every chance to succeed and thrive.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Survey results •Purpose statements - past and present •Website 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •The school's statement of purpose •Survey results •Mission Statement •Displays •School Brochures •Professional Development •Faculty Meeting Topics •Display of Student Work 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •The school data profile •The school continuous improvement plan •Survey results •Communication plan and artifacts that show two-way communication to staff and stakeholders •Professional Learning Communities Minutes •Testing Score Reports 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard One: Purpose and Direction

Performance Level: 2.67

In this standard, the focus is on the school maintaining and communicating a purpose and direction that commits to high expectations for learning as well as sharing values and beliefs about teaching and learning with all stakeholders. University Academy scored highly in two of three areas of this standard and shows a need for improvement in another based upon surveys given to stakeholders including staff, students, and parents. Our school community strongly believes that our school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning for all students including the main areas of achievement and learning, thinking, and life skills. Finally, the Standard 1 Committee has concluded that University Academy of Central LA has a clear mission and purpose statement in place that is reflective of student success and high expectations.

Even though our school mission statement was created at the inception of the school and we are compliant with this standard, we feel that this an opportunity for improvement. While our staff feels that our mission statement and beliefs are adequate, they perceived that it needed to be simplified and revamped. As a team of teachers, administration, and students we came together and created an updated version of our mission. This new mission statement will be placed throughout the school, on the website, in school brochures, and in our student handbook. Our student handbook includes a compact that is devised to include the parent, student, teacher and administration in the goal of achieving University Academy's mission of creating a learning environment that encourages students to reach their academic and creative potential as responsible learners. We have instituted a process to include our mission statement in our daily live announcement broadcast which is broadcasted through social media allowing stakeholders more entitlement in the school mission and beliefs instead of a knowledge that they exist and are reviewed each year.

A second indicator states that our school is committed to shared beliefs and values about teaching. Learning is also evident in documentation and decision-making. This commitment is regularly reflected in communication among leaders and staff. Our educational programs are challenging, and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Our school is committed to student engagement focused on in-depth understanding and application of knowledge and skills. University Academy's leadership and staff share high expectations for professional practice as well as student learning. Our staff at University Academy regularly collaborates and reinforces our commitment to the values and beliefs through subject team meetings, staff meetings and school wide professional development and school's purpose statement as well as results from surveys. Our new School Improvement Plan focuses on providing our students with opportunities to be challenged in a meaningful way through professional development as well as collaboration between team members.

Strengths:

University Academy provides students with instruction focusing on challenging, integrated technology-filled lessons. We have a clear mission and purpose statement that is directly related to student success. Our students have access to many forms of technology in and out of the classroom, and our teachers align lessons with their intended and chosen course of study that take advantage of these tools. Over the past years, our students have consistently improved and scored well above the state average on the End of Course Exams and the ACT further proving University Academy provides a high quality education for our students.

Areas for Improvement:

While University Academy does a fair job of communicating the school's purpose and commitment to high expectations, a process for review of that purpose has not been an annual occurrence. Even though the previous mission statement focused on student success, the standard one team agreed it needed to be revamped and simplified. Gathering stakeholder's opinions was a priority in the current revision process. A formal process for review, revision and communicating the school's purpose will need to be developed to continue showing a concerted effort for improvement and open communication with stakeholders. This process will be clearly documented, include participation by representatives from all stakeholders, and include a record for the use and results of the technique used.

With the implementation of a school improvement plan, the school will have a clear vision and direction needed to foster growth and improve conditions that support student learning. Along with the newly developed school improvement plan, a documented, systematic continuous improvement process for improving student learning and conditions that support learning will be developed and put into action. Professional development training for all personnel on data analysis is a high priority and necessary for student learning growth to be attainable and manageable.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •Student handbooks •School Calendar •EdGear Student Communication Center •Website •Teacher Websites 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Findings of internal and external reviews of compliance with laws, regulations, and policies •Assurances, certifications •Proof of legal counsel •School By Laws •Articles of Incorporation •Staff Handbook 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •Stakeholder input and feedback •School improvement plan developed by the school •Survey results regarding functions of the governing body •Communications regarding board actions •Agendas and minutes of meetings 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Survey responses •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> *Representative supervision and evaluation reports *Job specific criteria *Governing body policy on supervision and evaluation *Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation *Supervision and evaluation documents with criteria for improving professional practice and student success noted 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 2: Governance and Leadership

Performance Level: 3.33

The Standard 2 committee identified numerous areas of strengths within the indicators. The University Academy governing body establishes policies and practices that require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. This is done through classroom observations (two yearly), walk-through observations and a yearly evaluation along with monitoring of weekly lesson plans. Another strength of University Academy is in communicating expectations. University Academy has a teacher handbook, and a student handbook published and posted on the school website. Furthermore, the governing body operates responsibly and functions effectively. Board Policies regarding member duties and code of ethics support the operations of the governing body.

2.1

University Academy's policies and practices endorse and support the school's purpose and the effective operation of the school. The University Academy Board establishes school policies and procedures. In conjunction with the principal, board meetings are held, allowing input from parents to address concerns. Administrators and school personnel assume the responsibility of enforcing the guidelines established by the Board to ensure that its policies and practices support the school's purpose. Professional Learning Communities (PLC) are held bi-monthly to discuss learning needs in all subjects, share successful ideas, and work collaboratively to constantly improve teaching skills and student outcomes.

Staff and student handbooks are designed to promote effective instruction and assessment which offer challenging learning experiences for all students. Additionally, policies and practices ensure and require professional staff growth, as evidenced by the school calendar.

An area of improvement would be to document the use of assessment data to drive student instruction.

2.2

The University Academy Board ensures that its actions are in accord with clearly defined roles & responsibilities. The Board's decisions are ethical and conflict free. Board members are aware of their roles and responsibilities as individual members. It complies with all policies and procedures, laws and regulations. As we are a private school, we are not bound to public school practices of training credits for board members. However, maximum effort is put forth to be open and transparent in all decisions.

2.3

The Board consistently supports, respects, and supports the autonomy of the administrative leadership to achieve goals for improving student learning and instruction. They also allow independent management of the school's day-to-day operations.

2.4

The administration and staff correlate decisions and actions leading to continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses, and are collectively accountable for student learning. School leaders encourage innovation, collaboration, shared leadership and professional growth. The school's culture is clearly a shared community of working together homogeneously as evidenced by our current parent survey results. Additionally, the School Improvement Plan has recently been completed and will be implemented as soon as possible.

2.5

School leaders and staff communicate effectively with parents, individually and as a group (clubs and classes) to share decisions. Efforts are made to solicit feedback and respond positively to it. Parents are encouraged to take leadership roles in their various interests. Additionally, club sponsors communicate frequently about upcoming club activities. Parents are encouraged to work with the school in order to build a sense of community and shared ownership. Our PTA works very effectively and consistently. Text and emails are sent out regularly to parents and students as needed.

2.6

The clear focus of supervision and evaluation is to improve professional practice and improve student success. Evaluations are performed regularly with follow-up individual discussions between leader and teacher to effectively adjust professional practice with the clear goal of improving student learning.

We adopted the Kagan Teaching Strategy to enhance and improve classroom instruction. We completed three (3) days of intense training and group exercises designed to engage students in active learning. Additionally, we had two (2) days of coaching to achieve maximum results.

Actions to Sustain:

University Academy will continue to seek feedback from all stakeholders through the use of climate surveys and through regular Board of Trustee meetings and PTA meetings. The school will provide on-going training to staff members on their roles and responsibilities in an effort to expand their involvement in shared decision making.

Areas of Weakness:

After analyzing the indicators, it was determined that professional development in the area of analyzing data was a tremendous need. Professional training to support student engagement, promote consistency in grading criteria and increasing student achievement by analyzing data is a high priority area. There is a need to provide teachers additional professional development focused on data driven instruction. Teachers need a better understanding of how to analyze data and how to incorporate that data in order to drive instruction or enhance instructional processes. In addition, efforts on collaboration between grade levels will strengthen student learning and performance.

Plans for Improvement:

We plan to offer professional development opportunities regarding data analysis and how to utilize the data efficiently to effect instruction and student learning. The results of surveys indicate that teachers want to improve their professional development practice(s) in the area of differentiation of instruction. Teachers need continued professional development in their learning programs and curriculum along with the End of Course exams, since their lessons are tied to testing results. A plan to include trainings for integration of technology into student lessons and learning, will be visited.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Posted learning objectives •Survey results •Course descriptions •Representative samples of student work across courses •LSUA College descriptions used to build high school course objectives 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Surveys results •Lesson plans aligned to the curriculum •Common assessments •State Curriculum/Guidebooks/Curriculum Maps used in developing Syllabus for each course. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Surveys results •Teacher evaluation criteria •Findings from supervisor walk-thrus and observations •Professional development focused on these strategies •Student work demonstrating the application of knowledge •Alternative Assessments/Project-based assessments 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Examples of improvements to instructional practices resulting from the evaluation process •Supervision and evaluation procedures •Administrative classroom observation protocols and logs •Surveys results •Documentation of collection of lesson plans and grade books •Peer or mentoring opportunities and interactions •Assessments turned into administrator to monitor rigor and equitable learning across courses. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Survey results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Survey results •Volunteer program with variety of options for participation •Calendar outlining when and how families are provided information on child's progress 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Survey results •Description of formal adult advocate structures •List of students matched to adult advocate •Bell Schedule Counselor Schedule 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> •Policies, processes, and procedures on grading and reporting •Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Student Handbook Website Grading Scale Teacher's Syllabi Posted Objectives 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief explanation of alignment between professional learning and identified needs •Evaluation tools for professional learning •Survey results •Results of evaluation of professional learning program. •Kagan evaluations Principal and school counselor's participation in SACS evaluations of other schools Administration Observations Kagan Coaching day-feedback 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services 	Level 3

Reflect upon your responses to each of the Indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard Three: Teaching and Assessing Learning

Performance Level: 3.08

Areas of Strength:

University Academy's standard three committee is comprised of four teachers, each from a different subject area. During the review process, the committee identified several strengths. The first area of strength involves instruction and student learning. Teachers at UA consistently set high standards for their students through the use of a diverse array of instructional strategies as well as the implementation of the latest technologies. This reliance on best practices is evidenced by teacher lesson plans as well as posted learning objectives. Moreover, students who qualify, as determined by standardized testing, are placed in actual college courses. Through these processes, each student's individual learning needs are met. In addition to instruction, UA's administrative staff consistently reviews and evaluates teachers, providing them with timely and constructive feedback. They encourage teachers to constantly look for new ways to improve as well as giving them the needed

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resources to do their absolute best.

Another area of strength is the school's involvement of families. Through the use of social media, the Remind app, telephone, and email, constant communication exist between staff and parents/guardians. Also, programs such as EdGear (Student Information System) and Oncourse (Online Lesson Planning and Teacher Websites/Homework Link) notify parents of failing grades, absences, and homework. In addition to routine communication, the school ensures that families are informed on their child's progress through grade reports every three weeks, with the third being a formal report card. Parents also have diverse opportunities for volunteering including PTA, school dances, weekly canteen, and sports games. This involvement is not limited to families as the majority of UA students participate in some form of extra-curricular activity, whether it be one of the many sports teams or a variety of school clubs. Through these activities as well as individual counseling, each child is well-known by at least one adult advocate.

Actions to Sustain Areas of Strength:

In order to ensure ongoing success, University Academy implements several practices. Teachers continue to monitor student progress through various types of assessments, both traditional (ACT, EOC, teacher made exams) and nontraditional (clickers, games, project based learning). Additionally, students are frequently required to engage in self-reflection and critical thinking; they are provided with evaluation rubrics as well as exemplar works to guide their reflection. Instruction and student learning is further reinforced in the form of monitoring and support from administration as well as opportunities for professional development. For example, this year the entire teaching staff participated in Kagan training as well as two separate Kagan coaching days. Training in the EdGear and Oncourse programs also take place at the beginning of each school year. Lastly, the school's guidance counselor meets with each student individually in an effort to ensure that his/her unique needs are being met. Through these meetings, the counselor can not only verify that the school continues to provide each student with challenging learning opportunities, she can also identify new areas of potential growth. Students also are given the opportunity to meet with a career counselor to discuss college applications, scholarships and financial aid opportunities.

Areas in Need of Improvement:

Through the review process, the committee also found areas in need of improvement. The most important of which is using data to drive instruction. While it is true that the school uses a variety of assessments (ACT, EOC, Accuplacer, teacher created exams), there exists no formal process for the collection, dissemination, and evaluation of this information. For data to be valuable, it must be disaggregated by qualified personnel. Through the data process, teachers can better identify the needs of their students.

Another possible area of growth is the school's implementation of collaborative learning communities. Teachers routinely engage in PLC's within their subject areas; however, they rarely take the opportunity to observe other educators in the school. It is the belief of the Standard 3 committee that peer evaluation would further encourage collaboration as well as provide teachers with a valuable learning resource: each other.

Enlisting open communication between college professors and students/parents is another area in vital need of improvement. Administration of UA and LSUA meet each year in the spring to discuss successes and areas of improvement. In the Spring 2017 meeting, UA administration will address the main parental concern of UA students (communication with professors). This has been a growing concern the past two years and needs to be addressed.

Plans to Improve Areas of Need:

In order to improve these weaknesses, the school intends to create a school improvement plan directly geared toward the areas identified by each committee. This plan will include a formal method for the data process and give specific direction for instruction and student engagement to foster growth. In this way, teachers will be able to effectively use data to drive instruction.

Additionally, the school will implement a procedure for teachers to engage in peer observation and include teacher induction practices for new teachers. This practice will encourage more collaboration amongst teachers from diverse subject areas. Moreover, it will provide teachers, new and old, with an invaluable opportunity for professional development.

Meetings will be held with LSUA administration to improve communication between college departments and UA parents. This will improve the satisfaction rate of UA parents and help them to feel that LSUA is concerned about their child's success and future.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •School calendar •Survey results •Alignment of budget with school purpose and direction •Examples of efforts of school leaders to secure necessary material and fiscal resources 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •System for maintenance requests •Maintenance schedules •Documentation of compliance with local and state inspections requirements •Safety committee responsibilities, meeting schedules, and minutes •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Budget related to media and information resource acquisition •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use •LSUA Technology Plan 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Survey results •List of support services available to students •Social classes and services, e.g., bullying, character education 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard Four: Resources and Support Systems

Performance Level: 3.43

Areas of Strength:

The Standard Four committee agreed that University Academy seeks to employ the best possible staff to support student learning. Evidence that qualified professional and support staff are proficient in their roles and responsibilities necessary to support University Academy's purpose, direction, and educational programs is prevalent in a broad range of areas. Policies and procedures are clearly defined which ensures that the school leaders recruit, employ and retain highly qualified staff to support the school's purpose, direction and educational programs. All teachers are evaluated twice a year using a systematic evaluation tool and/or the Eleot and are certified or are working towards certification in their content area and grade level. The evaluation system is designed as a growth instrument and is used to create high expectations and rigor in the classroom. Student to teacher ratios are evaluated regularly by our administration to assure all positions are filled to benefit the students. University Academy has implemented Professional Learning Communities (PLC) to analyze student data and to implement effective instructional strategies. While they are not utilized efficiently, the process is in place and will improve with continued training and involvement from administration. Most teachers and faculty have been on staff since the inception of the school which allows for a more personal relationship with students. Retaining and acquiring teachers of high quality is a top priority. Finally, new hires are partnered with a veteran teacher, in-school mentors, who provide support and guidance throughout the school year.

Upon opening the doors in 2014, University Academy has provided each student with advanced efforts to support the mission of the staff/leaders of the school in providing equal opportunity in dual enrollment classes for high school students. This alone will help the students to gain college credit and/or an associate's degree while being in high school. University Academy provides financial and material resources and guards instructional time to support the purpose and direction of the school. Instructors and support staff are encouraged to attend training opportunities for professional development and purchase necessary student materials to meet instructional goals. Schedules are developed around adequate blocks of time needed to provide quality learning opportunities. Use of instructional time remains an area that our school needs to be vigilant in monitoring.

According to feedback, there is sufficient amounts of resources available to support the purpose and mission of the school, as well as sufficient resources for instructional time. Evidence for meeting these criteria is implemented with the use of Kagan strategies the teachers use to teach each student. Each teacher is provided with a comfortable sized classroom, white board(s), Promethean Board, and a laptop/computer along with up-to-date text books and literary resources to provide students with the utmost resources to enhance learning. Each faculty member is provided with sufficient funding for their instructional program. Local school funds are used for common purchases such as instructional supplies and technology support. Parents and parent support clubs provide many of our school groups with invaluable fiscal and physical support. Without their many unselfish contributions, the quality of our extracurricular programs would be significantly impacted. While having updated resources, the school still has needs for the supply of a handheld textbook for use at home or for out of class assignments. Students also have access to the LSUA library and technology resources which includes WiFi access on every part of campus.

We believe we are diligent in identifying and responding to the needs of all students. Instructors make every effort to provide differentiated instruction for learners to keep them challenged and motivated in the classroom. Our school and career counselor work one-to-one with

students advising their coursework, providing college and scholarship information, and inviting college representatives to visit and aid them in their post-secondary choices.

The survey feedback in regards to maintaining facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff represented the highest scoring criteria for University Academy. The building and grounds are well-maintained, so that all students and staff have adequate space for learning and a healthy, clean environment in which to work. Teachers willingly have work days or staff days to continually improve the looks of the campus. It's evident that the staff, along with students, take pride in the school buildings on campus such as , the library, cafeteria, classrooms, gym, weight room, office, and other places found on the campus. Maintenance and custodial personnel supplied by LSUA regularly check building operating systems and keep our facilities clean and in working condition. Additionally, fire drills and crisis drills, such as severe weather and intruder on campus, take place on a regular basis. Procedures for all of these are kept in color-coded folders in all classrooms and are followed accordingly. Due to the school's open campus format and location on a college campus, a comprehensive strategy plan is implemented in corporation with the LSUA police, local authorities and the local fire department. Our staff is regularly trained in CPR. We have safety and crisis teams and plans in place that outline policies and procedures, with community and staff members serving on each, to help prepare us for emergency situations and respond in an effective manner. We also have access to the LSUA Student Health Center if needed. Our School Resource Officer is readily available to our students and staff.

Survey responses overwhelmingly agreed that services for student support are being met. University Academy has recently implemented the Kagan teaching strategies and programs to ensure each students' needs are being met on a personal, social, and emotional level. Sources available are a school counselor, a career counselor, parent nights, open house events, safe environment trainings, sports events and programs, and a variety of clubs and organizations for which the student may become involved.

Areas to Improve:

Even though we are consistent in having required safety drills, more intense training of other crisis situations such as active shooter drills should be instituted. Due to the increase in active shooters on not only high school campuses but also college campuses, we feel this is a high priority. Creating a systematic plan for the drills will include one training and two drills during a school calendar year. This information will be included in our crisis management plan.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evidence that assessments are reliable and bias free •Survey results •Documentation or description of evaluation tools/protocols 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Survey results •Documentation of attendance and training related to data use 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Evidence of student growth 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals 	Level 2

Reflect upon your responses to each of the Indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 5: Using Results for Continuous Improvement

Performance Level - 2.2

In standard five, using results for continuous improvement, the focus is on the school implementing a comprehensive assessment system that generates a range of data about student learning and school effectiveness and using the results to guide continuous improvement. University Academy places strong emphasis on the importance of standardized testing and using the data collected from testing to track student growth and success. University Academy's commitment to continuous improvement is evident in its professional development initiatives, use of state end-of-course testing and national ACT testing, and its proactive leadership. University Academy uses standardized testing and surveys to collect data on the state of the school, academic success, and parent/teacher/stakeholder feedback. Results from testing and surveys are used to make necessary changes and improvements to the school and to reinforce the strengths of University Academy.

Areas of Strength/Actions to Sustain Strength

University Academy uses the state End-of-Course (EOC) testing and national ACT testing to produce data about student learning and school performance. These assessment methods are standardized, reliable, and bias free as they are produced by outside sources. University Academy encourages all students to take the ACT by the end of their 10th grade year. Students also participate in state end-of-course (EOC) testing. The majority of our students take EOC tests almost every semester, assuming they are enrolled in a class that is covered by EOC testing (Geometry, Algebra II, English II, English III, Biology I, and U.S. History). A large portion of our students take the ACT at least once per year during their sophomore, junior and senior years. We will continue to test our students using state and national standardized testing.

This year, the school counselor collected, evaluated, and interpreted the ACT data from the past 3 years in order to see growth in scores and SY 2016-2017

to see areas of weakness. This information was shared with administration and teachers. As a result, teachers noted that our school is at or below the state and national average in each subject. The teachers, along with administrative staff, agreed that integrating ACT prep into their classes on a weekly basis would potentially improve ACT scores.

The administration also uses surveys to collect data from the parents and guardians of our students about their satisfaction with our school. We have been able to make positive changes to our school based on the feedback from those parent surveys. We plan to continue using surveys each year to gain feedback from parents and stakeholders so that we can use the data collected to contribute to the continuous improvement of our school.

Areas of Weakness/Plans to Improve

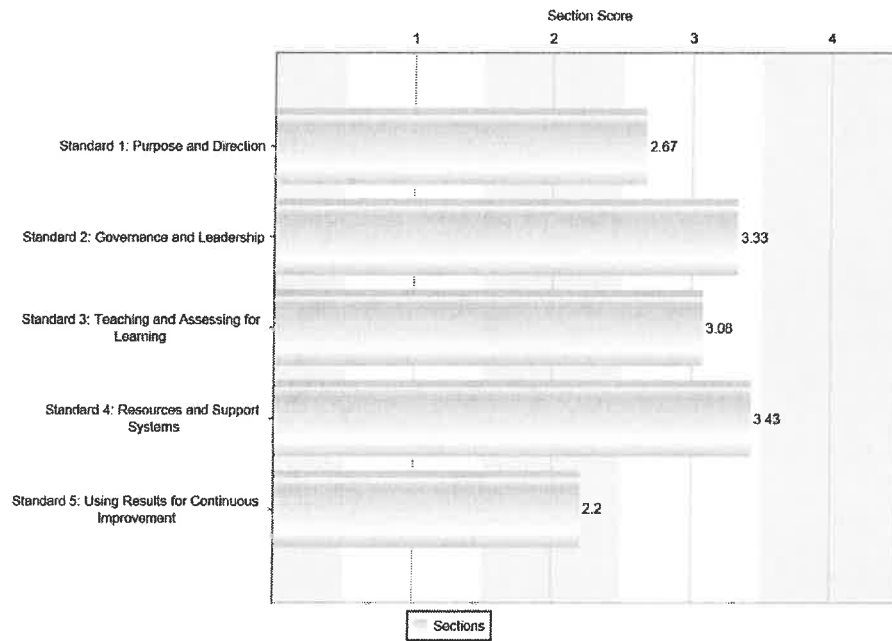
In the area of using results for continuous improvement, University Academy has three main areas of weakness: gathering data, interpreting data, and sharing data. ACT and EOC testing do not provide data on all of our students in grades 8 through 12. In order to collect data on students in all grade levels, we intend to administer multiple ACT assessments at various grade levels.

We will administer the pre-ACT to grades 8-10 during the Spring semester. The Pre-ACT is a multiple-choice assessment that provides students with short practice for the ACT test. It acts as early practice for the ACT test with flexible test administration dates. The score and predicted ACT score ranges align to the ACT 1-36 scale. Students may opt to share their information with colleges and scholarship agencies. The ACT Interest Inventory results provide students with a personalized view of interests with college and career alignment. These results also provide actionable insights to help educators, parents and students make important decisions for the future.

Additionally, as part of our school improvement plan, we will require all juniors and seniors to take the ACT at least once each school year. Administration will provide data training once each year to all teachers and support staff. The school counselor will collect the data from these assessments and share it with our administration, support staff, teachers and stakeholders through monthly data updates via email and monthly data meetings.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Worksheet UAC Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The indicators below demonstrate the areas of overall highest satisfaction or approval from our stakeholders gathered from the survey results.

Staff

- D1: Our school's governing body or school board complies with all policies, procedures, laws and regulations.
- D2: Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.
- D3: Our school's leaders support an innovative and collaborative culture.
- D4: Our school's leaders expect staff members to hold all students to high academic standards.
- F8: Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).
- F9: Our school provides opportunities for students to participate in activities that interest them.

Parents

- F6: Our school provides opportunities for students to participate in activities that interest them.
- F3: Our school provides a safe learning environment.
- C1: Our school's purpose statement is clearly focused on student success.
- F5: Our school provides excellent support services (e.g., counseling, and/or career planning).
- F4: Our school provides students with access to variety of information resources to support their learning.

Students

- H3: I follow classroom rules in ...
- F5: I actively participate in classroom activities and assignments in ...
- D1: My teachers express high expectations for me and my learning in ...
- H1: I interact respectfully with my teachers and other students in ...
- G6: I know how I will be graded on tests in ...

Notable Areas from Staff:

- I like that the administration supports the teachers, and I like the family atmosphere.
- “College opportunities for students. Can focus on teaching, very low discipline problems. Small classes can help more students individually.”
- The people you work with are kind and friendly, they care about their students and each other.
- I love the size of our school. The school is small enough to feel like a family. All staff and teachers get along well, which makes work a positive place. I also love that the staff and teachers know most of the students by name. UA is a family.
- The learning environment is the best thing about our school. The students are given the ability to develop accountability based on their opportunity to take college classes.
- The family atmosphere and caring faculty.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Even though this is University Academy's first time implementing the AdvancED stakeholders surveys, we noted that Standard 4 was a common area of strength from our parents and staff. The two groups expressed a strong agreement that our school provides the necessary resources and support to our students and staff. Our students overwhelmingly expressed satisfaction with how their classes are managed and the high expectations their teachers have for them. With the information gathered in this survey, we have a clear direction for areas in need of improvement. Utilizing the surveys in the future will foster an environment of continuous improvement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The results from the surveys are consistent with feedback received during parent/teacher conferences, open house events, academic conferences, and PTA meetings. The results are also consistent with a brief survey conducted earlier in the spring semester through the Survey Monkey site. Parents, students, and stakeholders indicate a strong sense of safety and satisfaction with the progress of University Academy. The comment most often expressed about University Academy is the ability for our students to earn college credit while in high school which supports our mission statement. While we don't have trend data to support these findings, we do show that overall stakeholders believe in what we do and who we are.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Having a staff that includes college professors not under the authority of University Academy administration or bound by the same standards as classroom teachers, clearly leads to our lowest level of satisfaction or approval. Parents consistently complain about not being aware of their child's progress in college courses. Four of the five lowest areas from the parent survey dealt directly with teacher communication or being informed of their child's progress. Considering every parent has access to their child's high school course progress through our student portal system and progress center along with take home reports every three weeks, we concluded that the survey results pertained to the college professors. The same comments were stated in a brief survey conducted earlier in the semester through an online survey using Survey Monkey. Since this has been a major area of concern, the administration of University Academy plans to conduct conversations with the administration of Louisiana State University at Alexandria to open communication between professors and parents/students. Allowing them to have more control of their child's success in college courses.

Other areas in need of improvement were discovered and are noted below:

Staff:

The school faculty and staff gave the lowest scores to the area of data analysis. The five lowest scores were related to data analysis, thus indicating our greatest area in need of improvement.

G4: Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

G3: Our school has a systematic process for collecting, analyzing, and using data.

E10: All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).

E15: In our school, staff members provide peer coaching to teachers.

E7: All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.

E9: All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

E1: All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice.

Parents:

The parents indicated a dissatisfaction within the area of teachers' communication with them. As stated above, the lack of communication comes in relation to college professors. Four of the five lowest areas were in teaching and assessing learning.

E7: All of my child's teachers keep me informed regularly of how my child is being graded.

E6: All of my child's teachers help me understand my child's progress.

E5: All of my child's teachers work as a team to help my child learn.

E9: My child sees a relationship between what is being taught and his/her everyday life.

D2: Our school's governing body does not interfere with the operation or leadership of our school.

Students:

While students rate four of the five areas as lowest in digital learning/access to technology tools, we conclude part of the low scores were from students not fully understanding the terminology presented in the questions. Students may utilize networking sites on an hourly basis, but didn't realize that was the formal name for "Snap Chat, Instagram and other sites."

H4: Transitioning from one activity to another in my classroom is chaotic in...

I4: I use networking sites (either class/school-based or self-organized) to communicate with other students in...

I5: I use networking sites (either class/school-based or self-organized) to work collaboratively with other students in...

I3: I use a tablet/laptop/desktop computer during class to conduct research, solve problems, or create original works in...

I2: I use a smartphone during class to conduct research, solve problems or create original works in...

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

In regards to trends in the surveys, there were no notable trends. Each group showed a different area of concern or change needed. Our staff ratings indicate decreasing satisfaction with the training in use of data analysis to impact instruction, while our parents lowest ratings dealt with teaching and assessing learning. Students lowest ratings were in digital learning or access to technology. Most scores of indicators were above the network average and shows that overall that stakeholders are satisfied with the progress of the school.

What are the implications for these stakeholder perceptions?

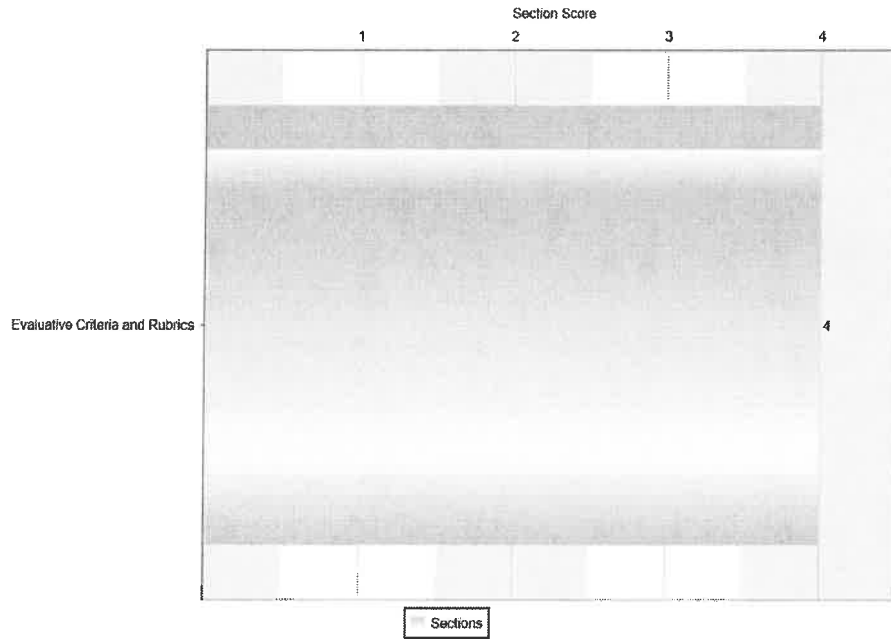
The implications for these stakeholder perceptions are that parents and staff members seem satisfied with the direction that the school leadership is taking toward continuous improvement. The need to improve data analysis is evident and a top priority for staff development in the future. Administration is in the process of locating and securing research-based trainings on how to interpret and use assessment data to drive instruction in the classroom. The major indicator of dissatisfaction is in communication between parents and college professors. This has been a consistent problem with our school. Administration is diligently seeking a solution to this concern with the college administration and faculty senate. Students indicated a lack of technology tools or the appropriate use of technology. Finding trainings for staff to incorporate technology on a more productive level will drive professional development opportunities. Teachers have expressed interest in learning more about the use of data in their classrooms, and that will lead to a current professional learning agenda.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The results from the surveys are consistent with feedback received during parent/teacher conferences, open house events, academic conferences, and PTA meetings. The results are also consistent with a brief survey conducted earlier in the spring semester through the Survey Monkey site. Parents, students, and stakeholders indicate a strong desire for better communication and progress reporting from college professors. While teachers desire training in using data to drive instruction. Both of these concerns will be top priority items for improvement.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

In 2015 the junior class scored at or above the state average in their Composite, Math, Science, English, and Reading scores and scored at or above the national level in their Composite and English scores. In 2016 the junior and senior classes scored at or above the state averages in their Composite, Math, Science, English, and Reading and scored at or above the National averages in their Composite scores. This year, the sophomore and junior class scored at or above the state and national averages in Science, English, and Mathematics.

Describe the area(s) that show a positive trend in performance.

Over the past 2.5 years, University Academy students have shown an improvement in ACT scores in Science, English, and Reading scores. Students have also improved EOC scores in English II, English III, and U.S. History.

Average ACT Score Comparison Over Past 2.5 Years

Science - 19 (2014-2015); 20 (2016-2017)

English - 17 (2014-2015); 19 (2016-2017)

Reading - 18 (2014-2015); 20 (2016-2017)

Comparison of EOC Proficiency Over Past 2.5 Years

English II - 83% (2014-2015); 88% (2016-2017)

English III - 38% (2014-2015); 52% (2016-2017)

U.S. History - 39% (2014-2015); 41% (2016-2017)

Which area(s) indicate the overall highest performance?

According to EOC data, students have been most proficient in English II over the past 2.5 years. This past Fall 2016, students were most proficient in both English II (88% proficiency) and English III (52% proficiency). On average, University Academy students have also performed at or above the State average on the ACT in English for the past 2.5 years.

Which subgroup(s) show a trend toward increasing performance?

Last year, University Academy's male and female students scored at or above the state averages for males and females tested on the ACT in all subjects. Black/African American students at University Academy scored at or above the state average for Black/African American students tested on the ACT in all subjects.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between males and females and between the Caucasian students and minority students as evidenced by both the male and minority populations scoring at or above the state averages in all subjects on the ACT last year.

Which of the above reported findings are consistent with findings from other data sources?

As noted previously, ACT and EOC testing data consistently show strength in English. Students have been most proficient in English II over the past 2.5 years. This past Fall 2016, students were most proficient in both English II (88% proficiency) and English III (52% proficiency). On average, University Academy students have also performed at or above the State average on the ACT in English for the past 2.5 years.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

University Academy students performed below expected levels of performance in Biology and U.S. History EOC testing. According to EOC testing data, on average students have consistently shown the lowest proficiency in Biology over the past 2.5 years. In the most recent Fall 2016 EOC testing, only 27% of students scored proficient in Biology. Students testing in U.S. History have also had a low average proficiency of only 38% over the past 2.5 years.

Describe the area(s) that show a negative trend in performance.

EOC proficiency declined in Geometry and Biology from 2014 to 2016. Geometry proficiency declined from 56% in 2014 to 51% in 2016. Biology proficiency declined from 42% in 2014 to 27% in 2016.

Which area(s) indicate the overall lowest performance?

Overall, students have consistently scored lowest in Math on ACT and EOC testing. EOC Algebra I scores have not shown growth in proficiency (47%) since the 2014-2015 school year. EOC Geometry scores have shown decreased proficiency over the past 2.5 years from 56% proficiency in 2014-2015 to 51% proficiency in Fall 2016. Math has also consistently been the lowest average ACT score since 2014.

Which subgroup(s) show a trend toward decreasing performance?

At this time, the data shows no consistently decreasing performance in subgroups in any subject areas.

Between which subgroups is the achievement gap becoming greater?

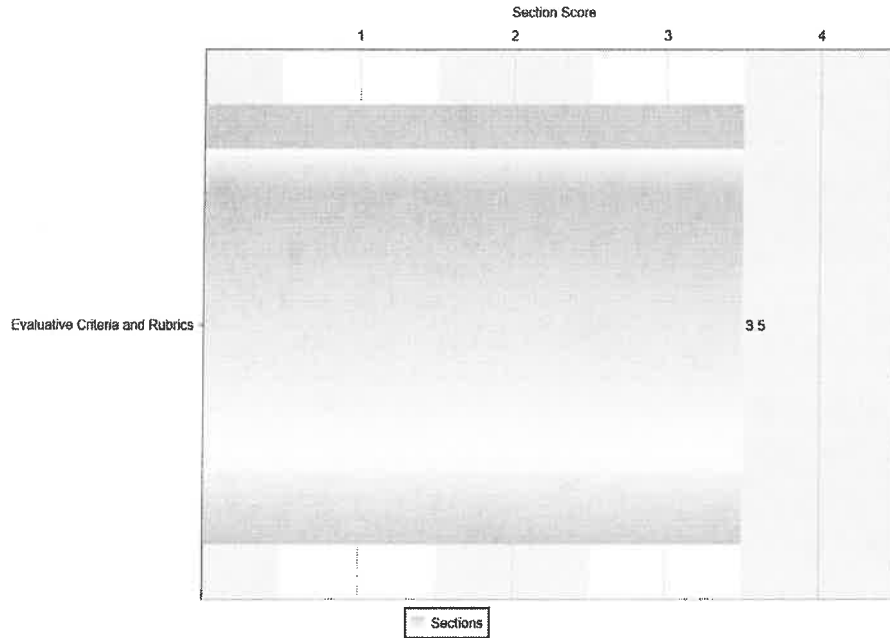
Over the past 2.5 years, ACT data has shown that the achievement gap has grown between the class of 2017 and class of 2018 in all subject areas tested. This year, on average the class of 2018 scored higher by 1 to 2 points in all ACT subject areas than the class of 2017.

Which of the above reported findings are consistent with findings from other data sources?

ACT and EOC scores indicate a need for improvement in Math scores. As stated previously, EOC Algebra I scores have not shown growth in proficiency (47%) since the 2014-2015 school year. EOC Geometry scores have shown decreased proficiency over the past 2.5 years from 56% proficiency in 2014-2015 to 51% proficiency in Fall 2016. Math has also consistently been the lowest average ACT score since 2014.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

Advanced Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		UA School Calendar 2016-2017 Student Handbook 2016-2017 Enrollment by Gender & Grade Bell Schedule UAC Teacher/Staff Handbook Health/Fire Marshall Report

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		University Academy Crisis Plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	We utilize the Quick books program to monitor and distribute payments to vendors and employees.	

Accreditation Report
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Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvanceED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

University Academy of Central LA

Overview

Plan Name

University Academy of Central LA

Plan Description

Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Accreditation Tasks

University Academy of Central Louisiana

Demographics	School Accreditation	QAR Team	
Organization Status	Accredited	Accreditation Status	Accredited
Recommended Organization Status		Recommended Accreditation Status	
Date of Initial Accreditation	Jul 21, 2014	Expiration Date	Jun 30, 2022
Accreditation Reports			
<i>No Reports</i>			
ASSIST Reports			
